ABOUT THE AUTHORS

Joan Saslow

Joan Saslow has taught in a variety of programs in South America and the United States. She is author or coauthor of a number of widely used courses, some of which are *Ready to Go*, *Workplace Plus*, *Literacy Plus*, and *Top Notch*. She is also author of *English in Context*, a series for reading science and technology. Ms. Saslow was the series director of *True Colors* and *True Voices*. She has participated in the English Language Specialist Program in the U.S. Department of State's Bureau of Educational and Cultural Affairs.

Allen Ascher

Allen Ascher has been a teacher and teacher trainer in China and the United States, as well as academic director of the intensive English program at Hunter College. Mr. Ascher has also been an ELT publisher and was responsible for publication and expansion of numerous well-known courses including *True Colors*, *NorthStar*, the *Longman TOEFL Preparation Series*, and the *Longman Academic Writing Series*. He is coauthor of *Top Notch*, and he wrote the "Teaching Speaking" module of *Teacher Development Interactive*, an online multimedia teacher-training program.

Ms. Saslow and Mr. Ascher are frequent presenters at professional conferences and have been coauthoring courses for teens, adults, and young adults since 2002.

AUTHORS' ACKNOWLEDGMENTS

The authors wish to thank Katherine Klagsbrun for developing the digital Extra Challenge Reading Activities that appear with all reading selections in ***Summit 2***.

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

Cris Asperti, CEL LEP, São Paulo, Brazil • **Diana Alicia Ávila Martínez**, CUEC, Monterrey, Mexico • **Shannon Brown**, Nagoya University of Foreign Studies, Nagoya, Japan • **Cesar Byrd**, Universidad ETAC Campus Chalco, Mexico City, Mexico • **Maria Claudia Campos de Freitas**, Metalanguage, São Paulo, Brazil • **Alvaro Del Castillo Alba**, CBA, Santa Cruz, Bolivia • **Isidro Castro Galván**, Instituto Teocalli, Monterrey, Mexico • **Melisa Celi**, Idiomas Católica, Lima, Peru • **Carlos Celis**, CEL LEP, São Paulo, Brazil • **Jussara Costa e Silva**, Prize Language School, São Paulo, Brazil • **Inara Couto**, CEL LEP, São Paulo, Brazil • **Gemma Crouch**, ICPNA Chiclayo, Peru • **Ingrid Valverde Diaz del Olmo**, ICPNA Cusco, Peru • **Jacqueline Díaz Esquivel**, PROULEX, Guadalajara, Mexico • **María Eid Ceneviva**, CBA, Cochabamba, Bolivia • **Erika Licia Esteves Silva**, Murphy English, São Paulo, Brazil • **Cristian Garay**, Idiomas Católica, Lima, Peru • **Miguel Angel Guerrero Pozos**, PROULEX, Guadalajara, Mexico • **Anderson Francisco Guimarães Maia**, Centro Cultural Brasil Estados Unidos, Belém, Brazil • **Cesar Guzmán**, CAADI Monterrey, Mexico • **César Iván Hernández Escobedo**, PROULEX, Guadalajara, Mexico • **Robert Hinton**, Nihon University, Tokyo, Japan • **Segundo Huanambal Díaz**, ICPNA Chiclayo, Peru • **Chandra Víctor Jacobs Sukahai**, Universidad de Valle de México, Monterrey, Mexico • **Yeni Jiménez Torres**, Centro Colombo Americano Bogotá, Colombia • **Simon Lees**, Nagoya University of Foreign Studies, Nagoya, Japan • **Thomas LeViness**, PROULEX, Guadalajara, Mexico • **Amy Lewis**, Waseda University, Tokyo, Japan • **Luz Libia Rey**, Centro Colombo Americano, Bogotá, Colombia • **Diego López**, Idiomas Católica, Lima, Peru • **Junior Lozano**, Idiomas Católica, Lima, Peru • **Tanja McCandie**, Nanzan University, Nagoya, Japan • **Tammy Martínez Nieves**, Universidad Autónoma de Nuevo León, Monterrey, Mexico • **María Teresa Meléndez Mantilla**, ICPNA Chiclayo, Peru • **Mónica Nomberto**, ICPNA Chiclayo, Peru • **Otilia Ojeda**, Monterrey, Mexico • **Juana Palacios**, Idiomas Católica, Lima, Peru • **Giuseppe Paldino Mayorga**, Jellyfish Learning Center, San Cristobal, Ecuador • **Henry Eduardo Pardo Lamprea**, Universidad Militar Nueva Granada, Colombia • **Dario Paredes**, Centro Colombo Americano, Bogotá, Colombia • **Teresa Noemí Parra Alarcón**, Centro Anglo Americano de Cuernavaca, S.C., Cuernavaca, Mexico • **Carlos Eduardo de la Paz Arroyo**, Centro Anglo Americano de Cuernavaca, S.C., Cuernavaca, Mexico • **José Luis Pérez Treviño**, Instituto Obispado, Monterrey, Mexico • **Evelize Maria Plácido Florian**, São Paulo, Brazil • **Armida Rivas**, Monterrey, Mexico • **Luis Rodríguez Amau**, ICPNA Chiclayo, Peru • **Fabio Ossaamn Rok Kaku**, Prize Language School, São Paulo, Brazil • **Ana María Román Villareal**, CUEC, Monterrey, Mexico • **Reynaldo Romano C.**, CBA, La Paz, Bolivia • **Francisco Rondón**, Centro Colombo Americano, Bogotá, Colombia • **Peter Russell**, Waseda University, Tokyo, Japan • **Rubena St. Louis**, Universidad Simón Bolivar, Caracas, Venezuela • **Marisol Salazar**, Centro Colombo Americano, Bogotá, Colombia • **Miguel Sierra**, Idiomas Católica, Lima, Peru • **Greg Strong**, Aoyama Gakuin University, Tokyo, Japan • **Gerald Talandis**, Toyama University, Toyama, Japan • **Stephen Thompson**, Nagoya University of Foreign Studies, Nagoya, Japan • **José Luis Urbina Hurtado**, Instituto Tecnológico de León, Mexico • **René F. Valdivia Pereyra**, CBA, Santa Cruz, Bolivia • **Magno Alejandro Vivar Hurtado**, Salesian Polytechnic University, Ecuador • **Belkis Yanes**, Caracas, Venezuela • **Holger Zamora**, ICPNA Cusco, Peru • **Maria Cristina Zanon Costa**, Metalanguage, São Paulo, Brazil • **Kathia Zegarra**, Idiomas Católica, Lima, Peru.

LEARNING OBJECTIVES

UNIT	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
UNIT 1 **Dreams and Goals** PAGE 2	• Ask about someone's background • Discuss career and study plans • Compare your dreams and goals in life • Describe job qualifications	• Job applications • Collocations for career and study plans • Describing dreams and goals **Word Study:** • Collocations with have and get for qualifications	• Simultaneous and sequential past actions: review and expansion • Completed and uncompleted past actions closely related to the present **GRAMMAR BOOSTER** • Describing past actions and events: review • Stative verbs: non-action and action meanings
UNIT 2 **Character and Responsibility** PAGE 14	• Describe the consequences of lying • Express regret and take responsibility • Explore where values come from • Discuss how best to help others	• Taking or avoiding responsibility • Philanthropic work	• Adjective clauses: review and expansion • "Comment" clauses **GRAMMAR BOOSTER** • Adjective clauses: overview • Grammar for Writing: adjective clauses with quantifiers • Grammar for Writing: reduced adjective clauses
UNIT 3 **Fears, Hardships, and Heroism** PAGE 26	• Express frustration, empathy, and encouragement • Describe how fear affects you physically • Discuss overcoming handicaps and hardships • Examine the nature of heroism	• Expressing frustration, empathy, and encouragement • Physical effects of fear **Word Study:** • Using parts of speech	• Clauses with no matter • Using so … (that) or such … (that) to explain results **GRAMMAR BOOSTER** • Embedded questions: review and common errors • Non-count nouns made countable • Nouns used in both countable and uncountable sense
UNIT 4 **Getting Along with Others** PAGE 38	• Discuss how to overcome shortcomings • Acknowledge inconsiderate behavior • Explain how you handle anger • Explore the qualities of friendship	• Shortcomings • Expressing and controlling anger	• Adverb clauses of condition • Cleft sentences: review and expansion **GRAMMAR BOOSTER** • Grammar for Writing: more conjunctions and transitions • Cleft sentences: more on meaning and use
UNIT 5 **Humor** PAGE 50	• Discuss the health benefits of laughter • Respond to something funny • Analyze what makes us laugh • Explore the limits of humor	• Ways to respond to jokes and other funny things • Common types of jokes • Practical jokes	• Indirect speech: backshifts in tense and time expressions • Questions in indirect speech **GRAMMAR BOOSTER** • Imperatives in indirect speech • Changes to pronouns and possessives • Say, tell, and ask • Other reporting verbs

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
• Use Thanks for asking to express appreciation for someone's interest. • Use Correct me if I'm wrong, but … to tentatively assert what you believe about someone or something. • Say I've given it some thought and … to introduce a thoughtful opinion. • Informally ask for directions by saying Steer me in the right direction. • Say As a matter of fact to present a relevant fact. • Offer assistance with I'd be more than happy to. • Say I really appreciate it to express gratitude.	**Listening Skills:** • Listen to activate vocabulary • Listen for main ideas • Listen to confirm content • Listen for supporting details • Listen to infer **PRONUNCIATION BOOSTER** • Sentence stress and intonation: review	**Texts:** • An application for employment • An article about two famous people • An article about good and bad interview behavior • A job advertisement • A résumé **Skills / strategies:** • Understand idioms and expressions • Confirm information • Apply ideas	**Task:** • Write a traditional cover letter to an employer **Skill:** • A formal cover letter
• Admit having made a mistake by apologizing with I'm really sorry, but … • Confirm that someone agrees to an offer with if that's OK. • Use That's really not necessary to politely turn down an offer. • Take responsibility for a mistake by saying Please accept my apology.	**Listening Skills:** • Listen to infer information • Listen to support an opinion • Listen for main ideas • Listen to classify • Listen to confirm content • Listen for point of view • Listen to summarize • Listen to draw conclusions **PRONUNCIATION BOOSTER** • Emphatic stress and pitch to express emotion	**Texts:** • A survey about taking or avoiding responsibility • An article about lying • A textbook article about the development of values • Dictionary entries • Short biographies **Skills / strategies:** • Understand idioms and expressions • Relate to personal experience • Classify vocabulary using context • Critical thinking	**Task:** • Write a college application essay **Skill:** • Restrictive and non-restrictive adjective clauses
• Ask Is something wrong? to express concern about someone's state of mind. • Ask What's going on? to show interest in the details of someone's problem. • Begin an explanation with Well, basically to characterize a problem in few words. • Say Hang in there to offer support to someone facing a difficulty. • Say Anytime to acknowledge someone's appreciation and minimize what one has done.	**Listening Skills:** • Listen to predict • Listen to activate parts of speech • Listen for details • Listen to retell a story • Listen to summarize **PRONUNCIATION BOOSTER** • Vowel reduction to /ə/	**Texts:** • A self-test about how fearful you are • Interview responses about how fear affects people physically • An article about Marlee Matlin • Profiles of three heroes **Skills / strategies:** • Understand idioms and expressions • Understand meaning from context • Summarize	**Task:** • Write a short report about a dangerous or frightening event **Skill:** • Reducing adverbial clauses
• Introduce an uncomfortable topic with there's something I need to bring up. • Say I didn't realize that to acknowledge a complaint about your behavior. • Use I didn't mean to … to apologize for and summarize someone's complaint. • Say On the contrary to assure someone that you don't feel the way they think you might. • Say I can see your point to acknowledge someone's point of view.	**Listening Skills:** • Listen to activate grammar • Listen to summarize the main idea • Listen to infer information • Listen to draw conclusions **PRONUNCIATION BOOSTER** • Shifting emphatic stress	**Texts:** • Profiles about people's shortcomings • Descriptions of different workshops • An article on friendship **Skills / strategies:** • Understand idioms and expressions • Understand meaning from context • Apply ideas • Relate to personal experience	**Task:** • Write a three-paragraph essay presenting a solution to a common shortcoming **Skill:** • Transitional topic sentences
• Exclaim You've got to see this! to urge someone to look at something. • Introduce a statement with Seriously to insist someone not hesitate to take your suggestion. • Say That's priceless to strongly praise something. • Agree informally with Totally.	**Listening Skills:** • Listen to activate vocabulary • Listen to summarize • Listen to take notes • Listen to apply ideas **PRONUNCIATION BOOSTER** • Intonation of sarcasm	**Texts:** • A self-test about your sense of humor • An article about the health benefits of laughter • An article about the theories of humor • Descriptions of practical jokes **Skills / strategies:** • Understand idioms and expressions • Critical thinking • Classify	**Task:** • Write a true or imaginary story **Skill:** • Writing dialogue

UNIT	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
UNIT 6 **Troubles While Traveling** PAGE 62	• Describe some causes of travel hassles • Express gratitude for a favor while traveling • Discuss staying safe on the Internet • Talk about lost, stolen, or damaged property	• Travel nouns **Word Study:** • Past participles as noun modifiers	• Unreal conditional sentences: continuous forms • Unreal conditional statements with if it weren't for … / if it hadn't been for … **GRAMMAR BOOSTER** • The conditional: summary and extension
UNIT 7 **Mind Over Matter** PAGE 74	• Suggest that someone is being gullible • Examine superstitions for believability • Talk about the power of suggestion • Discuss phobias	• Ways to express disbelief • Expressions with mind **Word Study:** • Noun and adjective forms	• Nouns: indefinite, definite, unique, and generic meaning (review and expansion) • Indirect speech: it + a passive reporting verb **GRAMMAR BOOSTER** • Article usage: summary • Definite article: additional uses • More non-count nouns with both a countable and an uncountable sense • Grammar for Writing: indirect speech with passive reporting verbs
UNIT 8 **Performing at Your Best** PAGE 86	• Discuss your talents and strengths • Suggest ways to boost intelligence • Explain how you produce your best work • Describe what makes someone a "genius"	• Expressions to describe talents and strengths • Adjectives that describe aspects of intelligence	• Using auxiliary do for emphatic stress • The subjunctive **GRAMMAR BOOSTER** • Grammar for Writing: emphatic stress • Infinitives and gerunds in place of the subjunctive
UNIT 9 **What Lies Ahead?** PAGE 98	• Discuss the feasibility of future technologies • Evaluate applications of innovative technologies • Discuss how to protect our future environment • Examine future social and demographic trends	• Innovative technologies • Ways to express a concern about consequences • Describing social and demographic trends	• The passive voice: the future, the future as seen from the past, and the future perfect • The passive voice in unreal conditional sentences **GRAMMAR BOOSTER** • Grammar for Writing: when to use the passive voice
UNIT 10 **An Interconnected World** PAGE 110	• React to news about global issues • Describe the impact of foreign imports • Discuss the pros and cons of globalization • Suggest ways to avoid culture shock	• Phrasal verbs to discuss issues and problems	• Separability of transitive phrasal verbs **GRAMMAR BOOSTER** • Phrasal verbs: expansion

Reference Charts . . . . . page 122
Grammar Booster . . . . . page 128
Pronunciation Booster . . . . . page 143
Test-Taking Skills Booster . . . . . page 151

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
• Ask a stranger for help with I wonder if you could do me a favor. • Agree to offer assistance with How can I help? • Confirm willingness to perform a favor with I'd be happy to. • Introduce a statement of relief with It's a good thing.	**Listening Skills:** • Listen to infer • Listen to activate grammar • Listen for main ideas • Listen to confirm content • Listen to understand meaning from context • Listen for details • Listen to summarize **PRONUNCIATION BOOSTER** • Regular past participle endings • Reduction in perfect modals	**Texts:** • A travel tips contest • Interview responses about travel hassles • An article about the dangers of public Wi-Fi **Skills / strategies:** • Understand idioms and expressions • Understand meaning from context • Paraphrase • Find supporting details	**Task:** • Write an essay comparing and contrasting two means of transportation **Skill:** • A comparison and contrast essay
• Call someone's attention to an outrageous claim with Can you believe this? • Express surprise at someone's gullibility with Oh, come on. • Use That's got to be to underscore a conclusion. • Add I guess to an opinion one isn't sure about. • Express extreme agreement to another's opinion with You can say that again.	**Listening Skills:** • Listen for details • Listen to confirm content • Listen to summarize • Listen to infer **PRONUNCIATION BOOSTER** • Linking sounds	**Texts:** • A website about superstitions • An article about the placebo and nocebo effects **Skills / strategies:** • Understand idioms and expressions • Infer meaning • Draw conclusions • Critical thinking	**Task:** • Write a four-paragraph essay on superstitions **Skill:** • Subject / verb agreement: expansion
• Say Guess what? to introduce exciting news. • Use I can't make up my mind between … to signal indecision. • Use I wouldn't say … to express modesty or doubt. • Support a statement or point of view with I've been told that. • Provide support for someone's decision with I don't think you can go wrong.	**Listening Skills:** • Listen for main ideas • Listen to infer • Listen for supporting details • Listen to draw conclusions **PRONUNCIATION BOOSTER** • Emphatic stress with auxiliary verbs	**Texts:** • A quiz on emotional intelligence • An article on whether intelligence can be increased • An article on staying on target **Skills / strategies:** • Understand idioms and expressions • Apply ideas • Relate to personal experience	**Task:** • Write a three-paragraph essay about the challenges of staying focused **Skill:** • Explaining cause and result
• Use For one thing to introduce an important first argument. • Say Well, if you ask me … to offer an opinion. • Use I mean to clarify what you just said. • Say I see your point to concede the value of someone else's opinion.	**Listening Skills:** • Listen to activate vocabulary • Listen to identify point of view • Listen to confirm content • Listen to infer information • Listen to draw conclusions **PRONUNCIATION BOOSTER** • Reading aloud	**Texts:** • A survey on future predictions • An article on how people in the past envisioned the future • An article on what some people are doing to protect the environment • Dictionary entries **Skills / strategies:** • Understand idioms and expressions • Understand meaning from context • Draw conclusions	**Task:** • Write a four- or five-paragraph essay about the future **Skill:** • The thesis statement in a formal essay
• Begin a statement with Can you believe … to introduce surprising, exciting, or disturbing information. • Use But on the bright side to change a negative topic to something more positive. • Begin a statement with It just goes to show you … to emphasize a point. • Say Well, that's another story to acknowledge a positive or negative change of topic. • Begin a statement with You'd think … to express frustration with a situation.	**Listening Skills:** • Listen to activate vocabulary • Listen to summarize • Listen to confirm information • Listen to understand meaning from context • Listen to draw conclusions **PRONUNCIATION BOOSTER** • Intonation of tag questions	**Texts:** • A quiz on English in today's world • News stories about global issues and problems • People's opinions about foreign imports • An article about the pros and cons of globalization **Skills / strategies:** • Understand idioms and expressions • Understand meaning from context • Identify supporting ideas • Interpret information in a graph	**Task:** • Write a four-paragraph essay to rebut an opposing view about globalization **Skill:** • Rebutting an opposing point of view

What is *Summit*?

Summit is a two-level high-intermediate to advanced communicative course that develops confident, culturally fluent English speakers able to navigate the social, travel, and professional situations they will encounter as they use English in their lives. ***Summit*** can follow the intermediate level of any communicative series, including the four-level ***Top Notch*** course.

Summit delivers immediate, demonstrable results in every class session through its proven pedagogy and systematic and intensive recycling of language. Each goal- and achievement-based lesson is tightly correlated to the Can-Do Statements of the Common European Framework of Reference (CEFR). The course is fully benchmarked to the Global Scale of English (GSE).

Each level of ***Summit*** contains material for 60 to 90 hours of classroom instruction. Its full array of additional print and digital components can extend instruction to 120 hours if desired. Furthermore, the entire ***Summit*** course can be tailored to blended learning with its integrated online component, *MyEnglishLab*. ***Summit*** offers more ready-to-use teacher resources than any other course available today.

NEW This third edition represents a major revision of content and has a greatly increased quantity of exercises, both print and digital. Following are some key new features:

- **Conversation Activator Videos** to build communicative competence
- **Discussion Activator Videos** to increase quality and quantity of expression
- A **Test-Taking Skills Booster** (and **Extra Challenge Reading Activities**) to help students succeed in the reading and listening sections of standardized tests
- An **Understand Idioms and Expressions** section in each unit increases the authenticity of student spoken language

Award-Winning Instructional Design*

Demonstrable confirmation of progress

Every two-page lesson has a clearly stated communication goal and culminates in a guided conversation, free discussion, debate, presentation, role play, or project that achieves the goal. Idea framing and notepadding activities lead students to confident spoken expression.

Cultural fluency

Summit audio familiarizes students with a wide variety of native and non-native accents. Discussion activities reflect the topics people of diverse cultural backgrounds talk about in their social and professional lives.

Explicit vocabulary and grammar

Clear captioned illustrations and dictionary-style presentations, all with audio, take the guesswork out of meaning and ensure comprehensible pronunciation. Grammar is embedded in context and presented explicitly for form, meaning, and use. The unique "Recycle this Language" feature encourages active use of newly learned words and grammar during communication practice.

Active listening syllabus

More than 50 listening tasks at each level of ***Summit*** develop critical thinking and crucial listening comprehension skills such as listen for details, main ideas, confirmation of content, inference, and understand meaning from context.

Conversation and Discussion Activators

Memorable conversation models with audio provide appealing natural social language and conversation strategies essential for post-secondary learners. Rigorous Conversation Activator and Discussion Activator activities with video systematically stimulate recycling of social language, ensuring it is not forgotten. A unique Pronunciation Booster provides lessons and interactive practice, with audio, so students can improve their spoken expression.

Systematic writing skills development

Summit teaches the conventions of correct English writing so students will be prepared for standardized tests, academic study, and professional communication. Lessons cover key writing and rhetorical skills such as using parallel structure and avoiding sentence fragments, run-on sentences, and comma splices. Intensive work in paragraph and essay development ensures confident and successful writing.

Reading skills and strategies

Each unit of ***Summit*** builds critical thinking and key reading skills and strategies such as paraphrasing, drawing conclusions, expressing and supporting an opinion, and activating prior knowledge. Learners develop analytical skills and increase fluency while supporting their answers through speaking.

*We wish you and your students enjoyment and success with **Summit**. We wrote it for you.*

Joan Saslow and Allen Ascher

**Summit* is the recipient of the Association of Educational Publishers' Distinguished Achievement Award.*

USING YOUR *SUMMIT* TEACHER'S EDITION AND LESSON PLANNER

The **Teacher's Edition and Lesson Planner** provides detailed notes for planning and presenting your lessons, plus ideas for extending them. You will find additional support in ActiveTeach, a digital tool that goes hand in hand with the Teacher's Edition. ActiveTeach provides an interactive classroom experience with or without an interactive whiteboard (IWB).

The instructions here will guide you as you use the teaching suggestions in the Lesson Plans, and explain the printable and digital resources in ActiveTeach.

In addition, the authors recommend you consult the **Methods Handbook** for support in developing effective techniques for teaching in a communicative classroom and for teaching tips for achieving the best results with the *Summit* course. You can find the **Methods Handbook** in the folder labeled "Methodology" within "Teacher Resources" on ActiveTeach. Within "Methodology", you will also find the article "**Great Ideas for Teaching with *ActiveTeach*,**" which explains numerous ways in which you can use ActiveTeach to enhance your in-class lessons.

Overview

Starting with Unit 1, each two-page lesson is designed for a period of 45 to 60 minutes. To plan a class of approximately 45 minutes, use the shorter estimated teaching times as a guide when a range is shown. To plan a class of at least 60 minutes, use the longer estimated times. Your actual teaching time may vary according to your students' needs, your program schedule, and your teaching style. Write your actual teaching time in the space provided for future reference.

Activities labeled *Option* include suggested teaching times that should be added to the lesson.

In addition, these optional digital activities referenced throughout this Teacher's Edition are available in ActiveTeach to enrich your lesson.

More Exercises

Additional exercises are provided for each grammar presentation. The Extra Grammar Exercises can be presented as interactive digital activities, or they can be printed out and distributed as handouts from the "Printable Extension Activities" menu in "Teacher Resources."

Conversation Activator Video

This unique video provides a dramatic demonstration of how students can be maximally productive as they create their own personalized conversations. The Conversation Activator Video encourages students to "say as much as they can." If you wish, you can show a transcript from the video player on ActiveTeach or print out the video script from the "Teacher Resources" menu.

Discussion Activator Video

A Discussion Activator Video, which accompanies one of the discussion activities in each unit, provides support to help students develop their own free discussions. You can show a transcript from the video player on ActiveTeach or print out the video script from the "Teacher Resources" menu.

Digital Games

A game called "Stepping Stones" provides additional review and practice of unit language. It can be opened by clicking the icon on the digital Student's Book page in ActiveTeach, or it can be accessed in "Teacher Resources" within ActiveTeach.

Extension Activities and other resources

A multitude of optional extension activities enable you to tailor *Summit* to the needs of your class. Throughout the Lesson Planner notes, printable extension activities and other resources are referenced at the suggested point of use in the lesson. Included are:

- Conversation Activator-Speaking Booster
- Discussion-Speaking Booster
- Extra Challenge Reading Activities
- Extra Grammar Exercises
- Extra Reading Comprehension Questions
- Graphic Organizers
- Inductive Grammar Activities
- Listening Strategies
- Pronunciation Pair Work
- Reading Speed Calculator
- Reading Strategies
- Vocabulary-Building Strategies
- Writing Process Worksheets

In the Lesson Planner notes, activities with both and icons will appear as "pop ups" in the ActiveTeach (click on the icon located on the Student's Book page). In addition, all activities and resources can be accessed from the "Printable Extension Activities" menu within the "Teacher Resources" tab. Other available resources within the "Teacher Resources" tab include Audio and Video Scripts, Answer Keys, "Can-Do" Self-Assessment Charts, GSE Teaching Booklets, Methodology, Oral Progress Assessment Charts, and Web Projects.

GRAMMAR BOOSTER PRONUNCIATION BOOSTER

Clicking on next to the Grammar Booster, Pronunciation Booster, and Test-Taking Skills Booster boxes on the digital Student's Book page in ActiveTeach opens the associated Booster page from the back of the Student's Book. Clicking on the icon returns you to the lesson you were viewing.

Other Supplements

In addition to the digital and printable extras listed, *Summit* offers even more supplements. The EXTRAS icon which appears at the end of each unit lists additional supplementary components and materials available to support the lesson or individual units.

Supplementary components include:

Workbook Lesson-by-lesson written exercises.

MyEnglishLab An online learning tool with a multitude of features to support students and teachers, including: Grammar Coach videos, immediate and meaningful feedback on wrong answers, remedial grammar exercises, interactive practice of all material presented in the course, grade reports that display performance and time on tasks, and auto-graded achievement tests.

Summit TV The video program includes authentic documentaries (all new for the third edition), and unscripted, unrehearsed on-the-street interviews, featuring a variety of regional and non-native accents. Summit TV Activity Worksheets provide additional listening and language review and practice. Access the full video program and the worksheets from the "*Summit TV*" menu in ActiveTeach.

Assessment Ready-made unit and review achievement tests, with options to edit, add, or delete items.

Online Teacher Resources Additional teacher resources are available at **pearsonelt.com/summit3e**.

Summit Go App Students can download the entire Classroom Audio Program onto their mobile device for listening and pronunciation practice outside of class. With the Summit Go app, students can control the audio speed and access the audio transcripts.

Free Student Resources Additional student resources are available at english.com/summit3e, including Extra Practice Activities, Web Projects, and—as an alternative to the Summit Go app—the complete Summit Classroom Audio Program in downloadable mp3 files.

Full Course Placement Tests Accurately place your students into *Summit*. Available on CD or online. Includes detailed instructions for administering the test, and guidelines for scoring and placement.

Student's Book icons and ActiveTeach icons

The icons used in the Student's Book and ActiveTeach are different. Here are the corresponding icons:

	Student's Book icon	ActiveTeach icon
Conversation Activator Video	DIGITAL VIDEO	
Discussion Activator Video	DIGITAL VIDEO	
Conversation Activator-Speaking Booster	DIGITAL SPEAKING BOOSTER	
Discussion-Speaking Booster	DIGITAL SPEAKING BOOSTER	
Extra Challenge Reading Activity	DIGITAL EXTRA CHALLENGE	
Extra Grammar Exercises	DIGITAL MORE EXERCISES	
Inductive Grammar Activity	DIGITAL INDUCTIVE ACTIVITY	
Listening Strategies	DIGITAL STRATEGIES	
Reading Strategies	DIGITAL STRATEGIES	
Vocabulary-Building Strategies	DIGITAL STRATEGIES	
Writing Process Worksheets	DIGITAL WRITING PROCESS	
Game	DIGITAL GAMES	

UNIT 1

Dreams and Goals

PREVIEW

A FRAME YOUR IDEAS

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students skim the application for employment. Ask *Have you ever filled out an application like this?*
- Tell students they can fill out the form using real or invented information about themselves.
- You may wish to remind students that *last name* refers to a family name and *first name* to a given name. Some English forms request last name first for alphabetizing.
- Have students compare applications. Invite them to guess if the partner's information is real or not.

CULTURE NOTE Point out that in the United States, dates are stated month first, day second. Forms use *MM* and *DD* to suggest that all months and days be written with two digits, even the ones that only have one; for example, January would be transcribed *01*, not *1*. Where *YY* is shown, the expectation is that only the last two digits of the year need be entered. Where *YYYY* is shown, the expectation is that all four digits of the year be entered.

Challenge: [+5 minutes] On the board, write *goals*. Ask *Why might goals be valuable on a job application?* (They allow the person hiring to see immediately what type of job an applicant is looking for.) On the board, write *I am looking for a position focusing on sales, customer service, and office management.* Invite students to guess what type of a position the goal may be for. (e.g., administrative assistant) Have students experiment writing similar objectives for jobs they are or might one day be interested in. Circulate and assist as needed. Then have students share and guess the positions the goals are for.

B ▶1:02 VOCABULARY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask students to skim the application for the words in the exercise.
- Then have students listen and repeat the words chorally.

C ACTIVATE VOCABULARY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students work in pairs to write the definitions and synonyms. Model the first item. Point to the word *Employment* in *Application for Employment*. Ask *What is employment?* (the condition of having a job or work) Tell students they can refer to a dictionary if they need help coming up with a definition or synonyms.
- Circulate and assist as needed.
- Bring the class together and go over the answers. Compare the use of the word *employment* in *Application for Employment* and *Employment History.* (One is a noun, and one is an adjective.) Invite students to share what kinds of definitions/synonyms they came up with. For example, a word like *work* could similarly function as a noun or an adjective.

Option: [+5 minutes] For more practice, have students use the vocabulary words in sentences. They can write these down or make them up with a partner out loud.

Answers for Exercise C

Answers will vary but may include the following:
employment: the condition of having a job or work
contact information: a phone number or an email at which a person can be reached
position: job
start date: the month and day when something begins
training: skills a person has for a particular job
employment history: a list of previous positions and job responsibilities

D PAIR WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- On the board, write *Do's and Don'ts*. Ask *What does this refer to?* (things you should and should not do in a particular situation) Elicit possible topics for Do's and Don'ts lists. (e.g., do's and don'ts for social media, caring for an animal, writing a business e-mail, buying a house)
- Tell students they will create a list of Do's and Don'ts for filling out a job application. Draw a chart on the board or print it out from the ActiveTeach and distribute it to students.

Do's	Don'ts

Call on a volunteer to read the sample answer and write it into the chart. Point out that the imperative *Be* is used. Elicit a *Don't* suggestion. (e.g., *Don't write information that is not true.*) Students should be encouraged to express their opinions about appropriate and inappropriate things to do or say in filling out a job application. (Possible answers: Don't make factual errors in dates and places. Don't leave information out—be complete. Be honest.)

- Accept all reasonable opinions.

Graphic Organizer

E ▶1:03 SPOTLIGHT

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Have students look at the photo. Where are these young women? (maybe at one of their homes) Have students read and listen to the conversation.
- To check comprehension, ask:

  How many schools did Anne apply to in the end? (ten)

  How far away is Anne willing to go to school? (100 miles)

  Why has it gotten difficult to get into culinary schools? (The food industry has become trendy.)

  How are the Culinary Center and Taste Institute different? (The CC is more demanding, and the certificate has more prestige; it guarantees an interview at a top restaurant.)

LANGUAGE NOTE *To end up doing something* refers to what you finally do. *An x-mile radius* refers to an area that covers a particular distance in all directions from a central point. *To get in* is a phrasal verb that means to succeed in entering a certain place, often used in reference to gaining admission to a school or university. *A ticket to something* is the precise thing that is needed for something. *A better bet* is a more advantageous approach to achieving something—the superlative can also be used (*the best bet*) to indicate the most advantageous approach to achieving a particular goal.

CULTURE NOTE In American English, people adhere to references to miles and almost never refer to kilometers or any other metric measures in conversation. *Within a hundred-mile radius* means within 100 miles in any direction of a circle. One hundred miles = 160 kilometers. So within a 100-mile radius means within a 160-kilometer radius.

F UNDERSTAND IDIOMS AND EXPRESSIONS

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Focus on the idioms and expressions as a class. Call on volunteers to read them aloud.
- In pairs, have students locate them in context and then paraphrase the meanings.
- Have students compare answers with a partner, returning to Exercise E to check any items students don't agree on.
- Bring the class together to go over the answers.

Challenge: [+5 minutes] Divide the class into pairs and assign each pair one or two idioms/expressions from the list. Have pairs create brief dialogues around them. Invite pairs to share dialogues.

Answers for Exercise F

Answers will vary but may include the following:

1. I've done all I can do. Now I just have to wait for the answer.
2. That might be doing too much.
3. I wanted to be sure.
4. I really want ... / My first choice is ...
5. Aren't they all the same?
6. ordinary
7. Generally,... / My conclusion is ...
8. I hope you get what you want.

G THINK AND EXPLAIN

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students discuss the questions in pairs. Then bring the class together to go over the answers.

LANGUAGE NOTE Focus on *Hope all your dreams come true.* Point out that in spoken English it is common to skip the subject *I* when making a statement.

Option: [+5 minutes] Invite students to share their opinions about the school application process. Ask *Is it common to apply to so many schools? Do you think Anne needed to apply to that many schools? Would you?*

SPEAKING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- On the board, write 1, 2, 3, 4, 5. Say *You are going to rate different factors on a scale of 1 to 5, 1 being the most important, 5 being the least important.*
- Have students rate the factors individually. Then have them compare answers with a partner.
- Bring the class together and poll the class for the most important and the least important factors.

Option: [+5 minutes] Have students look at their highest-rated factors. Then, in pairs, have them discuss further what kind of job or career could encompass these factors. If a student already has such a job, invite the student to describe specifics of the factor(s) in the job.

LESSON 1

GOAL Ask about someone's background

A ▶1:04 GRAMMAR SPOTLIGHT

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Ask students to look at the photos of the people. Call on a volunteer to read their names. Ask *Have you heard of these people? What are their professions?* If students haven't heard of Lila Downs, they can guess.
- Have students listen to the article as they read along.
- To check comprehension, ask *Where is Kohei Uchimura from?* (Japan) *How long had he been practicing gymnastics when he joined Japan's national team?* (fifteen years) *What happened in 2007?* (He joined Japan's national team.) *When did he participate in the Olympics?* (2012) *What happened at the Olympics?* (He fell.) *What is Uchimura known for?* (his concentration, but also for being relaxed and having a normal life outside the gym) *Where did Lila Downs grow up?* (in Mexico and the United States) *When did she start singing?* (when she was a child) *When did she become more interested in the diverse cultural heritage of Mexico?* (when she was living in the United States) *What kinds of languages did Downs incorporate into her songs?* (indigenous Mexican languages) *What do the lyrics of some of her songs focus on?* (social justice; stories of workers who migrated from rural Mexico to the United States)

LANGUAGE NOTE *A close call* is something bad that almost happens, but does not; *to dismount* means to get off of something like a horse or a bicycle; *a pommel horse* is a piece of equipment used in gymnastics that has two handles on top, which you hold on to when you jump or swing over it; *mariachi* is a kind of Mexican dance music; *indigenous* refers to people or things that have always been in the place where they are, rather than being brought there from another place; *social justice* refers to how wealth, opportunities, and privileges are distributed within a society.

B DISCUSSION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask a student to read the direction line. Make sure students know that *elite* means most experienced or skilled; *world-class* means among the best in the world. Ask *Do Uchimura or Downs have formal training?* (Yes, they both do.)
- Then, in pairs, have students share if they think formal training is necessary for each job.

C GRAMMAR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Call on a student to read the title of the grammar chart. On the board, write the words *simultaneous* and *sequential*. Elicit the meaning. (*Simultaneous* means happening at the exact same time; *sequential* means following a particular order.)
- Ask a student to read the first explanation. Focus on the first example sentence. Ask *When did the gymnastics event begin?* (when Uchimura entered the stadium) *Did Uchimura entering and the event beginning happen at the same time?* (yes) Focus on the second example sentence. Ask *Which event happened first?* (Downs studied voice.) *And second?* (She moved back to Mexico.)
- Bring students' attention to the Remember note and example sentence. Point out that the present perfect is used to show that something is part of a person's life experience. Write an additional example on the board:

  Karen has traveled to Africa.

  Ask *Is this action completed?* (yes) *Is Karen in Africa now?* (no) *Is traveling to Africa part of her life experience?* (yes) Then write:

  Karen has lived in Africa for ten years.

  Ask *Does this describe a completed past action?* (No, this action is still ongoing—Karen is still living in Africa.)
- Ask a student to read the second explanation and example sentence. Then ask a student to read the same sentence as it might be used in informal spoken English. (The simple past would be used instead of the past perfect.) Write another example on the board:

  Before I started University, I spent a year in South America.

  Ask *Which event happened first?* (spent a year in South America) Elicit the formal way to state this sentence grammatically.
- Read the head of the next section. Restate that *simultaneous* means happening at the same time. Call on a volunteer to read the explanation and example sentence. Write an additional example on the board:

  Howard was speeding and talking on his cell phone.

  Ask *Did either event happen first?* (No, they happened at the same time.)
- Call on a student to read the Remember note and example. Then write:

  Howard lost control of the car while he was speeding.

  Ask *Which happened first?* (Howard was speeding.) *What happened while he was speeding?* (He lost control of the car.)
- Finally, ask a student to read the last explanation. Write an additional example on the board:

  Before I got fired, I had already been looking for a new job.

  Ask *Which event happened first?* (I was looking for a new job.) *Which happened second?* (I got fired.) Point out that the sentence focuses on the fact that the looking for a new job was already in progress before the person got fired.

Option: **GRAMMAR BOOSTER** *(Teaching notes p. T128)*

Inductive Grammar Activity

D ▶ 1:05 UNDERSTAND THE GRAMMAR

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Tell students they will listen to three short conversations. Instruct them to pay attention to simultaneous and sequential past actions being described.
- Have students listen to each conversation and choose the correct answer. Then have them listen again to check their answers.
- Ask students to compare answers with a partner. Then bring the class together. If necessary, play the audio again to break down the situation to support the correct answer.

Extra Grammar Exercises

E GRAMMAR PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Hint to students that they will be deciding if the sentence describes two sequential completed past actions, or if the sentence focuses on the fact that one past action was already in progress before another one occurred.
- Have students complete the exercise. Then ask them to compare answers with a partner.
- Bring the class together. Ask *Which item focuses on an action already in progress before another one occurred?* (item 3, 4) *Which ones focus on two sequential completed actions?* (items 1, 2, 5) For each one ask *Which action happened first?* (1. My brother won the swim meet. 2. The family went to bed. 5. My friend saw Lila Downs in concert.)

NOW YOU CAN Ask about someone's background

A FRAME YOUR IDEAS

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Tell students to skim the questions. Explain that they will be writing down information about their background. If students aren't married or don't yet have a career, they can talk about whether they have a boyfriend, a girlfriend, or are engaged, and they can talk about what they are studying and how long they have been studying that. Be sensitive and tell students to discuss only what they feel comfortable talking about.
- Focus on the last question. On the board, write 3 *periods*. Elicit what this might mean. (Possible answers: childhood, adolescence, adulthood; *OR* child, college student, working adult; *OR* before children born, raising children, after children grew up)

B DISCUSSION ACTIVATOR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

Discussion Activator Video

- Divide the class into pairs and have students use the questionnaire from Frame Your Ideas to ask questions. Ask a volunteer to read the model question in the speech bubble. Encourage the pairs to provide details and examples. Tell students that they should say as much as possible.
- Circulate and listen for correct use of past tenses to describe simultaneous and sequential past actions.

For more support, play the Discussion Activator Video before students do this activity. Ask students to summarize the discussion in their own words. After each video, ask if the students in the video included sufficient details.
Note: You can print the script or you can view it on the video player on the ActiveTeach.

OPTIONAL WRITING [+15–20 minutes]

- Tell students they will compile information about their partner into a biography. Call on a student to read the model about Lisa Lee.
- First have students write down information they remember about their partner. Tell them they can look at Frame Your Ideas in their partner's book for ideas or ask additional questions. Remind students to use the past continuous to describe actions that were in progress at a time in the past.
- Refer students to the grammar on page 4 to help express simultaneous or sequential past actions correctly.
- Invite students to swap drafts of the biographies and have them confirm if all the information is correct and/or offer additional information.
- Decide if and how you want to compile the biographies. Be sure to correct mistakes with students before publishing online or compiling a notebook for display and to get students' permission to publish photos and information about them online.

Option: [+5 minutes] For further grammar practice, have students swap biography drafts and underline all the uses of the past to make sure all past actions are expressed correctly. Tell students to refer to the grammar on page 4. Circulate and assist as needed.

LESSON 2

GOAL Discuss career and study plans

A ▶1:06 VOCABULARY

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Ask a student to read the heading (Collocations for Career and Study Plans). Write *collocations* on the board. Elicit that this refers to the way in which words are used together.
- Call on a volunteer to read the sentence in the speech bubble. Focus on the phrase *switching to*. Have students find *switch to* in the list. Call on a student to read the information and example sentence. Ask students *What is another way to say this?* (to change)
- Have students read and listen to the collocations.
- Then have students listen and repeat the words chorally.
- To quiz comprehension, ask students another way to state each word. (*decide on*: choose, pick; *take up:* engage in something; *apply for:* make a request for a job or position; *apply to*: send a request to a school or company for a job or position; *sign up for:* register; *switch to:* change; *be accepted to / into / by:* get in or gain a place or position; *be rejected by:* not get in or not get a place or position; *enroll in:* officially be put on a list for a course or an activity)

LANGUAGE NOTE Point out the difference between *decide on* and *take up*. When you *decide on* something, you are making a mental decision to choose one thing over another. *Decide on* can be used with a variety of things/situations. For example, in a restaurant: *I've decided on the fish*; or larger things such as a career: *I've decided on a career as a dancer. Take up* means to embark on a course of action: *I've decided to take up horseback riding*.

Option: [+5 minutes] Have pairs write additional sentences using the vocabulary. Then ask volunteers to share.

LANGUAGE NOTE Point out the difference between *apply for* + a position (a job) versus *apply to* + place (a company). Make sure students understand that acceptance at a school may be necessary before one can *enroll in* or *sign up for* a course. Regarding acceptance, explain that one can be accepted to medical school or law school, which is a general statement. One can be accepted by a particular institution, for example, *I was accepted by the University of Wisconsin*. The same applies for being *rejected by* a particular institution. Also, you can use *at* to specify a particular named institution: *I was accepted at Downstate Medical College*. You cannot say *I was accepted at medical school*.

Vocabulary-Building Strategies

B ▶1:07 LISTEN TO ACTIVATE VOCABULARY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Pre-listening: Have students skim the exercise items. Tell them to think about which collocations could potentially fit into the various sentences. For example, in item 1, possible collocations could be *decided on, applied to, switched to, been accepted to / rejected by, enrolled in.*
- First listening: Pause after each conversation to allow students time to choose the best collocation.
- Second listening: Have students listen again to check their work. Go over the answers as a class.

LANGUAGE NOTE Explain the following expressions from the conversations as needed. *A whiz* (conversation 1) is a person who is very skilled in a particular activity. The expression *What's come over him* (conversation 3) means what has made him suddenly act in a particular way? The expression *What's with Nina* (conversation 4) means what's the matter with her? To talk about *where one would be a year from now* (conversation 4) is a common expression to predict how one's life might change in a year. *You can't blame her* (conversation 4) means you can't be surprised she feels or is acting a certain way. *To feel down* (conversation 4) means to feel sad. *To be well suited for something* (conversation 5) means to have the right qualifications.

C VOCABULARY PRACTICE

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Point out to students that more than one answer is possible. Model the first item. Ask *What are possible answers?* (applied to; been accepted into; enrolled in) Point out that considering the happy look on the man's face, it's not likely he's saying *been rejected by*.
- Have students do the exercise individually. Tell them to think carefully about which collocation fits grammatically. Encourage them to refer to Exercise A.
- In pairs, have students compare answers.
- Time permitting, call on volunteers to share what they wrote for the various items.

Option: [+5 minutes] Have students use one of the notes from the exercise as a model, but fill it in with their own information. For example, item 8 can be changed to: *I am very active. Recently I've taken up interval training. It keeps me challenged.* Have students write their own note. Then students can share with a partner or with the class.

D GRAMMAR

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Call on a volunteer to read the first explanation and example sentences.
- Ask students to read the Be careful! note and look at the example. Write the following set of sentences on the board: *She's just been offered a job. She was offered a job last month.*

  Elicit the difference. (In the first sentence there is no specific time mentioned; in the second sentence there is—last month.)
- Focus on the second explanation and example. Ask individual students *What have you been doing lately? What have you been doing recently?* Make sure students name things that are still ongoing. (Possible answers: I've been exercising a lot lately. I've been doing a lot of homework recently.) Read the Remember note with the class to review stative words, which can't be used in the present perfect continuous.
- Have students read the third explanation and example to themselves. List the adverbs on the board. Invite volunteers to suggest additional example sentences using the present perfect.

Option: GRAMMAR BOOSTER *(Teaching notes p. T128)*

Inductive Grammar Activity

E GRAMMAR PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Tell students to look for hints in the sentences to help determine the correct verb phrase.
- Have students complete the exercise individually.
- Have them compare answers with a partner, underlining what in the sentence determines the correct answer. (1. in 2016, 2. still, 3. lately, 4. yet, 5. 9:00 sharp, 6. Lately)

Extra Grammar Exercises

F GRAMMAR PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask students to work individually. Encourage them to write a variety of questions using different tenses and adverbs.
- Have students swap questions with a partner, checking for correct grammatical use. Tell students not to ask each other the questions yet.

Option: PRONUNCIATION BOOSTER *(Teaching notes p. T143)*

Pronunciation Pair Work

NOW YOU CAN Discuss career and study plans

A 1:08 CONVERSATION SPOTLIGHT

Suggested teaching time:	5 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:

- Use *Thanks for asking* to indicate appreciation for interest.
- Use *Correct me if I'm wrong* to politely invite disagreement.
- Use *I've given it some thought* to introduce a decision.
- Use *steer me in the right direction* to invite guidance.
- Use *As a matter of fact* to add emphasis to what you are saying.
- Use *I really appreciate it* to thank someone.

- Have students look at the photo. Ask *Where do you think they are? What might they be talking about?*
- Ask students to read and listen to the conversation.
- To check comprehension, ask *What did Vanessa study before?* (biology) *What does she want to study now?* (social work) *How will the man help Vanessa?* (He will write her a recommendation.)

B 1:09 RHYTHM AND INTONATION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students repeat chorally. Make sure they:
  - use rising intonation for *Have you decided on a career yet?* (line 1), *...but weren't you a biology major?* (line 5)
  - use falling intonation for *So how can I help?* (line 8)
  - pause after *Correct me if I'm wrong* before *but* (lines 4–5)
  - use emphatic stress on *As a matter of fact* (line 11)
  - stress *really* in *I really appreciate it* (line 13)

C CONVERSATION ACTIVATOR VIDEO

Suggested teaching time:	5 minutes	Your actual teaching time:	

Conversation Activator Video

- Divide the class into pairs. Instruct students that they will use the model in Exercise A, Conversation Spotlight, to role-play their own conversation with a partner.
- Refer students to Exercise F for the questions they wrote about career or education plans. Have them also look back at the lists of idioms and expressions in Exercise E on page 3 and the Vocabulary in Exercise A on page 6.

DON'T STOP! Before students begin to activate their conversations, bring their attention to the Don't Stop! note. Tell students that they should extend or lengthen their conversations by following directions in the Don't Stop! Explain that this is an essentail part of the activity. After students have activated their conversation one time, tell pairs to change roles so each student gets a chance to play A and B. Then have students change partners and activate the conversation again.

For more support, play the Conversation Activator Video before students do this activity. After they've watched the video, ask students how the model was changed and extended by the actors. *Note:* You can print the script or you can view it on the video player on the ActiveTeach.

Conversation Activator: Speaking Booster

LESSON 3

GOAL Compare your dreams and goals in life

A ▶1:10 LISTENING WARM-UP

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students look at the two illustrations. Ask them to predict this family's situation. (It appears that the father cares for the children or helps care for the children, and the mother is a student.) Ask *Is this type of family arrangement common in your culture? How would you feel about such an arrangement?*
- Call on a volunteer to read the verb phrases. Elicit that *to put off* means to postpone. Ask another volunteer to read the pairs of adjectives.
- Have students read and listen. Then have them listen again for the verb phrases and adjectives.
- Ask students to listen and repeat the verb phrases and adjectives.

Option: [+5 minutes] Invite a volunteer to read the last line in the man's speech bubble. Write on the board, *The sky's the limit.* Elicit the meaning. Hint that the meaning is stated another way in the speech bubble. (anything is achievable) Invite students to answer this question: *Do you believe that anything is achievable? Why? Why not?*

Option: [+5 minutes] Remind students of the terms *short-term* and *long-term*, which are often used to describe goals. Ask *Do you have a short-term goal for your studies? What are your long-term goals for your career?*

Vocabulary-Building Strategies

B ACTIVATE THE VOCABULARY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students work individually to complete each statement with the correct word from the two vocabulary lists in Exercise A. Hint that students should think about whether the missing word is a verb phrase or an adjective.
- Ask students to compare answers with a partner. Then bring the class together to go over any issues.

C ▶1:11 LISTEN FOR MAIN IDEAS

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Pre-listening: Write breadwinner and caregiver on the board. Elicit the meanings. (The *breadwinner* is the member of a family who earns the money to support the others. The *caregiver* is the member of the family who takes care of the children.) Explain that in some families there is a primary caregiver and breadwinner, while in others the roles are more shared.
- First listening: Have students listen once while books are closed. Then ask them to do the exercise.
- Second listening: Have students listen again and check their answers.

LANGUAGE NOTE The audio includes the following terms: *a trend* is a general change in a situation or in the way people are acting—a *hot* trend is a popular trend; *a heart-to-heart talk* is a conversation in which two people sincerely say what they really feel about something; *a nest egg* is money saved to use for something specific in the future; *the whole nine yards* means everything; *to put your finger on something* means to understand something precisely.

Challenge: [+5 minutes] Have students use the five lines to help them summarize the entire TV broadcast. Invite them to fill in any gaps with additional information and details.

Listening Strategies

D ▶1:12 LISTEN TO CONFIRM CONTENT

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Pre-listening. Let students read the questions.
- First listening. Have students listen once and check the topics that were discussed.
- Second listening. Then have them listen again to see if they checked the correct topics.

Challenge: [+5 minutes] Invite students to write the definition of a stay-at-home dad. First have students try to see if they can remember from the audioscript. If students need hints, write on the board:

stay-at-home dad
1. out of necessity
2. by choice

(A stay-at-home dad is a father who is the daily primary caregiver of his children under age eighteen. There are two types of stay-at-home dads. There is a father who is home out of necessity, having lost his job while his wife takes a job to support the family. The other type is a father who chooses to be the primary caregiver at home).

E LISTEN FOR SUPPORTING DETAILS

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Pre-listening: Call on students to read the questions. Invite students to write notes on the questions they feel they can answer right away.
- First listening: Play the audio starting from *Dan, what did your friends and family think of your plan?* Give students time to answer the questions. Ask a volunteer to read the sample answer.
- Second listening: Have students listen again (again starting from *Dan, what did your friends and family . . .*) to answer any outstanding questions.
- Then ask students to compare answers with a partner.

Option: [+5 minutes] On the board, write the terms *housewife* and *househusband*. Ask students to discuss why Dan probably does not like the term *househusband*. Then have them share their own reactions to these terms.

Challenge: [+5 minutes] Have pairs role-play a question from a guest in the audience and Dan's response. The guest should make a comment challenging Dan's choice, a comment supporting his choice, or just a statement about his choice. Dan's response should fit with his point of view as presented on the TV program.

F DISCUSSION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Divide the class into groups of three. Have students discuss the questions in their groups. Circulate and assist as necessary. Play the audio again if students disagree on any points.
- Bring the class together and ask individual students *Could you reverse roles with a spouse if a situation required it?* Then ask *Would any man here choose to be a stay-at-home dad? Would any woman choose to be the primary breadwinner?*

NOW YOU CAN Compare your dreams and goals in life

A FRAME YOUR IDEAS

Suggested teaching time:	5 minutes	Your actual teaching time:	

- On the board, write *goals* and *dreams*. Have students look at the pictures. Ask *How might these images represent goals and dreams?* (Possible answers: a dream for a high-powered job; a goal to be in a bike marathon; a dream to have a family) Ask *Do these pictures represent any of your goals or dreams?*
- Ask a volunteer to read the example answer. Point out the infinitive used to express a goal and the present perfect used to express what a person has done to achieve this goal.
- Have students work individually to complete the chart.

B DISCUSSION

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Ask a student to read the Recycle This Language box. Tell students to think of ways to use this language to discuss the information in their charts.
- Then have students share and compare goals. Tell students to also refer to the phrases on page 8 to use in their discussions.
- Bring the class together and call on each student to share which they consider their biggest dream or goal. See if any students have similar goals and dreams.

Challenge: [+5 minutes] Tell students to write a paragraph describing a life goal and the steps they have taken so far to achieve it. On the board, write:

Goal:

What I have done/have been doing to achieve it:

What I still need to do:

Remind students to use the present perfect and the present perfect continuous to discuss things they have done or have been doing to achieve the goal. When specifying a date when something was done (e.g., I graduated from college in 2012), the past tense should be used. Circulate and assist. Then collect students' work and offer feedback.

 **Discussion: Speaking Booster**

LESSON 4

GOAL Describe job qualifications

A READING WARM-UP

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Write *job qualifications* on the board. Ask *What are job qualifications?* (the experience and education you have that make you a good candidate for a job)
- Ask a volunteer to read the question in the Student's Book. Have students discuss it in pairs or small groups. If students currently have the job they want, tell them to think of another position they might want in the future.

B 1:13 READING

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have students look at the website. Call on a volunteer to read the various heads—the website name, the tabs, and the article title. Ask *Which tab do you think was clicked on to get this article?* (likely *Advice & tips*)
- Ask two volunteers to role-play the conversation illustrated in cartoons on the right. Invite them to act it out as well.
- Then ask students to read the list of Do's and Don'ts at the bottom.
- As students read and listen, tell them to write *Do* and *Don't* in the margins next to the paragraphs. (paragraph 1: Do's, paragraph 2: Don'ts, paragraph 3: Don'ts, paragraph 4: Do's)
- In pairs, have students discuss the focus question. Then bring the class together and call on volunteers to share. (Possible answer: be respectful)

LANGUAGE NOTE *To land something* means to succeed in getting it; *a disqualifier* is something that disqualifies or eliminates someone from competition because something has been done wrong; *airtight* means not allowing air to come in or out—an airtight excuse is one that has no weak points; *to get off on the wrong foot* means to get an unsuccessful start (*to get off on the right foot* means the opposite).

Reading Strategies

C CONFIRM INFORMATION

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have students check the ideas that were expressed in the article. Then have them correct the unchecked statements to reflect ideas that were indeed expressed in the article.
- Ask students to compare answers with a partner.

Extra Reading Comprehension Questions

D APPLY IDEAS

Suggested teaching time:	5 minutes	Your actual teaching time:	

- In pairs, have students read Ms. Bates's comments and decide if they follow the advice in the article.
- Bring the class together and go over the answers as a class.

Challenge: [+5 minutes] Elicit from students what interview query each of the quotes might be an answer to and write these on the board. Possible questions:

1. Describe how you interact with your colleagues.
2. Tell me about yourself.
3. Tell me about your current job.
4. Do you have good presentation skills?
5. Do you have any questions for us?
6. What do you think makes you a good candidate for this job?

Invite students to role-play the questions with the answers.

As a secondary challenge, invite students to role-play again, making up appropriate answers for questions 2, 3, 4, and 6.

E DISCUSSION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Call on a volunteer to read the list of Do's in the article out loud. Ask another volunteer to read the list of Don'ts. Read the model answer. On the board, write:

  If you + base form . . . the interviewer could . . . and might.

  Point out the use of the conditional and the modals to speculate. Tell students they will use this structure to speculate about the Don'ts.
- Then to model the Do's write:

  If you + base form . . . the interviewer will . . .
- Elicit the first example answer: *If you arrive on time, the interviewer will have a good first impression.*

Extra Challenge Reading Activities

Answers for Exercise E

Answers will vary but may include the following:

If you arrive on time, your potential employer will see you are punctual.
If you are too familiar, the interviewer might think you don't know appropriate manners in the workplace.
If you ask questions, the interviewer will see you are serious about the job.
If you brag about yourself, the interviewer might not believe everything you say.

F 1:14 WORD STUDY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students read and listen.
- Then have students listen and repeat the words chorally.

Vocabulary-Building Strategies

G PERSONALIZE THE VOCABULARY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Call on a volunteer to read the example answer.
- Then have students use the collocations to write at least four statements about their qualifications.
- Students will likely need assistance with forms that follow each collocation. Refer to this list or write it on the board:

have experience (doing something)	have training in (a field or doing something)
have experience with (equipment, a process)	get training in (a field or doing something)
have experience in (a field or doing something)	get a degree/certificate in (a field)
get (some) experience in (a field or doing something)	get certified in (a field)

Option: [+5 minutes] In pairs, have students role-play mini-interviews. On the board, write:

Interviewer: So tell me about your qualifications.

Have students take turns asking about qualifications and sharing the sentences they wrote down.

NOW YOU CAN Describe job qualifications

A FRAME YOUR IDEAS

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Give students a few minutes to read the job ad and the résumé. Tell students to underline qualifications in the résumé to correspond to the requirements in the job ad.
- Then, in pairs, have students use the collocations from Exercise F to make notes about Ben's qualifications.
- Bring the class together and ask *Does Ben appear to need to get any additional training or experience?* (Possible answer: No, he appears to be a qualified candidate.) *What is the next step in the application process?* (the interview)

B ROLE PLAY

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have students work together to draft interview questions. Encourage students to not limit the questions to experience that reflects the needs of the job. Refer students to the article in Exercise B on page 10 for other ideas (e.g., questions from interviewer about an applicant's current job). Remind pairs that the interviewee also should be prepared to ask questions.
- Then have one student role-play Ben and the other the hiring manager. Remind students to keep in mind the do's and don'ts from the article on page 10.

OPTIONAL WRITING [+15–20 minutes]

- Have students draft résumés in class or at home, using Ben's model or an online template.
- In class, let students peer review. Then collect and offer feedback.

WRITING A formal cover letter

A WRITING SKILL

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Write *cover letter* on the board and ask students what this is. (a letter that you send with your résumé to apply for employment)
- Ask a volunteer to read the introduction.
- Then have students read to themselves about the two forms of cover letters. Then bring the class together and ask *Which form(s) have you used? Which do you think is more common?* (Probably e-mail is becoming more common.) Point out that there are variations in layout of formal letters. Some people center their address at the top. Others set it to the right, as here. Some people indent paragraphs. Others set a line space above each new paragraph.
- Bring students' attention to the writing model. Have students note the parts of the cover letter. Then have them number the five paragraphs.
- Call on students to read the bulleted points under *Here are some suggestions*. After each bullet point, direct them to the paragraphs in the writing model that illustrate it. (first bullet: paragraph 1, second bullet: paragraphs 2 and 3, third bullet: paragraph 4)
- Focus on the last line of the suggestions. Ask *Why might it be wise not to include too much information?* (The person hiring likely reads through a lot of cover letters; it's good to be brief and to the point.)

Option: [+5 minutes] You may choose to distinguish for students the difference between a spelling error, which indicates a lack of knowledge of correct spelling, from a typographical error (often called a typo), which is due to careless typing or keyboarding that results in an incorrect letter or letters in a word.

Emphasize for students the importance of proofreading letters at least one time, preferably twice, because the person reading the letter can have a strong positive or negative impression of the writer based on the correctness or incorrectness of the letter.

Also remind students that they can't rely on spell check applications on electronic devices because many words have variant spellings (e.g., too, two, to; their, they're, there).

Option: [+5 minutes] Invite students to look online for various templates for formal business letters and choose a template they would like to use as a model for their own letter in Exercise C.

Challenge: [+5 minutes] Invite students to share experiences looking for work online. Ask: *Do you belong to an employment social networking site? Is your résumé posted online? Is your résumé posted online? Have employers ever contacted you about a job that you haven't directly applied for? Do you network with people online?*

B PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask students to skim the paragraph. Then ask *What do you think an employer would do if he or she got this e-mail?* (most likely would delete it)
- Have students rewrite the paragraph, using the writing model to help them. Tell students they can make up information such as last name, address, date. Circulate and assist as needed.
- Then have students compare cover letters with a partner.

Answer to Exercise B

Answers will vary but may include the following:

Dear Mr. Ramsay,

I am writing to let you know that I am interested in the copy-writer job I saw advertised in the [add name of publication]. I think I would be a very good candidate for the position. I am 26 years old and graduated from Meecham College with a major in English. I have been working at Poco Cola in the advertising department for five years. I have really enjoyed my time there but am now ready to try something new. My résumé is attached for your review. Please contact me at at my e-mail address. I look forward to hearing from you.

Sincerely,
Jon Roberts

C APPLY THE WRITING SKILL

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Have students think of a job title, either real or fictitious, and then take notes describing the qualifications for this job.
- Refer students to the Writing Process Worksheet in ActiveTeach for guidance with prewriting and peer feedback.
- Encourage students to use the Self-Check in the Student's Book to go over the letters they wrote.

Option: [+5 minutes] Time-permitting, students can exchange papers with a partner and offer feedback using the topics in the checklist. Encourage partners to also check for use of examples.

Writing Process

REVIEW

Digital Game

A ▶ 1:15

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Call on a volunteer to read the chart headings. Then have students read and listen to all four conversations.
- Have students listen again to the first conversation and answer the questions. Do the same with the remaining conversations.
- After students complete the chart, have them compare answers with a partner.
- Then have students listen again. Stop after each conversation and have students identify the line that reveals whether the speaker is confident. (1. I don't think I'll ever really be able to outdo them [not confident]; 2. I'm starting to feel like maybe it's time to just give up . . . I'm really not sure I'll ever have a house of my own [not confident]; 3. I've already applied for a loan [confident]; 4. You're probably right [confident]). In Conversation 4, point out that although at first the woman is not confident, she becomes confident after talking about her qualifications.
- Ask students if they answered most questions correctly. Replay conversations as needed.

Challenge: [+5 minutes] Using the conversations in the Listening Comprehension from Lesson 3 as models, have pairs create their own conversation about a lifelong dream. Tell students to decide if they are confident about achieving their dream. Invite pairs to present the conversations to the class. Ask the class to determine whether the speaker is confident. Have the class identify the line(s) in the conversation that revealed the level of confidence.

B

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students read the sentences before filling in the prepositions.
- Ask students to complete the exercise individually. Refer them to Exercise A on page 6 and Exercise F on page 11 if they have difficulty.
- Then have them compare answers with a partner. Go over any questions as a class.

C

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Refer students to Exercise A on page 8 if they have difficulty matching the items.
- After students complete the matching, have them compare answers with a partner.
- After students write sentences, bring the class together and invite students to share their plans and goals.

Challenge: [+5 minutes] Invite students to connect their sentences into a paragraph about goals and plans. Instruct them to think about meaning and sequence, moving sentences around and adding others as needed. Encourage students to refer to the grammar on page 4 to help them incorporate adverbial clauses where appropriate.

D

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Call on a student to model the first item on the board:

  How long had you been working on . . .

Then have students complete the exercise.

- Bring the class together and go over the answers.

Option: TEST-TAKING SKILLS BOOSTER *(p. 151)*

EXTRA

- **Workbook**
- **MyEnglishLab**
- **Online Student Resources (www.english.com/summit3e)**
  - **Classroom Audio Program**
  - **Extra Practice Activities**
  - ***Summit GO* App**
  - **Web Projects**
- **ActiveTeach**
  - **Assessment**
  - **Additional Printable Resources**
    - **Audioscripts and Answer Keys**
    - **"Can-Do" Self-Assessment Charts**
    - **Conversation and Discussion Activator Video Scripts**
    - **Oral Progress Assessment Charts**
    - **Reading Speed Calculator**
  - **Summit TV Video Program**
    - **Activity Worksheets**
    - **Teaching Notes**
    - **Video Scripts**

UNIT 2

Character and Responsibility

PREVIEW

A FRAME YOUR IDEAS

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Ask a student to read the title of the unit. Write *character* on the board. Elicit that character refers to the combination of qualities (such as honesty or loyalty) that are distinctive to a person.
- Have students look at the thought bubble in the cartoon. Ask *What happened here?* (The woman knocked over a vase.) Ask volunteers to read speech bubble and reaction A and then speech bubble and reaction B. Call on students to share which way they would likely react in this or a similar situation.
- Focus on the last illustration. Have a volunteer read the speech bubble. Ask *Have you ever been in this situation?* Read reaction C.
- Tell students they will choose one of these reactions—A, B, or C—in relation to different scenarios in the survey.
- Have students complete the survey individually.
- Bring the class together. Point out that many A answers mean a person tends to accept responsibility for his or her actions. Many B or C answers mean a person tends to avoid responsibility. Have students analyze their surveys.

LANGUAGE NOTE The verb *admit* or *take* can be used with *responsibility* to mean agreeing to having made a mistake or having done something wrong. *To exceed the speed limit* means to drive too fast. *To be caught telling a lie* means someone found out you weren't telling the truth.

B ▶1:16 VOCABULARY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students read and listen to the vocabulary related to taking or avoiding responsibility.
- Then have students listen and repeat the phrases chorally.

Options: [+5 minutes] Call on students to share examples of each situation. Model the first item. Say:

I remember a time when I admitted to making a mistake. I had scratched my friend's car. She was pretty mad, and I had to pay for the damage.

Invite volunteers for additional examples for item 1, or continue on to the other examples.

C PAIR WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students compare answers to the survey with a partner. Have students explain their responses, mentioning specific examples if possible.
- Bring the class together and have pairs share if they have similar characteristics when it comes to taking or avoiding responsibility. Then ask volunteers *Is it hard for you to accept responsibility?*

D DISCUSSION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Divide the class into groups of three, or combine pairs from Activity C into groups of four. Have students discuss the questions. Instruct one member of the group to take notes that he or she will report to the class.
- Then bring the class together and have each reporter share the group's views.

E ▶ 1:17 SPOTLIGHT

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have students look at the photo. Ask *Who are these people?* (probably a father and son) *What are they doing?* (They appear to be discussing something.) *Do they seem happy?* (No, they look serious.) *What might they be talking about?* (Maybe the son did something wrong.)
- Have students read and listen to the conversation.
- To check comprehension, ask *What mistake did Jason make?* (He and his classmate Joey made fun of a classmate's drawing of a horse and hurt her feelings.) *Does he regret what he did?* (yes) *How do we know?* (He says that he wishes he had told Joey to cut it out rather than join in.) *What advice does Jason's dad give?* (to apologize and buy the girl lunch, and also to talk to the teacher) *Did Jason take responsibility for his actions?* (Yes, he did.)

LANGUAGE NOTE Point out that Jason shifts to the present tense when he's telling the story, even though he's talking about the past, an occasional but common characteristic in narrating, or telling a story in spoken language. This emphasizes certain details and makes the listener more "present."

Option: [+5 minutes] Write the following questions on the board: *Why do you think the boy came to the dad?* (Possible answers: He felt guilty. He felt bad. He wasn't sure how to make the situation right.) *Do you think the dad should have been stricter with him?* (Possible answers: No, the boy took responsibility and will likely follow his dad's advice to amend the situation. Yes, the boy should have some kind of consequence for poor behavior.)

Challenge: [+5 minutes] On the board, write:

If I were Jason, I would . . .

If I were the dad, I would . . .

Review the unreal conditional form and have students speculate in pairs what they would do if they were Jason or the dad. This form was also used in the Spotlight conversation when the dad gives Jason advice saying *If I were you . . .*

F UNDERSTANDING IDIOMS AND EXPRESSIONS 1

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Call on two volunteers to read the two exercise items. For item 2, make sure students understand that *to go too far* means to act in a way that is not acceptable.
- In pairs, have students find the spotlighted expressions.
- Go over the answers as a class.

Challenge: [+5 minutes] Invite students to experiment swapping the two synonymous expressions meaning allowing behavior to go too far: *I guess we just kind of let things get out of hand . . . Take responsibility for getting carried away.* Ask *Does the meaning change?* (no)

G UNDERSTANDING IDIOMS AND EXPRESSIONS 2

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Focus on the idioms and expressions as a class. Call on volunteers to read them aloud.
- Let students work individually to locate them in context to figure out the meanings. Then have students match each expression with the correct definition.
- Ask students to compare answers with a partner, returning to Exercise E to check items as necessary.
- Bring the class together to go over the answers.

Challenge: [+5 minutes] Divide the class into pairs and assign each pair one or two idioms/expressions from the list. Have them create brief dialogues around them. Invite pairs to share dialogues.

H DISCUSSION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- In pairs or small groups, have students discuss the questions.
- Bring the class together and discuss. Make sure students address the notion of moral responsibility (Jason's and Joey's) to treat classmates nicely and practical responsibility (Mr. Rogg's, who shouldn't have left the class unattended).

Option: [+5 minutes] Invite students to speculate:

If I were the girl . . . (Possible answer: I wouldn't have cared and would not have cried)

If I were another student in the class . . . (Possible answer: I would have stood up for the girl and made her feel better)

Challenge: [+5 minutes] Ask students to ponder if this type of situation happens only to children, or if adults also act similarly with each other. Have students discuss and offer examples.

SPEAKING PAIR WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Call on a student to read the direction line. Ask *What does* accidentally *mean?* (not on purpose) *Did Jason accidentally hurt the girl's feelings?* (It was not accidental, even though he claims he couldn't help himself.) Point out that *accidental* means you say or do something not knowing that someone could be hurt. For example, you innocently say something tastes awful, to then find out that the person you're speaking to prepared the dish.
- Tell students the situation they discuss does not have to be one they have directly experienced. Circulate and make sure pairs talk about accidental situations and use language related to taking or avoiding responsibility.

LESSON 1

GOAL Describe the consequences of lying

A ▶1:18 GRAMMAR SPOTLIGHT

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Write *consequence* on the board. Elicit the meaning. (something that happens as a result of a particular action) Have a student read the lesson title. Ask *What could be a consequence of lying?* (getting in trouble, e.g., in school or with the law)
- Call on a student to read the title of the article. Ask *Do you agree that telling the truth isn't so easy?*
- As a class, look at the cartoon. Ask *Have you ever said something nice to someone when you didn't really mean it?* Call on a few volunteers to share.
- Have students listen to the article as they read along.
- To check comprehension, ask *What did the people in the psychological study do?* (They kept diaries of lies they told during one week.) *What did the study reveal?* (The participants told at least one lie every day; in a week, the participants told lies to about 30 percent of the people with whom they interacted.) *Which lies are the most common?* (pretending to like something to avoid hurting others and making up excuses to get out of trouble) *In which professions do people lie the most?* (professions that require the most social contact, such as shop assistants, salespeople, politicians, and journalists)
- Have students listen to the article again, noticing the spotlighted grammar. Ask *What do you see highlighted in the spotlighted grammar?* (adjective clauses)

B APPLY IDEAS

Suggested teaching time:	5 minutes	Your actual teaching time:	

- On the board, write the following lying categories as outlined in the article:

  lying to avoid punishment

  lying to be rewarded

  lying to avoid hurting people's feelings
- In pairs, have students brainstorm examples of lies people tell that exemplify each situation. Ask *Would you tell a lie in this situation, too? Why? Why not?*

C EXPRESS AND SUPPORT AN OPINION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students work in groups of two or three and discuss the question. Tell them to give examples to support their point of view.

Challenge: [+5 minutes] Conduct a mini debate in which half the class argues that lying is good for us socially, and the other half of the class argues that truthfulness is the best.

D PAIR WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- In pairs, have students compare where they fall on the continuum. Tell them to provide examples.
- Circulate and assist. If students don't feel comfortable talking about themselves, tell them they can talk about someone they know.
- Bring the class together and poll how many students are never truthful, sometimes truthful, and always truthful. Write the result on the board: *Our class is mostly _____ truthful!*
- Finally, ask *Do you think it's possible to always be truthful?*

E RELATE TO PERSONAL EXPERIENCE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students think of personal experiences that reflect the various categories.
- Then bring the class together. Ask *Did anyone NOT have a personal example for any of the categories?* Determine who is the most truthful person in the class. Use information from Exercise D if necessary.

F GRAMMAR

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Write *adjective clause* on the board. Say *Adjective clauses are also referred to as relative clauses,* in case students have heard them called such elsewhere.
- Ask a student to read the Remember note at the beginning of the grammar chart.
- You may wish to tell students that they can use the term *relative pronouns* to refer to the following words that introduce adjective clauses: *who, whom, whose, that,* and *which*. You can also point out that in formal English, *who*, not *that*, is preferred for referring to people. Be sure students understand that *which* can never be used with people, even though *that* can.
- Focus on the two example sentences. Ask *What does the adjective clause give more information about?* (in sentence 1, the participants; in sentence 2, lies). Point out that in sentence 1, *who* functions as the subject of the adjective clause. In sentence 2, *that* functions as the object of the adjective clause.
- Call on a student to read the second explanation and the three example sentences. Ask *What nouns do the adjective clauses modify?* (time, world, people) Point out that in spoken English, *where* is sometimes used instead of *when* to introduce adjective clauses about time. On the board, write:

  There are occasions <u>when</u> /<u>where</u> telling the truth may not be a good idea.

Option: GRAMMAR BOOSTER *(Teaching notes p. T129)*

Inductive Grammar Activity

- Ask a volunteer to read the third explanation. Then call on students to read the pairs of formal and informal sentences. Remind students that the informal example sentence in each pair can be further reduced by omitting the relative pronoun. For example, *The participants lied to many people they interacted with*. Have students reduce the other informal example. (It's a question most people don't give a truthful answer to.)
- Have students note the different placements of the preposition in the sentences. In informal spoken English, the preposition is often at the end of the sentence. Point out that *whom* is less and less common in informal spoken English.
- Have students read the Be careful! note to themselves. Remind students that *who* is a subject and *whom* is the object.

Option: [+5 minutes] Invite students to look back at the Grammar Spotlight and circle the relative pronouns and adverbs (*with whom, when, where, in which, with whom, whose, when*).

G UNDERSTAND THE GRAMMAR

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Review the categories of adjective clauses by asking *Which words are used for people?* (who, whom, that) For things? (that, which) *For possession?* (whose) *For location?* (where) *For time?* (when, where—in spoken English)
- Have students work with a partner to answer the questions and rewrite the sentences with adjective clauses that are objects of a preposition. Circulate and assist as needed. Remind students that in informal English, the preposition usually appears at the end of the sentence.
- Then go over the answers as a class.

Extra Grammar Exercises

Answers for Exercise G

1. Possession: whose professions require the most social contacts
   Location: where we are often punished for telling the truth and rewarded for lying
   Time: when you're ready
2. Objects of preposition: with whom they interacted in which we often tell lies with whom we interact

   Rewritten in Informal English: Participants told lies to about 30 percent of the people they interacted with. Here's another common situation which we often tell lies in. Some researchers argue that lying may in fact be good for us socially because it protects the feelings of the people we interact with.

H GRAMMAR PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Before students do the exercise, have them scan each sentence for clues that will help them decide if the adjective clause is about people, things, possession, location, or time. (1. *place,* location; 2. *people,* possession; 3. *people,* people; 4. *people,* people; 5. *situations,* thing; 6. *moments,* time; 7. *people,* people; *people,* people; 8. *times,* time; *times,* time; 9. *action,* thing; 10. *People,* possession)
- After students complete the exercise, have them compare answers with a partner. Circulate and assist as needed. Then go over the answers as a class.

NOW YOU CAN Describe the consequences of lying

A NOTEPADDING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Call on volunteers to read the headings for the two categories. For each heading, ask *What is the adjective clause?* (in which we shouldn't tell lies, in which telling a lie is the best solution) *What noun does each adjective clause modify?* (situations, situations)
- Have students complete the exercise independently.
- Then bring the class together and have students compare their examples. Invite students to explain why they listed the specific situations and people they did.

B ACTIVATE THE GRAMMAR

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students refer to their notepads as they write the consequences of lying. Encourage students to use adjective clauses in their sentences.
- On the board, write some hints of structures they may use:

  people who
  people to whom
  people whose
  time(s) when
  place(s) where
  lies that

C DISCUSSION ACTIVATOR

Suggested teaching time:	5 minutes	Your actual teaching time:	

Discussion Activator Video

- *Note:* You can print the script or you can view it on the video player on the ActiveTeach?
- Divide the class into pairs and have students use their descriptions from the Notepadding to talk about the people. Encourage the pairs to ask each other questions and provide details and examples. The goal is to say as much as they can about the people.

For more support, play the Discussion Activator Video before students do this activity. After each video, ask if the students in the video included sufficient details.

LESSON 2

GOAL Express regret and take responsibility

A ▶1:19 LISTEN TO INFER INFORMATION

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Tell students to listen carefully to the attitudes and actions expressed in the six conversations.
- Then have students read the first two items in the exercise. Have them listen again to the first two conversations and complete the items with the correct expressions.
- Have students repeat the procedure with the second two items and then finally with the last two items
- Ask students to listen again to all six conversations to check their answers.
- Tell students to compare answers with a partner before you review the exercise with the class.

LANGUAGE NOTE *To cut someone off* as used in conversation 3 means to pass someone's car abruptly, without signaling or giving any warning (the expression can also mean to interrupt someone). *To buy something* means to believe something. The expression is often used in the negative: *They didn't buy my excuse.*

B ▶1:20 LISTEN TO SUPPORT AN OPINION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask a volunteer to read the model answer. Focus on the last line and write it on the board:

  . . . if I were _____ I would . . .

- Stop the audio after each conversation and call on a volunteer to share if he or she thinks the person did the right thing. Model the first item: *I think the woman did the right thing. If I were the woman, I might even offer to buy the man a new bike. I would feel awful if he had problems with a bike due to my accident.*

Challenge: [+5 minutes] In pairs, invite students to choose one of the scenarios and role-play a different reaction to the situation. For example, for situation 2:

A: What happened to the suitcase? When I lent it to you, it had two wheels.

B: Oh my goodness! I didn't notice. Sorry! I'll buy you a new one!

A: No, that's OK. Maybe you could just get the wheels repaired.

B: No, no. I insist. I feel horrible. Those baggage guys are way too rough with people's bags! I might actually file a complaint with the airline as well!

C GRAMMAR

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Ask a student to read the first explanation. Focus on the first example sentence. Ask *Is the highlighted clause necessary to the meaning of the sentence?* (No, it just comments on the main clause.) Ask volunteers to read the other two example sentences. Ask the same question about each sentence: *Is the highlighted clause necessary to the meaning of the sentence?* (no) Tell students to look again at the last example sentence. Ask *How many independent clauses are there?* (two) *Which one does the highlighted comment clause comment on?* (the first one: *I had avoided taking responsibility*)
- Call on a volunteer to read the second explanation. Write the following sentences on the board to illustrate the point further:

  Maria Wells, who lives up the street from us, has three cats.

  Maria Wells has three cats.

Ask *Does the second sentence make sense without the clause?* (Yes, it does; the clause just provides additional information that is not essential to the meaning of the sentence.)

- Note that restrictive and non-restrictive clauses and their punctuation are presented and practiced in the writing lesson later in this unit. However, since the term *non-restrictive clause* has been introduced, you may want to point out that a restrictive clause—in contrast with a non-restrictive clause—is crucial to the meaning of the sentence. Write on the board:

  The woman who lives up the street from us has three cats.

Remove the clause from the sentence:

  The woman has three cats.

Ask *Do we know which woman has three cats?* (No, we do not.)

- Focus students' attention on the Be careful! note. Point out that *that* is used only in a restrictive clause. For example, write on the board, The report that I helped write has been published. You can point out, however, that *which* can be used in both restrictive and non-restrictive clauses. Write on the board, The report which I helped write has been published.

Option: GRAMMAR BOOSTER *(Teaching notes p. T130)*

Inductive Grammar Activity

D GRAMMAR PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Point out to students that they will combine independent clauses with comment clauses. Ask a student to read the example sentence.
- Then have students complete the sentences independently. Have them compare answers with a partner. Circulate and make sure students use commas. For item 4, accept two variant answers with *in my opinion* at the end or after *which*.

Extra Grammar Exercises

Option: PRONUNCIATION BOOSTER *(Teaching notes p. T144)*

Pronunciation Pair Work

NOW YOU CAN Express regret and take responsibility

A ▶1:21 CONVERSATION SPOTLIGHT

Suggested teaching time:	5 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:

- Use *I'm really sorry, but . . .* to introduce bad news.
- Say *I feel awful about it* to express regret.
- End a sentence with *if that's OK* to elicit permission or agreement.
- Use *That's really not necessary* to politely refuse a kind gesture.
- Use *please accept my apology* to formally say you're sorry about something.

- Have students read and listen to the conversation.
- To check comprehension, ask *What did the woman do?* (She broke Tim's tablet.) *How did this happen?* (She tripped and dropped it.) *Is the woman going to have the tablet fixed?* (No, it can't be fixed.) *What does she offer to do instead?* (replace the tablet)
- Finally, have students listen to the ways to express regret. Have a volunteer read Student A's second line and use another way to express regret. Note that the sentence *I'm so sorry* does not conclude with *about it*. The sentences *I feel awful / (just) terrible* can conclude with *about it*.
- Call students' attention to the conversation strategies highlighted in the model.

B ▶1:22 RHYTHM AND INTONATION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students repeat chorally. Make sure they:
  - use emphatic stress for *that* in *How did that happen?* (line 4)
  - use falling intonation for *How did that happen?* (line 4)
  - use emphatic stress for *awful* in *I feel awful about it.* (line 6)
  - use rising intonation for *Are you sure it can't be fixed?* (line 7)

C NOTEPADDING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students skim the situations in the survey in Exercise A on page 14 and check off two that have actually happened to them.
- Tell students to fill out the Notepad specifying what they said and did. As they work, list the following on board:

  freaked me out
  upset me
  I had my heart set on
  ticked me off
  I felt awful about

Encourage students to use these and similar comments with *which* in non-restrictive clauses.

D CONVERSATION ACTIVATOR

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

Conversation Activator Video

- *Note:* You can print the script or you can view it on the video player on the ActiveTeach.
- Divide the class into pairs. Instruct students that they will use the model in Exercise A, Conversation Spotlight, to role-play their own conversation with a partner.
- Ask volunteers to read the words under Recycle This Language. Encourage students to incorporate these words into their conversation.
- Reinforce the use of the spotlighted conversation strategies; for example, *I'm really sorry, but . . .* and *That's really not necessary.*
- Bring students' attention to the Don't Stop! note. Ask a volunteer to read the bullet points. Explain that students should continue talking after they have covered the points in the original Conversation Spotlight.
- Tell students to change roles, so each student gets a chance to play A and B.

For more support, play the Conversation Activator Video before students do this activity themselves. After the video, ask students how the model has been changed by the actors.

Conversation Activator: Speaking Booster

E DISCUSSION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- In small groups, have students choose a situation from their notepads and share. Encourage students to discuss details they didn't discuss before in the Conversation Activator.

LESSON 3

GOAL Explore where values come from

A READING WARM-UP

Suggested teaching time:	5 minutes	Your actual teaching time:	

- On the board, write the word *values*. Elicit that this refers to a person's ideas about what is right and what is wrong.
- Ask a volunteer to read the questions. Call on students to answer. Then on the board list important lessons for children.

Option: [+5 minutes] If someone mentions not lying among the important lessons for children, ask *Do you think it is confusing to children when they see adults lying in certain situations?* Introduce the term *white lie*, which is a harmless lie that you tell in order to protect someone or avoid hurting feelings.

B 1:24 READING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Invite students to look at the photo of the mother and daughter and the title of the article. Have students speculate about the situation. (Maybe the girl did something wrong or wanted to do something wrong and the mother is reprimanding her.)
- As students read and listen, tell them to underline information in the article that will help them answer the focus question in the direction line (Which influences are the most important?).
- Bring the class together. Have volunteers share their answers to the focus question. (Answers will vary.)

LANGUAGE NOTE *To attribute* means to believe a situation caused something; *a code of ethics* is a set of guidelines for individuals in a school or workplace that outlines how they are expected to act; *fragility* refers to the quality of being delicate.

Reading Strategies

Answer for Exercise B

Answers will vary but may include the following:

In my opinion, the most important influence in our lives are our parents or guardians. We learn some of the most important life lessons when we are young. The way we are corrected or not as children influences how we will act the rest of our lives.

C RELATE TO PERSONAL EXPERIENCE

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Tell students that in this exercise they will give examples of values from their lives for the various categories. Ask a student to read the model answer. Then elicit additional answers from students. (Possible answers: to not take things that are not yours, to treat people kindly, to be thoughtful)
- After students complete the chart have them compare answers with a partner.
- Ask individual students *Which of the influences has / have had the most profound effect on the development of your values?*

Extra Reading Comprehension Questions

D CLASSIFY VOCABULARY USING CONTEXT

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Instruct students to complete the exercise individually.
  - Have students compare answers with a partner and explain their choices. If they are not sure how to explain their answers, model item 1: *values, beliefs,* and *guidelines* are all similar because they express something we believe in or act on; *events* are something that happen, not a system of beliefs.
  - Bring the class together and elicit answers.

Challenge: [+5 minutes] Have students work in pairs to write statements that include each set of words. To help students, elicit the part of speech for each set of words. (The words in 1 through 4 are nouns, and the words in 5 are adjectives.) Possible answers:

Values, beliefs, and guidelines help us to act appropriately in certain situations.

Our peers, acquaintances, and colleagues have more of an influence on us than we realize.

A divorce, an accident, or a life event can influence how we look at the world.

Ethics, morals, and principals are developed all through life.

A young child already notices what is moral, ethical, or right.

E CRITICAL THINKING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Call on volunteers to read the quotes from the article.
- Have students discuss the questions in pairs.
- Bring the class together and call on students to share.

Challenge: [+5 minutes] Divide the class into three groups. Have each group speculate about one of the following situations:

Group 1: A boy observes his mother lying all the time in various situations—big lies, little lies. That seems normal to him. How does this affect his values?

Group 2: A family's house burned down with all their belongings. Everyone is safe, but they have to start from scratch, and they will get very little insurance money. How does this affect their values?

Group 3: A woman has to choose between being loyal to a boss who cheats, or being fired. How does this affect her values?

Extra Challenge Reading Activity

Answers for Exercise E

Answers will vary but may include the following:

1. Children usually have a deep respect for their first role-models–their parents. When they see their parents do something, they believe it must be right and mimic it.
2. A financial loss could force a person to re-evaluate one's life. Suddenly things that were taken for granted–for example a regular paycheck or a house, may no longer be available. A person can be forced to look at and appreciate life differently than before.
3. Examples of ethical dilemmas could be taking credit for something at work when we didn't earn it, keeping cash from a wallet we find on the street, or stealing ideas or words from a source when writing a research paper.

NOW YOU CAN Explore where values come from

A FRAME YOUR IDEAS

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have students skim the chart. If students feel both their parents have or have had an equal influence on their values, they can rate them together. Instruct students to fill in *other* if they have something they want to add.
- Then have students write in the numbers.

B PAIR WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Call on volunteers to read the model answers in quotes.
- In pairs, have students compare how they rated the influences. Remind students to provide specific examples, referring to the chart in Exercise C on page 20.
- Finally, bring the class together. Poll the number one influence in the class.

LESSON 4

GOAL Discuss how best to help others

A ▶1:25 VOCABULARY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- With students' books closed, write *How best to help others* on the board. Call on students to share ideas. (Possible answers: raise money for charity, work with children, visit the elderly)
- Call on a student to read the topic of the exercise (*philanthropic work*). Write *philanthropy* on the board and have students repeat. Elicit that this refers to the practice of giving money and help to people who are poor or in trouble.
- Ask students *Where might you see words listed like this?* (in a dictionary) Tell students to skim the words to see if they are familiar. Have them underline the words in their various forms of speech. (1. donor, donation; 2. philanthropist, philanthropy, philanthropic; 3. humanitarian, humanitarianism; 4. activist, activism) For review, elicit that *n,* refers to noun and *adj,* refers to adjective.
- Ask students to read and listen.
- Then have them listen again and repeat.

Challenge: [+5 minutes] Elicit additional parts of speech into which these words could be formed. (Possible answers: *donate* (v); *philanthropically* (adv); *humanitarianly* (adv))

Vocabulary-Building Strategies

B ACTIVATE THE VOCABULARY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask students to scan the images and the names. Ask *Have you heard of these people? What do you know about them?*
- Call on volunteers to read the descriptions, or have students read them individually.
- Then have students write sentences using the Vocabulary from Exercise A. Point out that the word *activist* can be used like this: He / She is an activist for [noun]. He / She is a / an [adj] activist.
- Have students compare sentences with a partner.

Answers to Exercise B

Answers will vary but may include the following:

1. Graça Machel is a humanitarian whose work is focused on children's health.
2. Li Ka-shing has made many donations to universities.
3. Helen Caldicott is an activist who works against the spread of nuclear power.

C LISTENING WARM-UP

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students think about the question and call on volunteers to share their point of view.
- Ask *If you achieved wealth and fame, do you think you would donate time and money to help others?*

Option: [+5 minutes] Have students look at the biographies in Exercise B and choose a philanthropist whose organization or cause they would be interested in joining. Encourage students to explain why.

Challenge: [+5 minutes] In pairs, have students imagine having a significant amount of money that they are able to use for a good cause. Have them create a short description of the cause. Have pairs share with the class.

D ▶1:26 LISTEN FOR MAIN IDEAS

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Pre-listening: Ask students to look at the pictures and captions. Elicit meanings: *human rights* are rights which all people should have—it means they are treated in a fair, equal way without cruelty; *a refugee* is a person who has been forced to leave his or her country; *literacy* is the ability to read and write; *eliminate* means to completely get rid of something.
- First listening: Have students listen once, with their books closed. Then, in pairs, ask them to eliminate the topics they don't think are the main idea.
- Second listening: Have students listen again. Ask *What do you think the main idea is?* (item 2) Why? (The focus is on two celebrities that are changing the world.)

LANGUAGE NOTE Point out that when the quote from each celebrity is cited, we hear the reader of the report say *Jolie encourages people to live a life of use to others, too, saying quote "Get outside yourself . . ." unquote.* Point out that in spoken English it is common to indicate something is being quoted by sandwiching the quote in the terms *quote* and *unquote*.

Option: [+5 minutes] Have students look at the pictures at the bottom of the page again. Ask *Which of these causes are mentioned in the report?* (all of them) *Which celebrity is interested in which cause?* (Angelina Jolie: helping refugees, improving literacy, protecting the environment, human rights; Bono: fighting hunger, fighting poverty)

Challenge: [+5 minutes] Have students focus on items 1, 3, and 4. Ask *Are all these items mentioned in the article?* (yes) Have students listen again for the information. (1. over the last few decades we have seen a huge increase in celebrity philanthropy—actors, singers, and athletes—who have added to their fame by making donations of time and money to address some of the worlds' biggest problems; 3. Angelina Jolie is one of Hollywood's highest paid actors, and Bono is one of the world's most successful musicians; 4. Philanthropy can also greatly change a celebrity's life and help him or her develop new skills)

Listening Strategies

E 1:27 LISTEN TO CLASSIFY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Pre-listening: Call on volunteers to read the exercise items. Have them see if they can remember from the previous listening which celebrity participates in which philanthropic activities.
- Listening: Have students listen and complete the exercise. If necessary, have students listen again.

Option: [+5 minutes] Write the quotes from each celebrity on the board:

"Get outside yourself. Get outside your environment. Do something for other people."

" . . . I want to have fun and I want to change the world. I have a chance to do both."

Ask *Which celebrity said which quote?* In pairs, have students discuss how celebrities might influence their fans to be more aware of and involved in world issues.

F 1:28 LISTEN TO CONFIRM CONTENT

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students listen again and cross out the reasons not mentioned. Point out that some topics are mentioned about celebrities in general, not specifically in relation to Bono and Angelina Jolie. Specify that students should cross out items not mentioned at all.
- Have students compare answers with a partner. Then go over the answers as a class.

Challenge: [+5 minutes] On the board, write *Which are honorable reasons for philanthropy? What do you think about celebrities who contribute philanthropically for superficial reasons?*

G 1:29 LISTEN FOR POINT OF VIEW

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Pre-listening: Have students read the three points of view.
- First listening: Point out to students that they will be listening to Part 2 of the report. Tell them to determine which point of view is reflected in this second part.
- Second listening: Then have students listen again to check that they chose the correct point of view.

Option: [+5 minutes] Ask *What is your point of view? Based on the information in both parts of the report, do you think Bono and Angelina Jolie are dedicated to their work?*

H 1:30 LISTEN TO SUMMARIZE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students listen to Part 2 again and list criticisms they hear. Then have them listen again and fill in any information they initially missed.
- In pairs, have students compare answers.

Option: [+5 minutes] In pairs, have students write a summary. On the board, write a topic sentence for students to use: *Even though celebrity philanthropy has many benefits, there are many criticisms. For example, . . .*

Answers for Exercise H

Answers will vary but may include the following: Celebrity philanthropists can be self-centered and demanding. They can spread a false impression that nothing can be done about a problem without international celebrity help. Huge donations raised by celebrities often provide increased opportunities for corruption. Some celebrity philanthropists can be motivated by their own fame. They see philanthropy as an opportunity for photo ops.

I SUPPORT AN OPINION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Divide the class into groups of three and have them support their opinions. Tell students their response does not have to be yes or no—it can indicate that in some cases, celebrities make good philanthropists.
- Bring the class together and make some conclusions.

Challenge: [+5 minutes] Invite students to look up names of other celebrity philanthropists to see how else famous people are influencing the world. Invite students to also share stories of philanthropists who might be more self-centered than Jolie or Bono.

NOW YOU CAN Discuss how best to help others

A FRAME YOUR IDEAS

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students choose what they consider to be the most urgent topics and suggest possible solutions for the problems.
- Poll topics chosen to see which issues students feel most strongly about. Ask *Are there any other topics not mentioned that you think are important?*

B DISCUSSION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask a student to read the model answer.
- In small groups, have students choose an issue from their notepad and suggest activities for solving the problem.

OPTIONAL WRITING [+15–20 minutes]

- Tell students to think back to details of the report in both Part 1 and Part 2 as they compile their ideas. Tell students to include specific reasons why they support their point of view.
- Offer an opportunity for peer review in class, or collect student work and provide individual feedback.

Discussion: Speaking Booster

WRITING Restrictive and non-restrictive adjective clauses

A WRITING SKILL

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- On the board, write *restrictive and non-restrictive adjective clauses.* Call on a volunteer to read the explanation of restrictive clauses. Write the first example sentence on the board. Then erase the clause. Ask *Does the sentence make sense without it?* (no) Point out that the clause identifies which person is being talked about and is essential to the sentence.
- Have volunteers read the remaining example sentences. After each one, ask *Is the clause necessary?* (yes)
- Focus on the non-restrictive clauses. Write the first example sentence on the board. Then erase the clause. Ask *Does the sentence make sense without it?* (yes) Review that the clause provides additional information. Point to the commas in the sentence.
- Look together at the remaining example sentences. As volunteers read, bring students' attention to the commas. Ask *how is the third example different?* (The non-restrictive clause is at the end of the sentence, so it just ends with a period.)
- Finally, tell students that either a restrictive or a non-restrictive clause may be possible, depending on your meaning. Write:

  The laptop which I bought last week is great.

- Then read the Be careful! note and the first example sentence. Point to the same sentence on the board and underline *laptop*. The implication is that the person has several laptops. The clause identifies which laptop she is talking about. Have students repeat the sentence after you, as you demonstrate that the pause in the sentence takes place at the end of the clause: *The laptop which I bought last week* [pause] *is great.*
- Then add commas to the sentence and ask *How is the clause different?* (It just provides additional information. There is no question which laptop is being talked about.) Have students reread the second example sentence in the Be careful! note. Have students repeat the sentence after you, as you demonstrate that the sentence has two pauses: *The laptop* [pause] *which I bought last week* [pause] *is great*. Compare to the previous example sentence in which the pause appears at the end of clause.

B PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students read the paragraphs. Tell them first to find the incorrectly punctuated clauses. Then tell them to decide whether the clauses are restrictive or non-restrictive and to review the use of commas with each kind of clause.
- After students complete the exercise individually, have them compare answers with a partner. Ask them to explain why the information in each clause they corrected is essential or non-essential and what punctuation, if any, is required. (Answers:
  - *which was at a clothing store* is non-essential information because *first job* sufficiently identifies which job is being talked about; a comma is necessary at the beginning of the non-restrictive clause.
  - *who didn't know me* is nonessential information because *the manager* sufficiently identifies the person; commas are needed to set off the non-restrictive clause.
  - *that really surprised me* is essential information because it is needed to identify the phone call. Restrictive clauses are not set off by commas.
  - *who had blamed me for taking the money* is essential information because it is needed to identify the woman. Restrictive clauses are not set off by commas.
  - *when people tell a lie* is non-essential information because *sometimes* sufficiently references time. A comma is necessary at the beginning of the non-restrictive clause.
  - *who felt badly about it for all those years* is essential information indicating who felt badly about the incident. Restrictive clauses are not set off by commas.)

C PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students work individually to check off the sentences that are correct and to add commas to those that are not.
- Tell students to compare answers with a partner.
- Bring the class together and go over the answers. Ask volunteers to explain why the information in the two checked items is essential. (1. *who taught him the most about right and wrong* is essential information needed to identify *the ones*; 3. *that I have regretted for more than ten years* is essential information identifying *lie*)
- Then focus on the sentences in which information is not essential and explain why. (2. *My cousin* sufficiently identifies who is being talked about; 4. *Her favorite vase* sufficiently identifies which vase is being discussed; 5. *which was great* is a comment clause, not essential to the meaning of the sentence) Have students share where they added commas to set off these non-restrictive clauses.

D APPLY THE WRITING SKILL

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- On the board, write *Describe an experience that taught you a life lesson or that shaped your values.* Tell students to use the essay in Exercise B as a model.
- Refer students to the Writing Process Worksheet for guidance with pre-writing and peer feedback.
- Encourage students to use the Self-Check in the Student's Book to go over the essays they wrote.

Writing Process

REVIEW

Digital Game

A ▶ 1:31

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Pre-listening: Have students skim the questions.
- First listening: Ask students to listen to the first conversation and then answer the two questions. Then have them listen to the second conversation and answer the second question.
- Second listening: Have students listen again to check their answers.

LANGUAGE NOTE Conversation 1: *a tough call* is a difficult decision; *be short of cash* means not to have enough cash to spare. Conversation 2: *so much for buying a new one* means that the idea of buying a new jacket is not a possible solution.

Option: [+5 minutes] Invite students to share if they would shift the blame or tell the truth in Conversation 1. Then have them say what they would do in Conversation 2.

B

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Tell students to consider the context of the sentences when choosing the phrases.
- Have students compare answers with a partner. Go over any questions with the whole class. Accept *tell the truth* as a possible answer for item 3.

C

Suggested teaching time:	5 minutes	Your actual teaching time:	

- If necessary, refer students to the grammar box on page 16 to review adjective clauses and words used to introduce them.
- Before students do the exercise, have them scan the sentences for clues that will help them decide if the adjective clause is about people, things, possession, location, or time. (1. people, 2. people, 3. time, 4. things, 5. things, 6. things, 7. things, 8. people, 9. location) Have students also note the sentences in which pronouns are used as objects of prepositions, and remind them to use *whom* (not *who*) and *which* (not *that*) after a preposition. (1. with, 5. on, 6. about, 7. in)
- Have students compare answers with a partner.

LANGUAGE NOTE The phrase *one of* takes a singular verb. For example, in item 8, *Nora was one of those people who fails to understand . . .*

D

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask a volunteer to read the example and model answer.
- Have students make up the comment clauses individually. Then have them compare answers with a partner.
- Bring the class together and call on students to answer.

Option: TEST-TAKING SKILLS BOOSTER *(p.152)*

EXTRAS

- **Workbook**
- **MyEnglishLab**
- **Online Student Resources (www.english.com/summit3e)**
  - **Classroom Audio Program**
  - **Extra Practice Activities**
  - ***Summit GO* App**
  - **Web Projects**
- **ActiveTeach**
  - **Assessment**
  - **Additional Printable Resources**
    - **Audioscripts and Answer Keys**
    - **"Can-Do" Self-Assessment Charts**
    - **Conversation and Discussion Activator Video Scripts**
    - **Oral Progress Assessment Charts**
    - **Reading Speed Calculator**
  - **Summit TV Video Program**
    - **Activity Worksheets**
    - **Teaching Notes**
    - **Video Scripts**

UNIT 3

Fears, Hardships, and Heroism

PREVIEW

A FRAME YOUR IDEAS

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- On the board, write *You're chicken*! Ask *What do you think this means?* (that you're afraid or not brave enough to do something)
- Call on a student to read the title of the self-test. Elicit that it is asking *How afraid are you?* Ask a student to read the instructions.
- Have students take the test. Circulate and clarify vocabulary if needed. For example, you may need to explain that *an injection* involves putting a drug into a person's body using a needle or that *an epidemic* is many cases of a disease that happen at once.
- Then have students read the scoring information and tally their responses.

LANGUAGE NOTE In the title *How chicken are you?,* the word *chicken* is used like an adjective. It means how afraid are you? Explain that the word can also be used as a noun (e.g., in the sentence *You're a total chicken*). Point out that it is possible to use *chicken* in verb form: *to chicken out* (I wanted to jump out of the plane, but I chickened out).

B PAIR WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- In pairs, have students compare tests and see if they are afraid of the same things.
- On the board, write *Which one of you is more chicken?* Elicit that this means which one of you is more afraid / more of a coward. Call on students to answer the question.

Option: [+5 minutes] Call on volunteers to read the situations in Exercise A. After each one, ask *Who has been in this situation?* Invite students to elaborate and specify how chicken they were. Alternatively, students can discuss the various situations in pairs or groups.

C GROUP WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Time-permitting, calculate the average score situation-by-situation. Alternatively, use a show of hands to determine the situations that were the most frightening for everyone.
- Then ask *How chicken is our class?* (Possible answers: very chicken, somewhat chicken, not chicken at all)

D ▶ 2:02 SPOTLIGHT

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Have students read and listen. Check comprehension by asking *What's wrong with Michel?* (He was supposed to propose to his girlfriend but he didn't; he got scared.) *How does his girlfriend feel?* (upset) *Does Michel still want to be with her?* (yes) *What's the problem?* (He just gets nervous and panics at the thought of getting married.) *Do you think Luiz makes Michel feel better?* (yes)

E UNDERSTAND IDIOMS AND EXPRESSIONS

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- To model the activity, invite a volunteer to read the first idiom. Ask students to find the idiom in Exercise D. Call on another volunteer to read Michel's part where he uses the idiom. Then read the choices and elicit the answer.
- Have students work in pairs to complete the rest of the exercise. Encourage them to refer to the conversation and context to help them determine the correct answer. Circulate and assist as needed.
- Bring the class together and go over the answers.

LANGUAGE NOTE *Lovey-dovey* means overly romantic; the idiom *to chill* can also be used as *chill out,* which also means to relax instead of feeling anxious or nervous about something; an even more informal variation is *take a chill pill,* which means to calm down or relax.

Option: [+5 minutes] Have students find each idiom or expression in Exercise D and replace it with the definition from the matching expression in Exercise E. Tell students to make necessary changes in the sentence. Model the first item: *I'm just in trouble with Emilie.*

Challenge: [+5 minutes] Divide the class into pairs. Assign each pair one of the idioms or expressions. Have pairs prepare short role plays consisting of 4–5 exchanges, demonstrating correct use of the idiom or expression.

SPEAKING SUMMARIZE AND PERSONALIZE

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Divide the class into pairs. For students who may need guidance, write on the board:

  who: (Michel)

  problem: (He has cold feet about getting married.)

  resolution: (I would wait a little while.)
- Then add the word speculation to the list on the board and have pairs discuss what might happen next. (Possible answer: He will propose a little later.) Encourage students to present various scenarios.
- Finally, have students discuss the two types of fear and have them share which one scares them more. Tell students to provide examples.

Challenge: [+5 minutes] On the board, write How to overcome fear. Have students work in pairs to discuss different ways to overcome fear. (Possible answers: face your fear, breathe deeply, try to control your imagination) Bring the class together and ask *Do you think fears of physical harm can be overcome in the same ways as emotional fears?* (Possible answers: Perhaps it depends on how imminent the danger is, for example, getting stuck in an elevator versus seeing a fire in a building.)

LESSON 1

GOAL Express frustration, empathy, and encouragement

A ▶2:03 VOCABULARY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- With students' books closed, write these three lines on the board:

  1. I give up!
  2. I know what you mean.
  3. Hang in there.

  Then write *empathy, encouragement, frustration* on the board. Ask students to match each word to the correct line. (1. frustration, 2. empathy, 3. encouragement)
- With students' books open, have students look at other expressions of each emotion. Elicit or explain that *empathy* refers to the ability to understand other people's feelings or problems; *frustration* refers to being upset or impatient because you cannot change a situation in order to get something you want or need; *encouragement* refers to giving someone courage and confidence to help them overcome a problem.
- Focus on *empathy* and the line *That must be discouraging / frustrating / disappointing*. Explain that the three participial adjectives are close in meaning but have slight differences. You may wish to point out that *discouraging* means causing a loss of confidence or enthusiasm; *frustrating* means causing annoyance or upset (particularly when something stands in the way of one's progress); *disappointing* means failing to fulfil one's hopes or expectations.

LANGUAGE NOTE *To be fed up* means to be annoyed by something and want it to change; *have had it* or *have had it (up to here) with* is used to indicate that you are no longer willing to tolerate something; *can't take something* means you can't tolerate an unpleasant situation; *to get someone down* means to get a person very sad; *to hang in there* means to not give up.

Vocabulary-Building Strategies

B ▶2:04 LISTEN TO PREDICT

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Tell students they will listen to conversations and decide if they elicit expressions of frustration, empathy, or encouragement from the other speaker.
- Model the first item. Play the audio. Then ask *What will the second woman say next?* (That must be frustrating.) *What is she expressing?* (empathy)
- Have students listen and answer the questions individually. If necessary, have students listen again.
- Bring the class together and go over any questions. For each item ask *What is being expressed—frustration, empathy, or encouragement?* (1. empathy, 2. empathy, 3. encouragement, 4. encouragement, 5. encouragement)

C GRAMMAR

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Write on the board *No matter how careful I am, I always forget something.* Ask *What's another way of saying this?* (Possible answer: It doesn't matter how careful I am. I always forget something.) Write students' suggestions on the board.
- Ask a student to read the explanation and first example sentence. Point to the restatements on the board.
- Call on volunteers to read the remaining example sentences and then say them in a different way. For each item *No matter* can be restated as *It doesn't matter* + the question word.
- Focus on the last example sentence and point out that *how* is an intensifier combined with an adjective or adverb.
- Ask a volunteer to read the Be careful! note. Provide another example on the board: *No matter when does she go to bed, she's still tired in the morning.* Have students correct it. (No matter when she goes to bed . . .)
- Finally, ask *Can the clauses introduced by* no matter *stand alone?* (No. They are dependent clauses and need to be attached to an independent clause.) Have students notice the unhighlighted independent clause in the example sentences. Point out that a clause introduced by *no matter* can appear before or after the independent clause. Invite volunteers to try to reverse the order of the clauses in the example sentences. Ask *Does the meaning change?* (no)

LANGUAGE NOTE Point out that we commonly express frustration using *no matter what*, which is a shortened version of *No matter what [I do, she says, happens, etc.].* For example, *No matter what, she gets here on time.*

Option: [+5 minutes] Have students look back to Exercise D, Spotlight on page 27, and find one example of a sentence with *no matter.* (…no matter how much I tell myself she's the only one for me, I just can't take the plunge.) Ask pairs to restate the sentence with *It doesn't matter…* (how much I tell myself she's the only one for me, I just can't take the plunge). Answers may vary. Call on volunteers to share.

Option: GRAMMAR BOOSTER *(Teaching notes p. T131)*

Inductive Grammar Activity

D GRAMMAR PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Focus on the example sentence. Ask *Which is the independent clause?* (she won't take a plane anywhere) Then focus on the *no matter* clause and ask *What is the problem?* (It uses inverted word order.) Tell students they will rewrite each sentence per the model if there is a mistake. They will write a checkmark if the sentence is correct.
- After students complete the exercise individually, have them check answers with a partner. Circulate and assist as needed.

Extra Grammar Exercises

E PAIR WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students look through the exercise. Ask *Which items will need independent clauses?* (1 and 2) *Which ones will need dependent no matter clauses?* (3 and 4)
- Model item 1. Ask the class *What can the main clause be in this sentence?* Tell students to think up what any amount of effort to eat less cannot change (Possible answers: gaining weight; inability to lose weight) Then ask *What should the first sentence express: frustration, empathy, or encouragement?* (frustration) *What could the last sentence express: frustration, empathy, or encouragement?* (empathy or encouragement)
- Have students fill in the blanks in all the items on their own. Then have them role-play the dialogues with a partner, one person reading A and the other person reading B. Tell them to alternate roles.

Option: [+5 minutes] Pairs can choose role plays to read to the class. Alternatively, they can make up their own scenarios to read to the class.

Option: PRONUNCIATION BOOSTER *(Teaching notes p. T145)*

Pronunciation Pair Work

NOW YOU CAN Express frustration, empathy, and encouragement

A ▶2:05 CONVERSATION SPOTLIGHT

Suggested teaching time:	5 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:

- Use *Is something wrong?* to notice a problem.
- Use *What's going on?* to find out what's happening.
- Use *Well, basically* to introduce a situation.
- Use *Hang in there* to express encouragement.
- Use *Anytime* to respond to a thank you.

- Have students look at the photo. Ask *What emotion does the woman on the right appear to be feeling?* (She looks worried or upset about something.) *What is the other woman doing?* (telling a friend about something)
- Have students read and listen to the conversation.
- To check comprehension, ask *Why is Nina upset?* (She's been having a bit of trouble at work.) *What kind of trouble?* (Her boss doesn't give her credit for her work.) *What does she say to express her frustration?* (I'm feeling really fed up.) *What words of encouragement does her friend give her?* (Hang in there . . .)

LANGUAGE NOTE In the second exchange, the woman says *I've been having a bit of trouble at work.* Remind students that some stative verbs, such as *have*, have active forms that do not indicate possession (e.g., *have dinner*). These can be used in the continuous aspect.

B ▶2:06 RHYTHM AND INTONATION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students repeat chorally. Make sure they:
  - use rising intonation for *Is something wrong?* (line 1) and *OK* (line 11).
  - stress *sorry* in *I'm sorry to hear that.* (line 5)
  - use falling intonation for *What's going on?* (line 5)
  - pause after *Well* and *basically* (line 6)
  - use emphatic stress on *Actually* (line 3) and *Anytime* (last line)
  - use an encouraging tone for *Hang in there.* (line 10)

C NOTEPADDING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask a student to read the list of problem topics. Have another volunteer read the example sentence.
- Tell students to fill in the notepad with *no matter* statements. Tell students to use a variety of question words (*how, what, when, where*). Circulate and assist as needed. If students don't feel comfortable sharing private information about money, health, or relationships, tell them they can make up statements or write about other people.

Option: [+5 minutes] Time-permitting, students can compare statements with a partner. Then bring the class together and ask *Did any pairs have similar problems?*

D CONVERSATION ACTIVATOR

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

Conversation Activator Video

Note: You can print the script or you can view it on the video player on the ActiveTeach.

- Divide the class into pairs. Instruct students that they will use the model in Exercise A, Conversation Spotlight, to role-play their own conversation with a partner.
- Refer students back to the Vocabulary in Exercise A to express frustration, empathy, and encouragement.
- Ask a volunteer to read the words under Recycle This Language. Encourage students to incorporate these words into their conversation.
- Reinforce the use of the spotlighted conversation strategies. For example, *Is something wrong; I'm sorry to hear that; Hang in there.*
- Bring students' attention to the Don't Stop! note. Ask a volunteer to read the bullet points. Explain that students should continue talking after they have covered the points in the original Conversation Spotlight.
- Tell students to change roles, so each student gets a chance to play A and B.

For more support, play the Conversation Activator Video before students do this activity themselves. After the video, ask students how the model has been changed by the actors.

Conversation Activator: Speaking Booster

LESSON 2

GOAL Describe how fear affects you physically

A ▶ 2:07 GRAMMAR SPOTLIGHT

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Ask students to look at the photos of the three people. Call on volunteers to read the names, ages, and cities where they live. Tell students that they will read how fear affects these people physically.
- Have students listen to the article as they read along.
- To check comprehension, ask *What happens to Kenji when he's scared?* (He gets sweaty palms and his hands shake.) *What is an example of a situation that can cause this?* (meeting his fiancée's parents) *What happens to Jorge?* (He gets terrible palpitations; sometimes he loses his voice.) *What type of situation can cause this?* (being stuck on a flight due to mechanical problems) *What happens to Isil?* (She gets awful butterflies in her stomach.) *What situation can cause this?* (having to speak English on the phone)
- Have students listen to the article again, noticing the spotlighted grammar. Ask *What form do you recognize in the spotlighted grammar?* (*so / such . . . that*)

LANGUAGE NOTE If you *have palpitations*, your heart beats quickly in an irregular way. *To have butterflies* is another way to say feel nervous.

B RELATE TO PERSONAL EXPERIENCE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Review the causes for physical reactions to fear mentioned in the article. (meeting fiancée's parents, being stuck on a flight, having to speak English on the phone) Tell students they will discuss which situation they can relate to the most.
- Have students discuss the question in pairs. Encourage them to provide examples from their lives.

C GRAMMAR

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have a student read the first explanation and example sentences. To check comprehension, ask *What happened as a result of it being so stormy?* (I was afraid to get on the plane.) *What happened as a result of her leaving so quickly?* (She forgot her umbrella.)
- Ask a volunteer read the second explanation and example sentences. To check comprehension, ask *What happened as a result of my wearing such uncomfortable shoes?* (I couldn't walk.) *What happened as a result of my making such salty soup?* (No one could eat it.) *What happened as a result of her having such a bad accident?* (She never drove again.) Tell students to read the Be careful! note to themselves.
- Focus on the last explanation and example sentences. To check comprehension, ask *What will happen as a result of there being so many people there?* (We won't be able to find each other.) *What happened as a result of there being so much lightning?* (The passengers on the plane were terrified.) *What happened as a result of us eating so few meals out last month?* (We saved a lot of money.) *What is the result of there being so little ice on the road?* (It is safe to drive.)
- Have students underline the noun in each phrase with *so*. (*people, lightning, meals, ice*) Ask *Which are count nouns?* (*people, meals*) *Which are non-count nouns?* (*lightning, ice*) Ask a student to read the Remember note. Point out that in the example sentences *many* and *few* are used with count nouns, *much* and *little* with non-count nouns.

Option: [+5 minutes] Have students look at the Grammar Spotlight in Exercise A on page 30. Instruct them to find examples with *so / such . . . that*. Ask *What was Kenji's extreme situation?* (His hands were shaking so badly.) *What was the result?* (He avoided picking up his glass.) *What is Jorge's extreme situation?* (He gets such terrible palpitations.) *What is the result?* (It feels like his heart is going to jump right out of his chest.) *What is Isil's extreme situation?* (She gets such awful butterflies in her stomach.) *What is the result?* (She thinks she's going to get sick.)

Challenge: [+5 minutes] Instruct students to look at each example in the Grammar Spotlight. Ask *Which words intensify an adjective or an adverb?* (*so badly that*; *so bad that*) *Why is* such *used with* awful butterflies *and* terrible palpitations*?* (because the adjective is followed directly by a noun)

Option: GRAMMAR BOOSTER *(Teaching notes p. T132)*

Inductive Grammar Activity

D GRAMMAR PRACTICE

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Focus on the model item. Ask *Why is* so *used in the sentence?* (It intensifies the adjective—*terrible.*)
- Instruct students to first identify which word or phrase will be intensified in each sentence. (2. many accidents, 3. late, 4. awful, 5. bad, 6. stormy day). Then have students decide whether *so / such . . . that* will be used to intensify, and instruct them to connect the sentences.

Extra Grammar Exercises

E GRAMMAR PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students scan the exercise and underline all the count nouns (1. flights, 3. people, 4. seats) and circle all the non-count nouns (2. trouble, 3. time).
- Tell students to complete the exercise. Instruct them to think about meaning as they decide between *much / little* (non-count) and *many / few* (count)
- Have students compare answers with a partner.

F ▶2:08 VOCABULARY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To warm up, focus students' attention on the cartoons. Ask students what each person is doing. (1. giving a speech, 2. traveling through turbulence, 3. meeting someone, 4. getting ready to jump from a plane)
- Have students read and listen about the physical effects of fear.
- Then have students listen and repeat the words chorally.
- Focus on the details in the images that illustrate the physical effects. Ask *What is happening in the first picture?* (The man's hands are shaking.) *The second?* (The "Thump! Thump!" indicates that the woman's heart is beating quickly.) *The third?* (The man's hands are wet with sweat.) *The fourth?* (The man's stomach feels nervous.)

LANGUAGE NOTE *To get butterflies in one's stomach* is also used for excitement about an extremely positive situation, such as when one is in love. For example: *She got butterflies in her stomach each time she saw her fiancé.*

Vocabulary-Building Strategies

G ACTIVATE THE VOCABULARY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Read the direction line. Tell students they will be referring to the Grammar Spotlight on page 30.
- On the board, write:

1. Which physical effect(s) of fear did the person experience?
2. What caused the physical effect(s) of fear?

To model, focus on Jorge Pardo. Ask a student to reread the quote and then elicit answers to questions on the board. (1. He got such terrible palpitations that it felt like his heart was going to jump right out of his chest. He lost his voice. 2. He became panicked on a flight when the landing gear got stuck.) Point out the use of the grammar *such . . . that*.

- Having gathered the information, ask a volunteer to paraphrase the situation that caused the physical effect of fear to happen. Encourage the student to restate the paraphrase in a way that used the *so / such . . . that* structure if possible. However, it is more important that students use the Vocabulary in their paraphrases.
- Have students work in pairs to paraphrase the other two people's situations and effects of fear. Circulate and assist as needed.

NOW YOU CAN Describe how fear affects you physically

A NOTEPADDING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Call on a volunteer to read the prompts on the notepad.
- Have students take notes about the situation. Refer students to the Vocabulary in Exercise F on page 31 and the grammar in Exercise C on page 30.

B DISCUSSION ACTIVATOR

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

Discussion Activator Video

Note: You can print the script or you can view it on the video player on the ActiveTeach.

- Divide the class into pairs and have students use their descriptions from the notepadding to talk about the people.
- Focus on the Recycle This Language box. Elicit an example for *No matter . . .* in the context of physical effects of fear. (Possible answer: No matter what I did, I couldn't calm down.)
- Encourage students to ask a lot of follow-up questions to increase the interest of the stories. These will also help make students' optional writing exercise more productive. If students will be doing the optional writing below, encourage them to take notes during the discussion so they can write their partner's story.

For more support, play the Discussion Activator Video before students do this activity. After each video, ask if the students in the video included sufficient details.

OPTIONAL WRITING [+15–20 minutes]

- Let students work in the same pairs as in Exercise B, Discussion Activator. Tell them to gather any notes they took during the discussion. Alternatively, students can swap books and write down ideas from the notepad in Exercise A.
- Instruct students to use *so / such . . . that* and *no matter . . .* and vocabulary for physical effects of fear in their descriptions. Review sequencing words if needed.

LESSON 3

GOAL Discuss overcoming handicaps and hardships

A READING WARM-UP

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask a volunteer to read the questions. On the board, write *physical handicaps*. Elicit examples. Then discuss other hardships that people are faced with and have to overcome in life.
- Invite students to mention people they know or have read about who have battled a handicap or hardship, or ask them to mention their own story.

B ▶ 2:09 READING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Have students look at the picture. Ask *Do you know who this woman is?* Focus on the title "The Courage to Be Who She Is." Encourage students to deduce from the lesson title and warm-up that she likely has overcome some handicap or hardship. Invite students to guess what it might be.
- As students read and listen, tell them to underline information in the article that will help them answer the focus question in the direction line (If you had to choose one adjective to describe her, what would it be?).
- Bring the class together. Have volunteers share their answers to the focus question. (Possible answers: inspirational, courageous)

LANGUAGE NOTE Focus on the word *empathized*. Point out that in the unit the word has been used as a noun, *empathy*. Elicit additional parts of speech (*empathetic* [adj], *empathetically* [adv]). *To surpass expectations* means to be or perform better than was anticipated; *incredulous* means unable to believe something.

Reading Strategies

C UNDERSTAND MEANING FROM CONTEXT

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Before doing the exercise, have students number the paragraphs in the article, assigning number 1 to the one in purple shading down to number 8.
- If students need help finding words and phrases, give them hints: The term for item 1 is in paragraph 1, item 2 in paragraph 2, item 3 in paragraph 3, and item 4 in paragraph 5.
- Then, in pairs, have students write sentences with the terms. Encourage students to write sentences about unrelated information so they don't simply copy the sentences from the article.

Option: [+5 minutes] Have students reread paragraph 7. Invite students to speculate how Matlin was able to dance even though she couldn't hear the music. Invite students to look up videos online of her dancing in this competition. Have them write a response to the performance.

Extra Reading Comprehension Questions

D SUMMARIZE

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Have students skim the list of people and institutions that contributed to Matlin's success. Call on volunteers to share any information they remember from the first reading. Then have them write the summaries. Tell students that each summary should be a short statement in their own words, capturing the main idea.
- For a less advanced class you may choose to hint where in the article the various information can be found—her parents, paragraphs 2–4; her brother, paragraph 3; her school, paragraph 2; her summer camp, paragraph 4; Henry Winkler, paragraph 5; Whoopi Goldberg, paragraph 6.

Challenge: [+5 minutes] Invite students to speculate how Matlin's life might have been different had her parents opted to send her to a specialized boarding school far from home. On the board, write:

Which of the influences on the list would have been eliminated from her life?

(probably all of them!)

Do you think the influences she received in life outweigh the ones she may have gotten at a specialized school?

What challenges do you think Matlin's parents faced along the way?

(possibly some prejudice; some resistance mainstreaming their daughter; supporting their daughter through frustrations and unequal treatment)

Do you think Matlin or Matlin's parents showed courage?

(probably both)

Which choice do you think you would have made for your child?

Have students discuss with a partner or in small groups. For the last question, focus on the fact that Matlin's parents made this choice 50 years ago. Elicit progress made in the past 50 years for people with disabilities.

E DISCUSSION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Divide the class into groups of three. Have students discuss the questions in their groups. Circulate and assist as needed.
- Bring the class together and have groups share ideas.

Extra Challenge Reading Activity

NOW YOU CAN Discuss overcoming handicaps and hardships

A FRAME YOUR IDEAS

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students choose a person or character to focus on. Encourage students to think of people in their own lives, celebrities, or even fictional characters from movies, TV shows, books, etc. Elicit factors that can help a person overcome a handicap. (Possible answers: hard work, persistence, positive outlook)
- Ask students to fill in the notepad.

B DISCUSSION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- In pairs, have students compare people from their notepads.
- Bring the class together. Focus on the factors that helped individuals overcome their handicaps. Analyze for recurring factors.

Discussion: Speaking Booster

LESSON 4

GOAL Examine the nature of heroism

A ▶2:10 LISTENING WARM-UP

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- To introduce the topic, write *adjective, adverb, noun* on the board. Review each part of speech as needed:
  - A noun names a person place, thing, or abstract idea. Nouns can be concrete (people, places, and things) or abstract (ideas, emotions, feelings, or qualities you cannot touch).
  - An adjective describes a noun.
  - An adverb describes a verb, an adjective, or another adverb.
- After students listen and read, have them focus on the nouns. Ask *Are these nouns concrete or abstract?* (abstract)
- Clarify the meaning of any unfamiliar words or have students look them up. Then ask *What do these words have in common?* (Possible answers: They are related to bravery and heroism. They can be used to discuss difficult or challenging experiences.)
- Have students listen and read again.

LANGUAGE NOTE *Brave* means dealing with danger or difficult situations with courage and confidence; *confident* means believing that you or someone else can do something well; *courageous* means being able to control fear in dangerous or difficult situations; *fearless* means not being afraid; *heroic* means being very brave or courageous; *willing* means being happy, ready, and able to do something.

Option: [+5 minutes] Tell students to close their books. Write the following sentences on the board. Then call on volunteers to identify the part of speech of each underlined word.

1. The volunteers were praised for their <u>heroic</u> actions during the emergency.
2. We have <u>confidence</u> that Jane will pass her entrance exam.
3. The woman <u>courageously</u> faced the challenges presented her.
4. The <u>brave</u> climbers survived the snowstorm.
5. Her <u>willingness</u> to fight the illness impressed all of us.
6. The firefighter <u>fearlessly</u> entered the building.

(Answers: 1. adjective, 2. noun, 3. adverb, 4. adjective, 5. noun, 6. adverb)

Vocabulary-Building Strategies

B ▶2:11 LISTEN TO ACTIVATE PARTS OF SPEECH

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students look at the photo. Tell students they are going to hear about a man's heroic act after a plane crash.
- Pre-listening: Have students look at the sentences and decide if each missing word should be a noun, an adjective, or an adverb. (1. adjective, 2. adverb, 3. noun, 4. adjective, 5. noun)
- Listening: Have students listen to the news report and complete the sentences. If an answer is an adjective or adverb, tell students to circle the word it modifies.
- Bring the class together and go over the answers. Accept any logical answers, as long as they are stated in the correct part of speech.

Challenge: [+5 minutes] Have students restate each sentence, using a different part of speech for the missing word. This can be done in pairs or groups or as a class. (Possible answers:
1. Seol courageously went back to the plane wreckage. 2. Seol was fearless and returned to the plane to rescue other passengers. 3. Seol willingly risked his life to save others. 4. Apparently even an ordinary person can act heroically. 5. Most people aren't confident enough to act the way Seol did.)

Listening Strategies

C ▶2:12 LISTEN FOR DETAILS

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Pre-listening: Have students read through the exercise items. If they think they know some answers, tell them to circle them with a pencil.
- Listening: Tell students to listen to the magazine story again and complete the exercise. If necessary, let students listen again to check their answers.

D ▶ 2:13 LISTEN TO RETELL A STORY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Listening: Have students listen to the news report and take notes of important details.
- Instruct students to write their paragraphs retelling the story. Encourage them to use many details. Remind them to use at least three of the words from the word study chart in Exercise A on page 34. If necessary, let students listen again to check their information and add any details they may have overlooked.
- Have pairs exchange summaries. Circulate while students work and answer any questions.
- Bring the class together and have students listen for words from Exercise A.

Option: [+5 minutes] Encourage interested students to learn more about Seol Ik Soo and report their findings to the class.

Challenge: [+5 minutes] On the board, write:

1. How would you have acted in Seol's situation?
2. Do you think you would have done what Seol did?
3. What makes a person act heroically?
4. Where does this kind of courage come from?

Have students write a paragraph summarizing their answers. Then bring the class together and have students share.

Answers for Exercise D

Answers will vary but may include the following:

The news report is about a courageous young man Seol Ik Soo. He survived a plane crash, but rather than just save his own life, he bravely put himself in danger to save other people's lives. He fearlessly returned to the sight of the crash and carried people to safety. He was willing to risk his life to help others. Although described by his friends as an ordinary man, he proved to be a hero.

NOW YOU CAN Examine the nature of heroism

A NOTEPADDING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- On the board, write *hero*. Have students brainstorm things that come to mind when they see this word. (Possible answers: courage, bravery, willingness to risk one's life). Write students' responses on the board.
- Ask a student to read the Recycle This Language box. Encourage students to use the phrases in their definitions.
- Have pairs complete their definition. Then bring the class together and have students share. Discuss any significant differences in definitions. Refer to the list of responses on the board and the phrases in Recycle This Language as applicable.

LANGUAGE NOTE A hero is a person who is admired for doing something good. Though *hero* is used both for a man or woman, the word traditionally refers to a man. The word *heroine* is used for a woman. The expression *freak out* means to be in an irrational emotional state, for example as a result of anger or excitement. You may want to point out that *freak out* is informal, but not offensive.

B DISCUSSION

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- To preview, have students look at the photos and ask volunteers to read the captions.
- Have students read the profiles individually. As they work, create a three-column chart on the board. Write each person's name at the top of a column.
- Divide the class into groups and tell students to copy the chart. Have students discuss ways each person is a hero, writing adjectives in the chart.
- Bring the class together and call on students to fill in the chart on the board.
- Finally, have students look back at their notepad and decide which person's behavior comes closest to the description they wrote in Exercise A.

C DEBATE

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Write the names of the three heroes on the board:

  Rosa Parks Dr. Khan Alicia Sorohan

  Have each student choose which person they think is the most heroic and write a few notes explaining why.
- Divide the class into groups, making sure a variety of the heroes are represented in each group. Tell students to argue why they think their chosen person is the most heroic.
- Circulate as groups work. Listen to students' arguments. Then tell groups to decide who made the strongest case. Assist as needed.

Option: [+5 minutes] Ask students to write a paragraph summarizing arguments in favor of their hero. Collect and provide written feedback.

WRITING Reducing adverbial clauses

A WRITING SKILL

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Write *clause* and *phrase* on the board. Elicit that a clause is a group of words that contains a subject and verb. A phrase is a group of words.
- Call on a volunteer to read the first explanation. Have students read the example sentences to themselves. Ask *How are the adverbial phrases different from the adverbial clauses?* (When an adverbial clause is reduced to an adverbial phrase, there is no subject and the form of the verb changes.)
- Write the first example sentence on the board and circle the subject in each clause. Point out that when the subjects are the same, the clause can be reduced to a phrase. Read the Be careful! note to illustrate that when subjects of the two clauses are different, they cannot be reduced. Write another example on the board: My sister called me while I was sleeping. Ask *Can we reduce this sentence?* (no) *Why not?* (The subjects differ: *my sister, I*.) Illustrate what would happen if the sentence were reduced: My sister called me while sleeping. This doesn't make sense.
- Ask a student to read the note about punctuation. Have students focus on each example sentence and notice how when the clause or phrase is at the beginning of the sentence, a comma follows. When it's at the end of a sentence, there is no comma.

Option: [+5 minutes] If necessary, review the meaning of dependent and independent clauses. Remind students that adverbial clauses are dependent clauses that contain a subject and verb. They are always connected to an independent clause. If an adverbial clause is used alone, it is a sentence fragment and considered an error in writing. Adverbial clauses clarify time relationships and often answer the questions *When*? or *How*? You may wish to review some of the words that commonly introduce adverbial time clauses: *when, whenever, while, before, after, until*, etc.

B PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Hint to students that there is one reduced adverbial clause in each paragraph. Ask *What do you need to remember about the subjects of each clause when you change the phrases to clauses?* (The subject in the adverbial clause has to be the same as that in the independent clause.) Remind students that they don't have to repeat each subject—they can use pronouns.
- Have students rewrite the sentences. Then have them compare answers with a partner. (Possible answers: paragraph 1, While they were camping yesterday, the Evans family was surprised by...; paragraph 2, While I was getting the milk out of our camping bag, I heard a...; paragraph 3, When he heard his kids coming out of the tent, Mr. Evans quickly pushed them back inside to...)

Answers for Exercise B

Phrases changed to clauses:
While the Evans family was camping yesterday, they were surprised by some frightening neighbors: a bear cub and its mother.
While I was getting milk out of our camping bag, I heard a rustling noise behind me.
When Mr. Evans heard his kids coming out of the tent, he quickly pushed them back inside to prevent them from approaching the bear to play with it.

C PRACTICE

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have students look at the sentences and underline the subject of each clause. (1. she, Alicia Sorohan; 2. Dr Khan, several nurses; 3. she, Rosa Parks; 4. she, Marlee Matlin; 5. Seol, he) Then have them identify which clauses can be reduced and reduce them.
- Tell students to compare answers with a partner. Then go over any answers as a class. For item 1, accept two ways to reduce: *When waking up* and *Waking up*

D APPLY THE WRITING SKILL

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Tell students they will write a report about a dangerous or frightening event. Refer them to the essay in Exercise B as a model.
- Refer students to the Writing Process Worksheet in ActiveTeach for guidance with pre-writing and peer feedback.
- Encourage students to use the Self-Check in the Student's Book to go over the reports they wrote.

Option: [+5 minutes] Time-permitting, students can exchange papers with a partner and offer feedback using the topics in the Self-Check list. Encourage partners to also check for examples.

Writing Process

REVIEW

Digital Game

A ▶ 2:14

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To introduce the topic, review different problems people might have, such as health problems, career problems, or family problems. Elicit a sentence with *no matter* to illustrate one of the problems students name. For example, *No matter what I do, I can't lose any weight.*
- Have students listen to the descriptions of the three problems.
- Then have them look at the names and photos. Have students reread the task before they listen again and complete the exercise. If necessary, allow students to listen again to review each person's problem and make sure their summary sentences are applicable.
- Go over the *no matter* sentences as a class. Have students compare the different responses they provided. Accept answers with the clauses both before and after the independent clause.
- Then ask *What type of problem does Felix Tan have?* (a work or career problem) *Robert Reston?* (a health problem) *Eva Garcia?* (a personal or family problem) *Which problem do you think is the most serious? The least serious? Why?*

Option: [+5 minutes] Tell pairs to create a brief description of a problem, following the models in the listening comprehension in Lesson 4. Have students read them to the class and invite students to summarize each person's frustration with a sentence beginning with *No matter.*

B

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students look at the word or phrase following each blank. Tell students to think which question word best fits in the sentence to express a frustration. Then have them fill in the blanks. Point out that more than one answer may be possible.
- Ask students to compare answers in pairs.

C

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students underline the word after the multiple choices and identify the part of speech. (1. *loud*, adjective; 2. *candy*, noun; 3. *bad turbulence*, adjective followed by a noun; 4. *many brands*, quantifier followed by a noun; 5. *good time*, adjective followed by a noun; 6. *quickly*, adverb) Then have them complete the exercise.
- Circulate and assist as needed. If necessary, remind students that *so* intensifies an adjective or an adverb; *such* is used when an adjective is followed directly by a noun; and if a noun is preceded by *many, much, few, or little* then *so* is used.
- Go over the answers as a class.

D

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students complete the exercise. Refer them to Exercise A on page 34 if they need to review vocabulary.
- Go over the answers as a class.

E

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Write *frustration, empathy, encouragement* on the board. Focus on item 1 in the Student's Book. Have students identify each statement using one of the words on the board. (I'm fed up, frustration; Hang in there, encouragement) Then call on two volunteers to read the model answer. Point out how more detail is added to both the expression of frustration and encouragement.
- Have students work individually to write the conversations. Then have them share their answers with a partner. Encourage pairs to role-play the various scenarios.
- Bring the class together and invite volunteers to role-play.

Option: TEST-TAKING SKILLS BOOSTER *(p. 153)*

EXTRA

- **Workbook**
- **MyEnglishLab**
- **Online Student Resources (www.english.com/summit3e)**
  - **Classroom Audio Program**
  - **Extra Practice Activities**
  - ***Summit GO* App**
  - **Web Projects**
- **ActiveTeach**
  - **Assessment**
  - **Additional Printable Resources**
    - **Audioscripts and Answer Keys**
    - **"Can-Do" Self-Assessment Charts**
    - **Conversation and Discussion Activator Video Scripts**
    - **Oral Progress Assessment Charts**
    - **Reading Speed Calculator**
  - **Summit TV Video Program**
    - **Activity Worksheets**
    - **Teaching Notes**
    - **Video Scripts**

UNIT 4

Getting Along with Others

PREVIEW

A FRAME YOUR IDEAS

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- To warm up, write the word *shortcoming* on the board. Elicit that a shortcoming is a fault or weakness that makes someone or something less successful or effective than may be desired. Invite students to brainstorm different shortcomings on the board. Students can list adjectives or nouns. (Possible answers: lazy, perfectionist, mean, disorganized)
- Tell students that they will read about common shortcomings individually. Bring students' attention to the ratings on the right and read them. Tell students they will rate each person's comment A, B, or C.

B ▶ 2:15 VOCABULARY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students look at the list of shortcomings. Ask *Which of these words are nouns?* Hint to students that nouns have *a* before them. (procrastinator, perfectionist) *Which of these words are adjectives?* (disorganized, hot-tempered, controlling, negative, oversensitive)
- Have students listen.
- Then have them listen and repeat.

Option: [+5 minutes] Ask students to look back at the quotes to help them write definitions for each shortcoming in the vocabulary list.

- disorganized: not arranged in order, a mess
- a procrastinator: a person who puts things off and waits till the last minute to do things
- oversensitive: tending to overreact to things people say
- hot-tempered: getting angry much too easily
- negative: always focusing on the bad
- controlling: wanting other people to always do things one's own way
- a perfectionist: never satisfied, nothing is good enough

C PAIR WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask a student to read the sample answer. Ask *Who is this person like?* (Trevor) Ask *Who rated Trevor with an A or a B?* Invite students to share stories of how they are perfectionists.
- In pairs, have students discuss how they compare and contrast with the people in Exercise A.

Option: [+5 minutes] Poll the class. Tell students to raise their hand for the shortcoming or shortcomings they rated A in the quiz (Just like me!). Ask *Who here is disorganized like Martin? A procrastinator like Lena? Oversensitive like Ricardo? Too hot-tempered like Paul? Too negative like Sophie? Too controlling like Jean? A perfectionist like Trevor?* On the board, write the shortcomings and numbers of students who raised their hand for each one.

D DISCUSSION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students discuss the questions in small groups.
- Bring the class together. On the board, write *shortcomings* and have students come to the board to list words they came up with.

Challenge: [+5 minutes] Bring students' attention to the first line in Martin's quote. On the board write, *He wishes he were . . .* Have students complete the sentence about Martin. (more organized) Then in pairs, have students think up ways to complete the sentence for the various people. Encourage students to look up words that mean the opposite—not just write the negative form of the words. (Possible answers: Lena wishes she organized her time better. Ricardo wishes he were tougher. Paul wishes he could let things go more easily. Sophie wishes she were more positive. Jean wishes she were more laid back. Trevor wishes he weren't so hard on himself.)

E ▶ 2:16 SPOTLIGHT

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Ask students to look at the photo. Read the direction line and explain that these people are two colleagues at a workplace.
- Have students read and listen to the conversation.
- To check comprehension, ask: *What are Mike and Jaya talking about?* (how their colleague Sam got angry at Rob at a status meeting) *Who at this workplace is a procrastinator?* (Rob) *What was Rob's reaction to Sam's outburst?* (He took it well.) *Why does Mike think that Sam had his outburst?* (because he's been under pressure from his boss) *How does Sam's behavior affect the workplace?* (Negatively; people never know what to expect from him, and this creates an awkward feeling.)

Challenge: [+5 minutes] Focus on Jaya's second line: *That's awful! You know, even if Rob starts things late, he always finishes on time. I don't see what the big deal is.* On the board, write *Do you think it is OK to be a procrastinator at work, as long as you finish on time? Why? Why not? How does procrastination affect other people in a workplace or a team?* Have students discuss in groups.

F UNDERSTAND IDIOMS AND EXPRESSIONS

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Give students a few minutes to focus on the highlighted expressions in the conversation and think about each one in context.
- To model the activity, invite a volunteer to read the first idiom. Ask students to find the idiom in Exercise E. Call on another volunteer to read Mike's part where he uses the idiom. Then read the choices and elicit the answer.
- Have students work in pairs to complete the rest of the exercise. Encourage them to refer to the conversation to help them determine the correct answer. Circulate and assist as needed.

LANGUAGE NOTE *To make an example out of someone* means to bring attention to bad results of incorrect behavior; *to go overboard* means to do or say something that is too extreme for a particular situation; *hot-tempered* means having a tendency to get angry easily.

Option: [+5 minutes] Have students role-play the conversation in pairs. Then have them role-play it again, replacing the expressions with the meanings from the exercise. Remind students to make necessary changes. For example: *Sam lost his cool again at the status meeting!* → *Sam got angry again at the status meeting!*

Challenge: [+5 minutes] Divide the class into pairs and assign each pair several idioms or expressions. Have students create short dialogues using the idioms or expressions correctly.

G THINK AND EXPLAIN

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students discuss the questions in pairs. Then bring the class together to go over the answers.
- Focus on the last question. Call on students for their answers. Then ask *If you were Rob, would you have been upset? Why? Why not?* (Possible answers: Yes, I would have. I hate it when people make a big issue out of something small. / No, I wouldn't have. I am pretty easy-going.)

Challenge: [+5 minutes] Divide students into groups of 4 or 5 and ask them to role-play the status meeting. Write necessary roles on the board: *Sam, Rob, Mike, Employee(s)*. Have groups reread the conversation in Exercise E and choose roles. Remind students that Sam has to get angry at Rob, who is procrastinating on a project. Rob is an easy-going individual, unaffected by Sam's overboard behavior. Mike, and the other employee(s) (depending how many people are in the group), just observe, seeming uncomfortable, clearly affected by the unpleasant exchange. Invite groups to present the role-play to the class.

SPEAKING GROUP WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask a volunteer to read the model answer. Ask *Do you agree that being hot-tempered causes the most problems?*
- In groups, have students look at the list of shortcomings listed in Exercise B on page 38. Have students share which shortcomings they think cause the most problems.

Option: [+5 minutes] In pairs, have students rank the shortcomings from least to most problematic. Tell students to support their ideas with experiences from their lives and the lives of people they know. Then have pairs share their rankings.

Challenge: [+5 minutes] Invite students to imagine that rather than being laid back and taking Mike's behavior pretty well, Rob is an overly sensitive individual. How might the status meeting have turned out differently? Call on volunteers to speculate. (Possible answers: If Rob were overly sensitive, he likely would have become offended or argued back, Sam could have gotten more enraged and he could have fired Rob.)

LESSON 1

GOAL Discuss how to overcome shortcomings

A ▶2:17 GRAMMAR SPOTLIGHT

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Write the prefix *self-* on the board. Elicit that this means relating to yourself. Have students look at the title of the article. Ask *What do you think self-help is?* (using your own efforts to deal with problems) *What do you think self-critical* is? (the ability to criticize oneself objectively)
- Focus on the line *Practical workshops to help you reach your goals!* Make sure students understand that a workshop is a meeting at which people try to improve their skills by discussing experiences and doing practical exercises. Have students skim the workshop titles and identify which shortcomings they address (1. being disorganized, 2. being too controlling, 3. being negative, 4. procrastinating)
- Have students listen to the article as they read along.
- Ask *Have you ever participated in a self-help workshop? Any other kind of workshop?* (Possible answers: business, writing, meditation) Invite students to share.

LANGUAGE NOTE Note that *self-critical* is an adjective; however, in the title of the article *the self-critical* is a noun, categorizing a group of people—people who are critical of themselves. *To take the bull by the horns* means to bravely and directly address a difficulty or a problem; *let's face it* means let's face the truth—it is used when saying something that might be difficult for a person to accept; *don't put off till tomorrow what you could do today* is a popular quote about avoiding procrastination.

B PAIR WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- In pairs, have students discuss the questions.
- Bring the class together and ask *Do you think people can overcome shortcomings? Why? Why not?* (Possible answers: Yes, you can train yourself to be more organized or to plan your time better and not put things off. / I think some shortcomings you can't change. If you're negative, you can't become positive. It's in your genetic makeup.)

Option: [+5 minutes] Ask *What other workshops do you think you could benefit from? What type of workshop do you feel qualified to lead?* To help students provide more complete answers, ask *Are you particularly well organized or even-tempered? Do you have a positive outlook on life? Do you think you could help other people improve in those areas?*

C GRAMMAR

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Tell students they will learn about three different types of adverb clauses of condition.
- Draw the chart below on the board. Don't write the text yet. Ask a volunteer to read the first explanation and example sentences. Point out how the clause can appear at the beginning or the end of the sentence. Then fill in the first row of the chart.

1.	even if. . . whether or not	no matter what the condition, there is no way to affect or change it
2.	only if	a certain condition is necessary for something to happen
3.	unless Otherwise . . .	consequence of an action or inaction (if not)

- Call on another volunteer to read the second explanation and example sentences. Bring students' attention to how the word order changes in the result clause when *only if* appears at the beginning of the sentence. Then fill in the second row of the chart on the board.
- Focus on the Remember note to differentiate clauses with *if only* as opposed to *only if* clauses.
- Have a student read the explanation about *unless* and the example sentences. Then fill in the third row of the chart on the board.
- Finally, read the note about *Otherwise* and add *Otherwise* to the explanation in 3, as demonstrated above.
- Leave the chart on the board for students to refer to while practicing the grammar in Exercises D and E on page 41.

Option: [+5 minutes] In pairs, have students look at the Grammar Spotlight at the top of page 40. Tell students to focus on each sentence and analyze it against the information in the chart. Model the first item: *In the first workshop, both examples indicate something is true, no matter what the condition.* Then have students analyze the rest. (For the second workshop, the sentence with *only if* indicates that a certain condition is necessary for something to happen; the sentence with *Otherwise* indicates the consequence of an action. For the third workshop, the sentence with *only if* indicates that a certain condition is necessary for something to happen. For the fourth workshop, the sentence with *unless* indicates the consequence of an action.)

Inductive Grammar Activity

Option: **GRAMMAR BOOSTER** *(Teaching notes p. T133)*

D UNDERSTAND THE GRAMMAR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- If available, have students look at the chart from the grammar presentation on the board. Tell them that they can refer to it to help them complete the exercise.
- Model item 1. Ask *Which category does this sentence fit under?* (3) Ask *What is the consequence of not putting a reminder on the smart phone?* (I find it difficult to remember appointments.)
- Have students work in pairs to complete the exercise. Then bring the class together and go over the answers. If students have any problems, pose questions based on the information in the chart:
  2. *Which sentence—a or b—indicates no matter what the condition?* (a)
  3. *Is a certain condition necessary for something to happen?* (yes) *Which sentence specifies a condition?* (a)
  4. *Which sentence—a or b—indicates no matter what the condition?* (a)
  5. *Which sentence—a or b—indicates a consequence of an action?* (a)

Extra Grammar Exercises

Option: PRONUNCIATION BOOSTER *(Teacher's notes p T145)*

Pronunciation Pair Work

E GRAMMAR PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Students can complete the exercise individually or in pairs.
- If they need guidance, tell them they can look up each answer choice on the chart to help them decide the correct answer. Circulate and assist as needed. Ask the following questions for each item as indicated: 1. *Which word or phrase indicates no matter what the condition?* (whether or not) 2. *Which word or phrase indicates consequence of an action or inaction?* (Unless) 3. *Which word or phrase indicates that a certain condition is necessary for something to happen?* (only if) 4. *Which word or phrase indicates no matter what the condition?* (even if) 5. *Which word or phrase indicates consequence of an action?* (Unless) 6. *Which word or phrase indicates that a certain condition is necessary for something to happen?* (Only if)
- Bring the class together and go over the answers.

NOW YOU CAN Discuss how to overcome shortcomings

A NOTEPADDING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask a volunteer to read the model answer.
- Have students work individually to fill in the notepad, looking at page 38, choosing three shortcomings, and providing suggestions to overcome them.

B DISCUSSION ACTIVATOR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

Discussion Activator Video

Note: You can print the script or you can view it on the video player on the ActiveTeach.

- Ask a student to read the model answer. Divide the class into pairs and have students use information from Exercise A, Notepadding, to give advice about shortcomings. Write the following words and phrases on the board to help students incorporate adverb clause conditions into the advice:

  Even if you . . .
  Whether or not . . .
  Only if . . .
  Unless
  . . . Otherwise

- If students need more guidance, rewrite the chart provided in the grammar presentation on the board or print it out from the ActiveTeach to help students:

1.	even if. . . whether or not	no matter what the condition, there is no way to affect or change it
2.	only if	a certain condition is necessary for something to happen
3.	unless Otherwise . . .	consequence of an action or inaction (if not)

Encourage the pairs to ask each other questions and provide details and examples. The goal is to say as much as you can about them.

For more support, play the Discussion Activator Video before students do this activity. After each video, ask if the students in the video included sufficient details.

Graphic Organizer

LESSON 2

GOAL Acknowledge inconsiderate behavior

A GRAMMAR

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Ask a student to read the Remember note. Have students demonstrate that they know which part of each example sentence is the complement (getting interrupted when I'm speaking; the many "thank you" e-mails I received).
- Elicit the meaning of the first two examples from students. (What bothers me is getting interrupted when I'm speaking. = Getting interrupted when I'm speaking bothers me. / What surprised me were the many "thank you" e-mails I received. = The many "thank you" e-mails I received surprised me.)
- Call on a volunteer to read the explanation following the Remember note examples. Ask *What is the subject complement in each sentence?* Elicit the sentences as non-clefts. (That you didn't even apologize bothered me the most. That she had completely cleaned up her desk was surprising. That I wish I hadn't lost my cool is what I mean. That I'm really sorry is what I'm trying to say.)
- Ask a student to read the last explanation and example sentences. Study them side-by-side with the class. Reiterate that cleft sentences with *It* call attention to a noun or noun phrase. For example, who or what did, caused, or intended something. Point out that *It* in this situation is similar in meaning to calling attention with *In fact*. On the board write In fact, Paul did it. = It was Paul who did it.

Challenge: [+5 minutes] You may choose to mention another use of cleft sentences. When the main verb is other than *say, mean*, etc., we can precede *that* with *the fact*. For example, *What bothered me the most was the fact that you didn't even apologize.* This makes it clear why we don't use a plural form of *be*—because the complement is a singular noun, *the fact*.

Option: GRAMMAR BOOSTER *(Teaching notes p. T134)*

Inductive Grammar Activity

B NOTICE THE GRAMMAR

Suggested teaching time:	5 minutes	Your actual teaching time:	

- If students need hints finding the two examples, tell them that both appear in the last exchange of the Spotlight.
- Elicit the non-cleft direct sentence format. Write both forms on the board for comparison:

  1. It's Sam who should feel awkward.

  Sam should feel awkward.

  2. What bothers me is that he has no clue how he affects other people.

  That he has no clue how he affects other people is what bothers me.

Ask *How are these sentences different?* (1. In the first sentence, the emphasis is on the noun or noun phrase. 2. In the second sentence, the emphasis is on the action or a result.)

Extra Grammar Exercises

C ▶ 2:18 LISTEN TO ACTIVATE GRAMMAR

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have students listen to the conversations.
- Then have them listen again and complete each statement.
- Call on students to say each statement aloud.

LANGUAGE NOTE *It was my bad* is a common way to say *It was my mistake* in informal spoken English. *To barge in* means to enter somewhere rudely, or to rudely interrupt someone.

Option: [+5 minutes] Have students skim the completed sentences and identify cleft sentences with *What* (items 2 and 4); and with *It* (1, 3, and 5). Elicit the direct sentence format for each item:

1. He wanted to bring up her missing the meeting.
2. That Simon lost his cool bothered him.
3. His interrupting her meeting made her decide to talk to him.
4. That the two women had such a bad argument was surprising to him.
5. His constant criticism upset her.

Ask *How are these sentences different?* (In items 1, 3, and 5 the emphasis is no longer on the noun or noun phrase; In items 2 and 4 the emphasis is no longer on the action or a result.)

D GRAMMAR PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Focus on the model. Ask *What is the subject in the cleft sentence?* (What has always surprised me) *What is the complement?* (that people tell me I'm too controlling) *What form of* be *is used?* (is)
- Have students complete the exercise individually. Circulate and assist as needed. Make sure *What* becomes the subject in the sentence students write for each exercise item. Guide students to change the first sentence in each item into a noun clause with *that*. Make sure *That* from the second sentence in each exercise item is dropped.

E GRAMMAR PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Focus on the example. Ask *What does* It's *emphasize?* (the way she talks to people) Ask *What must follow?* (a noun clause with *that*)
- Have students complete the exercise individually. Circulate and assist as needed. Make sure students introduce the underlined noun phrase with *It's*. Guide them to change the second part of the sentences into a noun clause with *that*.

Challenge: [+5 minutes] Call on students to change the cleft sentences with *It's* to cleft sentences with *What.* Remind students that the emphasis will be on the result. Focus on the example sentence *It's the way she talks to people that's so offensive.* On the board, write *What's . . .* and call on a student to complete the sentence. (. . . so offensive is the way she talks to people.) Call on volunteers to restate the remaining sentences, or have students write them. For items 1 and 3, where names are mentioned, tell students to first use the person's name in the sentence and then the pronoun. (1. What prevents Nancy from accepting any suggestions is her negative attitude. 2. What can give you some ideas for getting more organized is the final workshop. 3. What makes me want to avoid Bill is his being so hot tempered. 4. What hurt my feelings was the way you spoke to me this morning. 5. What was so surprising was his lying about what happened.)

NOW YOU CAN Acknowledge inconsiderate behavior

A ▶2:19 CONVERSATION SPOTLIGHT

Suggested teaching time:	5 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:

- Use *there's something I need to bring up* to gently introduce an issue you want to discuss with someone.
- Use *I didn't realize that* to indicate ignorance on a topic.
- Use *I didn't mean to* to follow up an apology.
- Use *On the contrary, I can see your point* to insist that you appreciate an observation having been made about something.

- Have students read and listen to the conversation.
- To check comprehension, ask *What inconsiderate behavior is Scott addressing?* (Nancy interrupted him during a meeting.) *What is Nancy's response to Scott's observation?* (She apologizes.) *Why does Scott apologize for bringing the issue up?* (He doesn't want to make a big deal out of it.) *How does the conversation end?* (Nancy thanks Scott.)

B ▶2:20 RHYTHM AND INTONATION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students repeat chorally. Make sure they:
  - stress *something* in *There's something I need to bring up.* (line 1)
  - use falling intonation for *What's wrong?* (line 2)
  - use emphatic stress on *I didn't realize that!* (line 7)
  - stress *so* in *I'm so sorry.* (line 7)

C CONVERSATION ACTIVATOR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

Conversation Activator Video

Note: You can print the script or you can view it on the video player on the ActiveTeach.

- Divide the class into pairs. Instruct students that they will use the model in Exercise A, Conversation Spotlight, to role-play their own conversation with a partner.
- Ask a volunteer to read the words in the Some possible problems box. Encourage students to use this list to help them choose a topic.
- Reinforce the use of the spotlighted conversation strategies. For example, *I didn't realize that; I didn't mean to; I can see your point.*
- Bring students' attention to the Don't Stop! note. Ask a volunteer to read the bullet points. Explain that students should continue talking after they have covered the points in the original Conversation Spotlight.
- Tell students to change roles, so each student gets a chance to play A and B.

For more support, play the Conversation Activator Video before students do this activity themselves. After the video, ask students how the model has been changed by the actors.

Conversation Activator: Speaking Booster

LESSON 3

GOAL Explain how you handle anger

A ▶2:21 LISTENING WARM-UP

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- To introduce the topic, ask *What makes you angry? How do you handle your anger?* On the board, write the answers students give to the latter question.
- Call on volunteers to read the quotes and related expressions picture by picture.
- Clarify the meaning of any expressions with additional examples. Point out that the expressions *hold it in, keep it inside, let it go,* and *shrug it off* always use the singular *it*, even when referring to something plural. For example, *He said some pretty insulting things to me, but I just decided to let it* [referring to *some pretty insulting things*] *go.*
- Then have students read and listen to the expressions.
- Have them listen again and repeat.
- Refer to student answers on the board from the beginning of this exercise. Ask *Which ways of handling anger are listed both on the board and in the vocabulary lesson on the Student's Book page?*

LANGUAGE NOTE *Hot-tempered* means having a tendency to get angry easily; *to lose one's cool* means to suddenly become very angry; *to tell someone off* means to attack him or her verbally; *to lose one's temper* means to suddenly become very angry that you cannot control yourself; *to have / throw a fit* means to be very angry or shocked; *to hit the roof* means to suddenly become very angry; *to go ballistic* means to suddenly become irrationally angry—the word *ballistic* refers to a missile launching; *to blow one's top* means to lose one's temper.

Option: [+5 minutes] Have students read the quotes again. Then ask volunteers which one they would be likely to say themselves. On the board, write:

Which do you think is the best / worst way to handle anger? Why?

Do you think we can control how we handle anger?

Have students discuss in pairs or small groups. Then bring the class together and have students share.

Vocabulary-Building Strategies

B PERSONALIZE THE VOCABULARY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- In pairs or small groups, have students talk about experiences they have had controlling their anger or losing control of it. Tell students to refer to the Vocabulary in Exercise A to help as they answer the questions. Circulate and listen for correct use.
- Bring the class together and have students share stories. After each story, ask the class *Do you think there are other ways people might react in this situation? How would you react?*

Option: [+5 minutes] Ask *Do you think you can retrain yourself to handle anger differently? Or is this just the way you are?*

Listening Strategies

C ▶2:22 LISTEN TO SUMMARIZE THE MAIN IDEA

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Pre-listening: Explain that students will listen to the interview once. Tell them to listen for the main idea.
- Have students listen. If necessary, let them listen again to the interviewer's introduction (*Good evening and welcome...*). Have them briefly summarize the purpose of the interview. Then have students compare answers with a partner.

Option: [+5 minutes] Ask *Do you think the purpose of the interview is achieved?* Was it a successful discussion of cultural differences in how people express anger?

Answer to Exercise C

Answers will vary but may include the following:

The purpose of the interview is to demonstrate how people from different cultures express anger. It demonstrates how in Chinese culture people are less inclined to lose their cool publicly, while in Argentina don't usually hold things in.

D ▶2:23 LISTEN TO INFER INFORMATION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Pre-listening: Refer students to the Vocabulary in Exercise A to review the meanings of the expressions related to anger.
- First listening: Have students listen to the interview with their books closed.
- Second listening: Ask students to read the chart. Review any expressions as needed. Have them listen to the interview again and complete the exercise. Allow students to listen again to check their answers.
- Go over the answers as a class.
- Then ask *What did you learn about the way people in Taiwan express anger?* (Possible answers: don't express anger publicly; not likely to express anger at an authority figure; for the most part people tend to let things go; outbursts of anger not likely; road rage, however, might set someone off) *What did you learn about the way people in Argentina express anger?* (Possible answers: express anger publicly, don't hold things in, will challenge an authority figure or argue with a friend or stranger)

LANGUAGE NOTE *Road rage* refers to aggressive and often violent behavior that is sometimes displayed by one driver toward other driver(s) on the roadway.

NOW YOU CAN Explain how you handle anger

A FRAME YOUR IDEAS

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Ask a volunteer to read the first situation. Then read the question in the heading, *How would you handle your anger?* Elicit an answer and write it on the board. Make sure the student uses *would* + base form of verb. (Possible answer: I would probably hold it in.) Elicit additional answers from students.
- Call on volunteers to read the remaining situations. Depending on the available time and the needs of your class, you may want to assign three or four situations for pairs to discuss or have pairs choose themselves.
- Then have pairs do the activity. Point out that students can also respond *I wouldn't mind* to any of these situations.
- Bring the class together and call on students to describe how they would handle their anger in each situation. Model the first item on the board if necessary. For example, If a friend arrived really late to meet me for a movie, I would probably say something, but I wouldn't get mad.
- Then ask individual students *Which situation would make you the angriest? Why? Which situation would bother you the least? Why?*

B DISCUSSION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask a student to read the expressions in the Recycle This Language box. Review meaning as needed.
- In groups or as a class, have students answer the question and explain their behavior. Encourage them to use expressions from the Recycle This Language box.

Option: [+5 minutes] On the board, write Are there times you don't express your anger? Review expressions for not expressing anger (*hold it back, keep it in, let it go, shrug it off*). Have students give specific examples of situations in which they don't express anger and explain why. Invite other students to respond. For example, *I couldn't hold back if someone insulted me like that. I would blow my top!*

Option: [+5 minutes] Have students use their answers to the following questions as a basis for class discussion: *Do you know someone who gets angry often? How does this person behave when angry? How does getting angry often affect his or her life? Do you think people who get angry often are generally less happy than people who seldom get angry? What do you think is the best advice for a perpetually angry person?*

Challenge: [+5 minutes] Have students return to the catalogue of self-help workshops on page 40. Model a workshop description:

Learn to let it go!

Are you angry all the time? Are you having problems getting along at work? Do you lose your temper with your kids a lot? Learn how to handle difficult situations without losing your cool. Our workshop will teach you tips on how to calm down, shrug things off, and let off steam.

In pairs, have students make up a description for a workshop that would help people deal with anger. Encourage students to use the Vocabulary from Exercise A on page 44.

OPTIONAL WRITING [+15-20 minutes]

- In class or for homework, have students write their stories about getting angry. Encourage them to use the Vocabulary on page 33 and the expressions from the Recycle This Language box at the right.
- Collect students' work and provide feedback. Alternatively, students can exchange papers and review each other's work. If you choose the latter, encourage students to respond with how they would react if they were in such a situation, practicing conditional forms.

Discussion: Speaking Booster

LESSON 4

GOAL Explore the qualities of friendship

A READING WARM-UP

Suggested teaching time:	5 minutes	Your actual teaching time:	

- On the board, write *friendships among men versus friendships among women.* Invite students to brainstorm ideas in pairs about how friendships among men differ from friendships among women and how they are similar.
- Then bring the class together and have students write their ideas on the board. (Possible answers: Female friendships are more emotional. Men don't need to spend as much time together. Female friendships have more drama.)
- Invite students to respond to the opinions on the board, especially if they disagree about something. Tell students to back up ideas with examples from their lives or the lives of people they know / have heard about.

B 2:24 READING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Ask a volunteer to read the title of the article aloud. Focus on the idiom *through thick and thin.* Elicit that this means in spite of problems or difficulties. The title *FRIENDS THROUGH THICK AND THIN* refers to people who remain friends no matter what.
- As students read and listen, tell them to underline information in the article that will help them answer the focus question in the direction line (Which qualities of friendship do you think are the most important?).
- Bring the class together. Have volunteers share their answers to the focus question. Poll the class by asking *Which quality of friendship do you think is the most important?* Invite students to share why the particular quality they mention is most important. (Possible answers: For me trustworthiness is key. I need to know I can trust someone to be his or her friend.)
- Focus on the next-to-last line of the article (*One man offered this view, "Female friends prefer to face each other, while male friends do things side by side.*). Ask *What do you think he means by this statement?* (Possible answer: Women focus on interaction in their friendships like chatting and sharing feelings, while men focus on shared action like watching a game, playing golf, and so on.) Invite students to share whether they agree with the man's statement.

LANGUAGE NOTE *To stand the test of time* means to remain strong or popular, or continue to work well after a long period of time; *to count on someone* means to rely on them.

CULTURE NOTE The song *A Bridge over Troubled Water* was released in 1970 by the American musical duo Simon and Garfunkel. It is about a friend providing comfort. The song became a huge hit, gaining popularity around the world.

Option: [+5 minutes] Have students write down the name of their closest friend at the top of the article. Then tell them to read the article again and underline any sentences that apply to this friend. For example, if they share a sense of humor, the student should underline that line in the first paragraph. When students finish, have them tell a partner about this friend, referring to the lines in the Student's Book. They can also say additional things about this friend.

Challenge: [+5 minutes] Invite students to look up the song and lyrics to *A Bridge over Troubled Water* online. Have them read and analyze the words. Ask *Are any of the qualities of friendship from the reading addressed in the words of the song?*

Answers for Activity B.

Answers will vary but may include the following:
In my opinion, a friend must be trustworthy and dependable.

Reading Strategies

C UNDERSTAND MEANING FROM CONTEXT

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Before doing the exercise, have students number the paragraphs in the article, 1 through 5.
- Have students work individually or in pairs to complete the exercise. Encourage them to utilize context to help determine the meanings.
- Circulate and assist as needed. If students need help finding the words and expressions, give them hints: the term for item 1 is in the subhead under the title of the article, item 2 is in paragraph 1, item 3 is in paragraph 1, item 4 is in the title over paragraph 2, item 5 is in paragraph 2, item 6 is in paragraph 3, item 7 is in paragraph 3.

Option: [+5 minutes] Have students reread the headings in the article. Ask *What is the most important quality to you personally in a friendship?* Ask students to rate any of the qualities and information mentioned in the article. Call on students to share.

Challenge: [+5 minutes] On the board, write *How tolerant are you?* Invite students to think back to difficulties they have faced in friendships and discuss how they have resolved them. Ask *Are you forgiving? Can you let things go and move on? Or if you've been wronged by a friend, do you stop being friends with the person?*

Extra Reading Comprehension Questions

D APPLY IDEAS

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask a volunteer to read the first situation and the model answer. Point out to students that they will be providing answers based on information in the article.
- Have students discuss the situations in pairs.
- Circulate and assist as needed. If students need help locating information in the article that corresponds with the situations, provide hints. The information in item 2 is in paragraph 1; item 3 is in paragraph 2; item 4 is in paragraph 3; item 5 is in paragraph 3; item 6 is in paragraph 4.

Option: [+5 minutes] Invite students to share if they agree with the information from the article in Exercise B. Ask *Would your close friend respond in the same way? Would you respond that way to a friend?* Invite students to revisit the situations applying their own personal experience.

Answers for Exercise D

Answers will vary but may include the following:

2. Friends often share a similar sense of humor, so a friend would likely laugh even at a really dumb joke.
3. A friend knows what makes you tick and would probably know what to do to make you feel better.
4. A friend knows you are not perfect and would probably forgive you if you lost your temper.
5. A friend is loyal and would stick up for you and stick by you no matter what.
6. Friends don't keep things bottled up inside; if you have a disagreement with a friend, you would work things out and move on.

E RELATE TO PERSONAL EXPERIENCE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask a student to read the heading of each part of the article in Exercise B. Write these four qualities on the board:

  Friends . . .

  . . . share good times.

  . . . are there when times are tough.

  . . . don't judge each other.

  . . . are trustworthy.

In pairs, have students illustrate these qualities via examples of personal friendships. If students get stuck, have them skim the paragraph under each heading for ideas.

- Bring the class together and have pairs share.

Option: [+5 minutes] Ask *Do you think all four qualities are necessary in a friendship? Is it possible to have a solid friendship without any of these? Are there any other qualities you think are crucial to a friendship?*

Extra Challenge Reading Activity

NOW YOU CAN Explore the qualities of friendship

A FRAME YOUR IDEAS

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Explain that similarly to the Preview, at the beginning of this unit, where students rated people's comments on shortcomings, here, students will rate comments people make about friends. Bring students' attention to the purple ratings on the right and read them. Tell students they will rate each person's comment A, B, or C.
- Have pairs compare ratings. Circulate and ask *Do you have a lot of A ratings? B? C?*

Challenge: [+5 minutes] Have students work in pairs or groups. Focus on A and B answers and invite students to say how they would react in each situation. Model item 1. (Possible answer: If a friend got engaged, I'd be thrilled for her happy event. Even if I were a little jealous, I would never say anything about it to her or anyone else.)

B DISCUSSION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Bring students' attention to the ratings at the bottom of the page. Have students rate their friends and then rate themselves as a friend.
- In groups or pairs, have students explain their answers with examples.

Option: [+5 minutes] Ask *Do you have a lot of friends? How many close friends do you have? Do you think it's possible to be a good friend to a lot of people?*

WRITING Transitional topic sentences

A WRITING SKILL

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- On the board, write *transitional topic sentences.* Explain that this phrase refers to sentences that connect one paragraph to another. Call on a volunteer to read the Remember note.
- Have students study the example sentences for adding information. Make sure that students notice each sentence conveys the same information.
- Have students study the example sentences for contrasting information. Make sure that students notice that the first three sentences convey the same information and the last three sentences convey the same information.

B PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students rewrite the transitional topic sentences individually. Circulate and make sure students make any necessary changes.
- Have students compare answers with a partner.

Challenge: [+5 minutes] For more practice, on the board, write *Exercise requires physical effort, but it can be beneficial for controlling anger.* Elicit different ways to say this sentence using the various words and phrases from the writing skill examples. Students can write or say the sentences. (Possible answers:

Although exercise requires physical effort, it can help control anger.

Despite the fact that exercise can help control anger, it does require physical effort.

Exercise can help control anger. Nevertheless, it does require physical effort.

Exercise does require physical effort. On the other hand, it can help control anger.

Exercise requires physical effort. However, it does help control anger.)

Then invite students to add their own information to the idea restated several times above. (Possible answer

Furthermore, it releases endorphins and can make you feel better altogether.

Moreover, it helps you get in shape, which can put you in a better mood.

More importantly, exercise keeps you balanced.)

C APPLY THE WRITING SKILL

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- On the board, write *common shortcomings.* Ask *What shortcoming is addressed in the writing model?* (procrastination) Elicit other shortcomings, referring students to the Vocabulary on page 38 if needed. Ask students to share which shortcoming they would like to write about.
- Refer students to the Writing Process Worksheet in ActiveTeach for guidance with pre-writing and peer feedback.
- Encourage students to use the Self-Check in the Student's Book to go over the essays they wrote.

Option: [+5 minutes] Time-permitting, students can exchange papers with a partner and offer feedback using the topics in the Self-Check list. Encourage partners to also check for examples.

Writing Process

REVIEW

Digital Game

A ▶ 2:25

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- With Student's Books closed, have students listen to the shortcomings the three people describe.
- Then have students read the chart and listen to the three speakers again. Tell students to complete the chart.
- Have pairs compare charts. If necessary, allow students to listen again to check their work.
- To check comprehension, ask *Which two speakers found solutions to their problems at workshops?* (speakers 1 and 3) *Did the workshops help both of them?* (yes) *How did Speaker 2 deal with her problem?* (She asked her friend for help.) *Does Speaker 2 think she may have problems in the future?* (She says she doesn't know, but that she might need to ask her friend for help again.)

Option: [+5 minutes] Following the model in the Student's Book, write a chart on the board. Have students talk about problems and solutions from their own lives and tell the class whether the solutions worked. While students share, have volunteers fill in the information on the board, or have students write in their own charts.

B

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Call on a volunteer to read the list of phrases (a–e) on the right. If necessary, refer students to page 38 to review Vocabulary related to shortcomings.
- Have students complete the exercise individually and then compare answers with a partner.

C

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students review the expressions related to anger on page 44.
- Tell students to think of specific situations in which they could use each of the three expressions. Then have them complete the activity.
- Ask *Do you often hold your feelings in? Do you ever tell someone off? Do you ever lose your temper?*

D

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Tell students that the exercise covers the various adverbial clauses of condition. Refer them to the grammar information on page 40 if they need to review.
- Have students match the sentence parts. Then ask them to compare answers with a partner.
- Go over any questions as a class.

E

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To warm up, call on a volunteer to read item 1, both the original sentence and the model cleft sentence. Write the sentences on the board. Point out how in the cleft sentence with *What* the emphasis is on the result—*so offensive*. *What* is the subject of the sentence.
- In the rest of the sentences, tell students to circle the part of the sentence that *What* will introduce. Circulate and assist as needed. (2. changes negative thinking, 3. causes people to put things off, 4. makes people feel like they're walking on eggshells, 5. makes her so successful)
- Have students rewrite the statements as cleft sentences with *What*.
- Tell students to compare answers with a partner. Discuss any issues as a class.

Option: TEST-TAKING SKILLS BOOSTER *(p. 154)*

EXTRA

- **Workbook**
- **MyEnglishLab**
- **Online Student Resources (www.english.com/summit3e)**
  - **Classroom Audio Program**
  - **Extra Practice Activities**
  - ***Summit GO* App**
  - **Web Projects**
- **ActiveTeach**
  - **Assessment**
  - **Additional Printable Resources**
    - **Audioscripts and Answer Keys**
    - **"Can-Do" Self-Assessment Charts**
    - **Conversation and Discussion Activator Video Scripts**
    - **Oral Progress Assessment Charts**
    - **Reading Speed Calculator**
  - **Summit TV Video Program**
    - **Activity Worksheets**
    - **Teaching Notes**
    - **Video Scripts**

UNIT 5

Humor

PREVIEW

A FRAME YOUR IDEAS

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Tell students they will take a humor self-test. Call on a student to read the subheading. Bring students' attention to the ratings (1 to 5) next by each picture. Tell students they will rate how funny they think each picture is.
- Give students a few minutes to complete the ratings.

B PAIR WORK

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Call on a student to read the model answer. Have students compare tests in pairs and make similar comments. Tell them to focus on their funniest and least funny choices.
- Circulate and ask why students find particular images funny or not funny.
- Bring the class together and ask *Do you and your partner have a similar sense of humor?*

C DISCUSSION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Bring the class together. Write the numbers 1 through 8 vertically on the board. Ask *What rating did you give image [1]?* Repeat the question for each item and list all ratings on the board.
- As a class, deduce the funniest and least funny images. Analyze and ask *Was there a majority? Do people in this class have a similar idea of what's funny and what is not?*

D ▶ 3:02 SPOTLIGHT

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Read the directions and let students know that they will hear about an embarrassing social situation.
- Have students read and listen to the conversation.
- To check comprehension, ask *What is Sylvie's background?* (She's French.) *What embarrassing social situation did she find herself in?* (She told a joke that she thought was funny but that ended up insulting people.)

LANGUAGE NOTE *Mortified*, in this context, means extremely embarrassed and ashamed, and it can also mean extremely offended; *don't quote me on that* is an expression you use when you don't want something referenced back to you—here David doesn't want it repeated that he said Americans are intimidated by the French; *we can't get enough of something* means that we really like something very much and desire a lot of it; to *surmise* is to guess something is true; *thicker-skinned* means not as easily insulted by other people's criticisms or insults.

Option: [+5 minutes] Ask *Have you ever made a fool of yourself like Sylvie?* Invite students to share. Tell students they can also tell about how other people they know have made fools of themselves.

Challenge: [+5 minutes] Ask individual students *Do you think you're thick-skinned?* On the board, write Do people in your culture get offended easily? Are people able to laugh at themselves? In groups, have students discuss how thick-skinned people are in their culture(s).

E UNDERSTAND IDIOMS AND EXPRESSIONS

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Focus on the idioms and expressions highlighted in Exercise D. Call on volunteers to read them aloud.
- In pairs, have students study each highlighted idiom and expression in context to figure out the meaning. Then have them complete each item with the correct idiom or expression.
- Go over the answers as a class.

Challenge: [+5 minutes] Divide the class into pairs and assign each pair one or two of the target idioms or expressions from Exercise D. Have students create brief dialogues around them. Invite pairs to share dialogues.

F THINK AND EXPLAIN

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have students discuss the questions in pairs. Then bring the class together to go over the answers.
- Focus on the second question. Invite students to share their answers. Then ask *Do you think the joke Sylvie told was politically incorrect? Would it have insulted you if you were an American?*

Option: [+5 minutes] Have students focus on Sylvie's third exchange and ask a volunteer to read it. Ask *Do you think she is insulting Americans in this sentence?* (Possible answer: Yes, she is. She is saying that the group of Americans she was with were sophisticated—even eating French food—thereby implying that other Americans are *not* sophisticated.)

LANGUAGE NOTE Point out that the term *politically correct* is often abbreviated as *PC*. You could say *It's not very PC to say that.* The opposite of *politically correct* is often stated as *politically incorrect.*

SPEAKING Pair work

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Ask a volunteer to read the model answer. Ask *Do you agree with this comment about ethnic jokes?*
- Have students check the things they find funny and write at least one of their own ideas. Then have them discuss in pairs.
- Bring the class together and have students share what they wrote under Your own idea.

LESSON 1

GOAL Discuss the health benefits of laughter

A ▶3:03 GRAMMAR SPOTLIGHT

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Ask a student to read the lesson title. Ask *What do you think are some health benefits of laughter?* (Possible answers: lower stress, less anger)
- On the board, write Laugh your way to health. Ask *What do you think this means?* (Possible answer: Laughter can make you healthy.) *Do you agree or disagree? Explain.*
- Have students listen to the article as they read along. Clarify vocabulary as needed.
- To check comprehension, ask: *How far back in time do theories on the health benefits of laughter go?* (to the sixteenth century) *What did the 1956 book* The Stress of Life *prove?* (the negative effects of stress on health) *What did Norman Cousins report in 1976?* (that laughter helped him cure a painful, life-threatening disease) *What did Cousins theorize about positive emotions?* (that they should exert a healing effect—the same way that biological stress has negative effects on health) *What is the status of laughter therapy today?* (It's gained popular acceptance.)

B CRITICAL THINKING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- In pairs, have students think about the questions. Tell them to return to the article and then discuss.
- Bring the class together and ask *Do you think laughter can heal?* Invite students to summarize their views.

Option: [+5 minutes] Ask *Do you think you could laugh if you had a life-threatening illness? Why? Why not?* Invite students to share stories about people they know or have heard about who have used laughter therapy to fight an illness. Ask *Do you think a positive attitude can help a person fighting an illness?*

Answers to Exercise B

Answers will vary but may include the following:

In my opinion, Norman Cousins was cured by laughter. I believe that positive emotions can have a healing effect. If Cousins consciously focused time on laughing to get better, it could very well be that it was what changed his prognosis. Positive emotions instill peace and calm which could do wonders for one's entire being. Negative emotions on the contrary can cause anxiety and stress.

C GRAMMAR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- On the board, write 1. The doctor said, "There is no cure for your illness." Ask *Is this direct or indirect speech?* (direct) *How do you know?* (There are quotation marks around the doctor's statement.) Then write the statement in indirect speech on the board: 2. The doctor said that there was no cure for my illness. Encourage students to identify the changes in the sentence. (no quotation marks, *that* added, *is* changed to *was*, *your* changed to *my*)
- Ask a volunteer to read the first explanation in the grammar note. Then point to the sentence on the board and indicate the shift refers to the verb changing from present to past. Bring students' attention to the list of common reporting verbs to the right of the grammar explanation on the Student's Book page.
- Call on students to read the ten pairs of example sentences in the chart—first the sentence in direct speech and then the sentence in indirect speech. After each student reads, have him or her point out how the verbs change from direct to indirect speech. After the last pair of sentences is read, ask *How does a verb in the imperative change from direct speech to indirect speech?* (*to* is added in front of the base form)
- Be sure to point out to students the change in subject pronouns and that occurs for meaning in the indirect speech. Example sentences 5 to 10 illustrate such changes. The optional grammar booster reviews this topic.
- Remind students a comma is not used after a reporting verb in indirect speech.
- Explain that in the last example, *must* can't be backshifted. The past of *must* is *had to*.

Inductive Grammar Activity

- Focus on the Exceptions explanation at the top of the page. Ask a volunteer to read the first explanation. Point out that the first example *Tom just called. He said that the director* ***is*** *(OR* ***was****) leaving,* conveys two of the characteristics for an optional tense change—it is something that was just said and it's also something that's still true. Tell students to read the other two example sentences to themselves.
- Ask a student to read the next explanation. Write on the board, *The teacher said, "You should really study hard."* Elicit the corresponding reported speech. (The teacher said I should really study hard.) Note that the verb doesn't backshift.
- Finally, tell students to read how expressions of time and place backshift in indirect speech.
- Point out that changes in expressions of time depend on when the reporter is reporting the statement. A change is made only if the time of the original statement is distant from the reporting of it. Write the following examples on the board:

  I'll call the doctor tomorrow. → *She said she'd call the doctor tomorrow.*

  → *She said she'd call the doctor the next day / on Wednesday.*
- Next, explain that the changes in expressions of place depend on where the reporter is when reporting the statement. A change is made only if the reporter is in a different place from where the original speaker was. Write the following examples on the board:

  I put the book here. → *He said he had put the book here.*

  → *He said he had put the book there / on the desk.*
- Mention that changes in demonstrative adjectives also depend on the reporter's point of view and what the reporter wishes to express. Write on the board:

  I've read this book twice. → *She said she had read this book twice.*

  → *She said she had read that / Cousins's book twice.*

Option: [+5 minutes] Invite students to look back at the article in Exercise A on page 52. Ask *Are the highlighted words examples of direct or indirect speech?* (indirect; there are no quotes) Tell students to circle all the reporting verbs (*said, noted, claimed, thought, wrote, reported, wrote, theorized, can state*)

D GRAMMAR PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Before students write the sentences in indirect speech, have them skim the items and think about changes that they will need to make.
- Remind students to make appropriate shifts in verb forms, pronouns, and expressions of time and place.
- Bring the class together and go over the answers. Point out that for item 1, either *me* or *us* is correct.

Option: GRAMMAR BOOSTER *(Teaching notes p. T135)*

Extra Grammar Exercises

E PAIR WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Tell students that they will orally change the sentences in this exercise to indirect speech.
- Remind students to make appropriate shifts in verb forms, pronouns, and expressions of time and place.
- Bring the class together and go over the answers.

F GRAMMAR PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Point out to students that in this exercise they will be changing indirect speech to direct speech. Elicit the answer to item 1 and write it on the board: *Ellen said, "I read an article about laughter yoga in the New Yorker magazine."*
- Have students write the remaining sentences individually. Remind students to make appropriate shifts in verb forms, pronouns, and expressions of time and place.
- Go over the answers as a class.

NOW YOU CAN Discuss the health benefits of laughter

A NOTEPADDING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students work individually to complete the statements using information from the article on page 52.
- Tell them to compare answers with a partner.

Option: [+5 minutes] Write a summary of the article using the statements on the notepad.

B DISCUSSION ACTIVATOR

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

Discussion Activator Video

- Divide the class into pairs and have students use the information from the notepadding exercise to discuss laughter therapy with a partner. Encourage students in each pair to ask each other questions and provide details and examples. Tell students that they should say as much as possible.

For more support, play the Discussion Activator Video before students do this activity. After each video, ask if the students in the video included sufficient details. *Note:* You can print the script or you can view it on the video player on the ActiveTeach.

LESSON 2

GOAL Respond to something funny

A ▶3:04 VOCABULARY

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have students look at the pictures and describe the man and the woman. (Possible answers: The woman is laughing. The man is confused.) Call on volunteers to read each caption and the speech bubbles.
- Have students read and listen to ways to respond to jokes and other funny things.
- Then have students listen and repeat the words chorally.
- Focus on the Also note and the asterisk follow-up.

LANGUAGE NOTE Point out that *hilarious* and *hysterical* both mean extremely funny.

CULTURE NOTE It can be considered impolite to tell someone directly that you thought a joke was ridiculous. Such a comment may be acceptable when talking to a good friend who wouldn't be offended. However, you would not make such a comment to a person of authority such as a boss or professor. On the contrary, you would probably laugh at any joke such an authority figure told, even if you didn't think it was funny.

B ▶3:05 LISTEN TO ACTIVATE VOCABULARY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Pre-listening: Have students look at the chart to help them understand that they will be listening to six conversations in which people tell jokes.
- First listening: Have students listen for the jokes, checking after each one whether the listener liked the joke. If necessary, stop the audio after each joke.
- Second listening: Have students listen to the jokes again and write their own response. Stop after each joke to give students time to write what they think. Refer students to the Vocabulary in Exercise A for ways to respond to jokes. If necessary, allow students to listen again.
- In pairs, have students compare answers and responses.

CULTURE NOTE *Knock-knock* jokes are a popular form of juvenile humor in English. The jokes are based on puns and plays on English words. For example, the knock-knock joke in Exercise B uses the word *orange* to mean *aren't you* because they are similar in sound.

Option: [+5 minutes] Have students listen again. Tell students to listen for expressions at the end of each conversation that indicate whether the people liked the jokes. Have students write the expressions. (1. *Maybe it went over my head;* 2. *No offense, mate, but I think that's silly;* 3. *That's too much;* 4. *Uh, that's really offensive;* 5. *That's pretty silly;* 6. *Now that's funny.*) Invite students to share if they agree with any of the people.

Challenge: [+5 minutes] In pairs or small groups, have students discuss the following questions:

What makes a joke funny? Offensive?
Do you enjoy telling jokes? Why or why not?
What kind of person is good at telling jokes?

Bring the class together and share views.

C PAIR WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- In pairs, have students discuss the questions.
- Bring the class together and have students share. Ask *Had you heard any of these jokes before? Which jokes did you not get? Which ones did you find silly? Were any offensive to you?*
- Vote on the funniest joke.

D RELATE TO PERSONAL EXPERIENCE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students share jokes or funny stories with a partner. Tell students to respond with expressions from the Vocabulary in Exercise A on page 54.
- Bring the class together and ask each student to retell the joke his or her partner told him or her. Remind students to use indirect speech if they are retelling a story. Tell them to share if they thought the joke or story was funny. After each one, ask *Did you find the story funny? Why? Why not?*

E GRAMMAR

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- To quiz comprehension of questions in indirect speech, write on the board, *Did you find the joke funny?*
- Then write: *The teacher asked me. . .*

  Elicit the end of the sentence and write it on the board: *if I (had) found the joke funny / whether or not / I (had) found the joke funny*
- Ask a volunteer to read the first explanation. Point out that the *if / whether (or not)* structure is used for *yes / no* questions. Read the first example sentence while pointing to the same on the board. Then ask a student to read the next example sentence.

Inductive Grammar Activity

- Focus on the next explanation and example sentence.
- Then bring students' attention to the Remember note.
- To quiz students' understanding, write the following on the board:

  "Where in Europe did you travel?" Sylvia asked.
  "What's so funny?" asked Luke.

  Elicit the indirect forms. (Sylvia asked where in Europe I had traveled. Luke asked what was so funny. / Luke asked what is so funny.) Point out that, as with statements, shifting tense depends on how close to a given time one is speaking.
- Remind students to change pronouns, verb forms, and time expressions as necessary when changing from direct to indirect speech. Have them point out those changes in the examples:

  find → had found
  you → I
  were you able → I had been able
  yesterday → the day before

F GRAMMAR PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students skim the exercise items. Ask *Which are* yes / no *questions?* (1, 3, and 4) *Which are information questions?* (5) *Is there a statement?* (yes; item 2)
- Instruct students to rewrite each item in indirect speech.
- Have students compare answers with a partner. Then bring the class together to go over any questions.

Extra Grammar Exercises

Option: PRONUNCIATION BOOSTER *(Teaching notes p. T146)*

Pronunciation Pair Work

NOW YOU CAN Respond to something funny

A ▶3:06 CONVERSATION SPOTLIGHT

Suggested teaching time:	5 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:

- Use *you've got to see this* to indicate excitement and / or urgency to share something.
- Use *Seriously,* to stress urgency for something.
- Use *that's priceless* to express amusement.
- Use *Totally* to voice agreement.

- Have students read and listen to the conversation.
- To check comprehension, ask *What does the woman want to show her friend Melanie?* (a funny video of a baby laughing) *What is making the baby laugh?* (A guy keeps tearing pieces of paper.) *Does Melanie agree it's funny?* (Yes; she says it's priceless.) *Why does Melanie say* Forward me the link*?* (She probably wants to share the video with other people.) *Do you think you would find this video funny?*

B ▶3:07 RHYTHM AND INTONATION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students repeat chorally. Make sure they:
  - use emphatic stress on *got* in *you've got to see this* (line 1) and *priceless* in *Oh, that's priceless!* (line 8)
  - use falling intonation for *What is it?* (line 3)
  - use rising intonation for *OK?* (line 9)
  - stress *Seriously* (line 6) and *Totally* (line 10).

C CONVERSATION ACTIVATOR

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

Conversation Activator Video

- Divide the class into pairs. Instruct students that they will use the model in Exercise A, Conversation Spotlight, to role-play their own conversation with a partner.
- Encourage students to use their own jokes, cartoons, video clips, etc., or they can use the cartoon at the bottom of the page or the funny images from page 50.
- Encourage students to incorporate words and phrases from the Vocabulary on page 54.
- Reinforce the use of the spotlighted conversation strategies. For example, *you've got to see this* and *that's priceless.*
- Bring students' attention to the Don't Stop! note. Ask a volunteer to read the bullet points. Explain that students should continue talking after they have covered the points in the original Conversation Spotlight.
- Tell students to change roles, so each student gets a chance to play A and B.

For more support, play the Conversation Activator Video before students do this activity themselves. After the video, ask students how the model has been changed by the actors. *Note:* You can print the script or you can view it on the video player on the ActiveTeach.

Conversation Activator: Speaking Booster

LESSON 3

GOAL Analyze what makes us laugh

A READING WARM-UP

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Discuss the warm-up questions as a class. Write on the board names of comedians and actors that students mention. Ask other students *Do you think they're funny too? Why? Why not?*

B ▶ 3:08 READING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- On the board, write *What makes us laugh?* Invite students to brainstorm ideas and write them on the board. (Possible answers: funny video clips, silly jokes, animals dressed in clothes)
- As students read and listen, tell them to think about why people laugh.
- To check comprehension, ask:

  What is the Superiority Theory? (We laugh at people who are at a disadvantage or who suffer a small misfortune.)

  According to the Superiority Theory, why do we laugh at these people? (It makes us feel happy or better than they are.)

  What is the Incongruity Theory? (Humor arises from unexpected, inappropriate, or illogical situations.)

  What is the Relief Theory? (Humor is the feeling of relief that comes from the release of tension.)

  According to the Relief Theory, what does humor help people do? (cope with stressful situations)

  What is necessary to appreciate a situation or joke as funny? (some detachment)

  What else may be necessary to understand a joke? (knowledge of cultural, economic, political, and social issues)
- On the board, write:

  the Superiority Theory

  the Incongruity Theory

  the Relief Theory

In pairs, have students focus on the second sentence in the direction line and discuss their own examples to illustrate each theory. Then bring the class together and call on volunteers to share.

Option: [+5 minutes] Ask students to recall the last time they laughed very hard. On the board, write *What made you laugh? Which theory would this situation fit under?* Give students a few minutes to think about the questions and then have them share their situations and theories with the class.

Challenge: [+5 minutes] Have students think about the three theories and then determine in which situations they laugh the most. Have students write a paragraph explaining which theory best explains what makes them laugh. If a combination of theories or a different theory offers the best explanation, have students write about that. Have students read their paragraphs to the class.

Reading Strategies

C CLASSIFY

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Have students do the exercise individually. Then have them discuss their answers with a partner. The topics should stimulate discussion. Ask students to support their answers. For instance, for the item "arrive at a party where someone is wearing the same outfit" could be the Incongruity Theory because one wouldn't expect that to happen.
- Bring the class together and elicit other situations that make people laugh. Have students use one or more of the three theories to explain why. Invite other students to respond if they think the situations are funny.

Option: [+5 minutes] Ask individual students *Which situations in the chart have happened to you? Did you find them funny? Why? Why not?*

Extra Reading Comprehension Questions

D 3:09 LISTEN TO APPLY IDEAS

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Pre-listening: Have students look at the illustrations. Ask *Based on the illustrations, what will the jokes be about?* (1. a lawyer and a client, 2. people and their dogs, 3. playing golf)
- Listening: Have students listen to the jokes once. Then have them listen again.
- Invite students to respond to the jokes. Start by calling on volunteers to read the model answers. Then let students say what they thought about the jokes.
- Refer students to the article on page 56 to review the theories about what makes jokes funny. Then have groups discuss which theory best explains the humor of each joke.
- Bring the class together and have students discuss, providing reasons for their opinions.

LANGUAGE NOTE In joke 1, the phrase *awfully steep* means very expensive; in joke 2, *he tips the kids* means he gives the kid a tip, that is, a small amount of additional money for a job; in joke 3, *a driving range* is an area where golfers practice.

Challenge: [+5 minutes] In pairs, have students retell one of the jokes. If necessary, have students listen again. Circulate and listen as students tell the jokes. Then bring the class together and ask *Do you think it is difficult to tell a joke?* Introduce the term *punchline* and write the word on the board. Elicit that this is the final part of a joke that provides *the* funny element. Ask *What is the punchline to joke 1?* (Now what's your final question?) *Joke 2?* (My dog told me.); *Joke 3?* (Do you think I could borrow your son for a few minutes?) Invite students to share if they think telling jokes is difficult or easy, providing personal examples.

Extra Challenge Reading Activity

NOW YOU CAN Analyze what makes us laugh

E 3:10 DISCUSSION

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Ask students to skim the types of jokes on the right and write checkmarks next to ones they find funny.
- Have students read and listen.
- Divide the class into groups of three or four and have students discuss the types of jokes using theories from the article, and other reasons and ideas to determine why people find them funny.

Option: [+5 minutes] Ask *Do you think any of the jokes on the list have potential to be offensive?* (Possible answers: dirty, ethnic, sexist, political) Invite students to share situations where such a joke offended. Also invite students to share if they were telling or listening to the joke.

Challenge: [+5 minutes] Ask *Have we heard any jokes in the unit so far that would fall into the categories listed here?* (verbal jokes: the lawyer joke from exercise above and the knock-knock joke from the listening from Exercise B on page 54; ethnic joke: the ketchup and peanut butter joke from Exercise D on page 51)

Discussion: Speaking Booster

Vocabulary-Building Strategies

OPTIONAL WRITING [+15–20 minutes]

- Have students draft their jokes and analyses in class or at home.
- In class let students peer review. Then collect and offer feedback.

LESSON 4

GOAL Explore the limits of humor

A 3:11 LISTENING WARM-UP

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students look at the cartoon. Ask *What just happened?* (The man on the left placed a pail of water over the door; when the man on the right entered, it tipped over and spilled on him.) Ask *What does he mean when he says* Don't take it personally*?* (Possible answer: that he was just joking)
- Have students read and listen to the vocabulary related to practical jokes.
- Then have students listen again and repeat.
- To confirm comprehension, ask *Who's the butt of the joke?* (the man on the right) *Does he look like he's being a good sport?* (no) *Do you think the joke is in poor taste? Do you think it crosses the line?*
- Write practical joke on the board. As a class, come up with a definition and write it on the board. (Possible definition: a trick you play on someone that usually causes embarrassment or discomfort to the person)

LANGUAGE NOTE Point out that when you *play* a joke on someone, the joke is an action, but when you *tell* a joke, the joke has a verbal meaning.

Vocabulary-Building Strategies

B 3:12 LISTEN TO ACTIVATE VOCABULARY

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Pre-listening: Tell students they will listen to a practical joke played by one doctor on another. Ask students to read the exercise items to help guide the listening.
- Listening: Have students listen once.
- Ask students to complete the exercise individually. Then bring the class together to go over the answers. Focus on item 2. If necessary, play the beginning of the description again so that students can follow exactly what the woman said: "My dad was famous for playing jokes on people. Usually they were in pretty good taste, but this one may have crossed the line."
- In item 3 focus on answer a. Refer to the vocabulary and point out that the two expressions—*be the butt of a joke* and *can take a joke*—are combined here.

Listening Strategies

C 3:13 LISTEN TO SUMMARIZE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students listen to the description of the practical joke again. Tell them they will summarize the joke, using indirect speech.
- Circulate while students are working on their summaries. Note any errors in indirect speech. Then bring the class together and call on students to share their summaries. Go over any common errors in retelling the joke.

LANGUAGE NOTE You may want to call students' attention to the fact that the woman describing the practical joke shifts from the simple past to the simple present in the middle of the joke. Speakers of English often shift naturally to the present when narrating a story, especially a funny or dramatic one. Note that the audio starts with the line *I've got a good one.* Point out that this is a typical way to introduce a joke.

Answers to Exercise C

Answers will vary but may include the following:

One day ... at a hospital, the chief of staff asked a security guard to help play a practical joke on Dr. Adams, a young colleague who was visiting for a conference. The chief asked the guard to stop Dr. Adams and accuse him of impersonating a doctor. The guard did this, and also said he was going to call the police! The chief was watching the whole time and finally walked up to them and explained everything.

D 3:14 LISTEN TO TAKE NOTES

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Pre-listening: Have students look at the chart. Tell them they will summarize each joke they hear and note how the person reacted.
- First listening: Have students listen to the three speakers without taking notes. Clarify vocabulary as needed.
- Second listening: Have students listen again and take notes in the chart.

LANGUAGE NOTE *To get even with someone* is to do something equally unpleasant or harmful to the person who did something to you first; *to show someone the ropes* is to explain to someone how things are done, as in an office; *it dawned on me* means it became clear to me; *ticked off* means annoyed; *to freak* is an informal term meaning to suddenly become angry or upset; *laugh one's head off* is an idiom meaning laugh really hard; *a jerk* is an informal term for a stupid, rude, or annoying person.

E DISCUSSION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- On the board, write Did the joke cross the line?
- Divide the class into groups. Have them apply the question on the board to each joke. Tell students to refer to their notes from Exercise D to recall details of the joke. Then tell students to compare how they would have reacted in each situation.
- Circulate and assist as needed.

NOW YOU CAN Explore the limits of humor

A FRAME YOUR IDEAS

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Ask a volunteer to read the scorecard.
- Then have pairs read and rate the practical jokes.

B PAIR WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Divide the class into pairs and have students share their ratings.
- Then have them discuss the questions, noting how they would have responded if the joke had been played on them. Circulate and make sure students respond to each joke individually.

C DISCUSSION

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Ask a student to read the expressions in the Recycle This Language box. Then divide the class into groups of three.
- Have students discuss the questions.
- Then bring the class together and call on groups to summarize their ideas. Elicit examples of practical jokes.
- Finally, write practical joker on the board. Elicit that this is a person who likes to play practical jokes. Ask *Is anyone here a practical joker? Do you think most practical jokers also like to have practical jokes played on them?* (Possible answer: Possibly, since they are able to appreciate them)

WRITING Writing dialogue

A WRITING SKILL

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Write *dialogue* on the board. Elicit that dialogue is conversation that takes place in a book, play, or film. Ask *Is dialogue direct or indirect speech?* (direct speech) Point out that when writing a story, you can use a combination of direct and indirect speech
- Ask a volunteer to read the section on paragraphing a story with dialogue. Ask *Which paragraphing style is used in the writing model?* (indenting)
- To review direct and indirect speech, have students read the writing model individually. Tell them to notice the punctuation in sentences that include dialogue. Point out that a change in speaker may be indicated by starting a new paragraph, as in the writing model.
- Have volunteers read the four punctuation rules and example sentences. Stop after each example and ask students to write additional examples on the board.
- To test student understanding of punctuation rules for direct speech, write the following sentences on the board and have students fill in the punctuation and add capital letters where necessary:
  - *Tom said laughter therapy helped me a lot*
  - *That practical joke crossed the line Jen cried angrily*
  - *Ethnic jokes and sexist jokes the supervisor stated are not acceptable here.*
  - *Henri loves to play jokes Lily explained he is also a good sport when a joke is played on him*

(Answers: Tom said, "Laughter therapy helped me a lot."

"That practical joke crossed the line," Jen cried angrily.

"Ethnic and sexist jokes," the supervisor stated, "are not acceptable here."

"Henri loves to play jokes," Lily explained. "He is also a good sport when a joke is played on him.")

Point out to students that it's not necessary to capitalize the first word of the reporting verb that follows the quote, even if the quotation ended with final punctuation such as a question mark or an exclamation mark. Auto capitalization usually capitalizes (incorrectly) in this instance.

Challenge: [+5 minutes] Have students look at examples of dialogue in a book or a short story and find the various examples of punctuation described above.

B PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students complete the exercise individually. Then have them compare answers with a partner. Point out that some items have more than one mistake.
- Go over the answers as a class. Write the sentences on the board and invite volunteers to make the corrections. Refer to the rules in Exercise A as needed.

Answers to Exercise B

1. Norman Cousins said that he had cured himself with laughter. / Norman Cousins said, "I cured myself with laughter."
2. "The Superiority Theory," our professor explained, "is exemplified by finding people's mistakes funny."
3. "The joke was really cruel," said Claire. "They shouldn't have played it."
4. "Does that example illustrate The Incongruity Theory?" asked John.
5. "I learned about all kinds of humor in my psychology class," said my sister.

C PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students skim the exercise items. Ask *Which ones are statements?* (items 1 through 4) *Which are questions?* (item 5) *What type of question is embedded in item 5—a Yes / No or an information question?*
- Tell students to write the sentences in direct speech.
- Go over the answers as a class. Have students come to the board and write the direct statements and question on the board.

Answers to Exercise C

1. Dr. Summers stated, "Positive emotions can have a direct effect on emotional and physical health."
2. A psychologist told me, "Many people believe that Norman Cousins's book popularized the idea that laughter can be helpful in treating illness."
3. She said, "Practical jokes come from our need to feel superior to others."
4. Ms. Barton insisted, "Traditional medicine is more effective than laughter therapy."
5. Our professor asked, "Is there any scientific evidence that laughter can treat illness?"

D APPLY THE WRITING SKILL

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- On the board, write *a funny story.* Tell students they will use a combination of direct and indirect speech to retell or make up a funny story. Make sure they specify what happened and what different people said.
- Refer students to the Writing Process Worksheet in ActiveTeach for guidance with pre-writing and peer feedback.
- Encourage students to use the Self-Check in the Student's Book to go over the stories they wrote.

Option: [+5 minutes] Time-permitting, students can exchange papers with a partner and offer feedback using the topics in the Self-Check list. Encourage partners to also check for examples.

Writing Process

REVIEW

Digital Game

A ▶ 3:15

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Pre-listening: Ask students to scan the answers to make sure they are familiar with all the terms. If necessary, review that *the butt of a joke* is the person on whom the trick or practical joke is played. Refer students to page 57 if they need to recall common types of jokes.
- First listening: Ask students to listen to each joke. Stop after each one to let students answer the question.
- Second listening: Have students listen again to check their answers.
- Go over the answers as a class.

B

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Refer students to the Vocabulary on page 54 for ways to respond to a joke.
- Before students do the exercise individually, point out that more than one answer may be possible.
- Have pairs compare answers.

Answers to Exercise B

Answers will vary but may include the following:
1. I don't get it.
2. That's offensive.
3. That's hilarious!
4. That crosses the line.

C

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Before students rewrite the sentences, remind them not to use a comma after the reporting verb in indirect speech. Also tell students to make appropriate shifts in tense, pronouns, and expressions of time and place.

Answers to Exercise C

1. Mary asked me if I got the joke.
2. The students insisted that they hadn't played any practical jokes in the gym.
3. My father admitted that 25 years of practicing medicine had taught him that laughter can be the best medicine.
4. Jess told her friends that she would tell them about a joke that she had told during her job interview the day before if they promised not to tell anyone.
5. Anne said that she can't / couldn't understand British humor.
6. She said she may not have enough familiarity with British culture to understand all the pop culture references.
7. The people at the party asked who was going to tell the first joke.

- Have students compare answers with a partner. Then go over any questions. Tell students that in item 3 it is not incorrect to omit *that* (*My father admitted that . . .*). However, because of the change in subject from the expected *he* to *twenty-five years of practicing medicine,* the use of *that* makes the sentence clearer.

D

Suggested teaching time:	5 minutes	Your actual teaching time:	

- If students need to review common types of jokes, refer them to page 57.
- After students complete the exercise, have them compare answers with a partner.

Option: TEST-TAKING SKILLS BOOSTER *(p. 155)*

EXTRA

- **Workbook**
- **MyEnglishLab**
- **Online Student Resources (www.english.com/summit3e)**
  - **Classroom Audio Program**
  - **Extra Practice Activities**
  - ***Summit GO* App**
  - **Web Projects**
- **ActiveTeach**
  - **Assessment**
  - **Additional Printable Resources**
    - **Audioscripts and Answer Keys**
    - **"Can-Do" Self-Assessment Charts**
    - **Conversation and Discussion Activator Video Scripts**
    - **Oral Progress Assessment Charts**
    - **Reading Speed Calculator**
  - **Summit TV Video Program**
    - **Activity Worksheets**
    - **Teaching Notes**
    - **Video Scripts**

UNIT 6

Troubles While Traveling

PREVIEW

A FRAME YOUR IDEAS

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Write *contest* on the board. Ask *Do you like to participate in contests?* Tell students they will participate in a contest where they will give travel tips.
- As a class, look at the website as it appears in the book. Call on volunteers to read the text in the top section. Ask *What is a practical traveler?* (An effective traveler; a practical traveler is likely to be effective in a given situation.) Elicit that *travel hassles* are annoyances during travels; things that cause problems.
- Ask a volunteer to read the contest directions. Point to the categories of travel: air, car, other. Explain that in each section there are different topics (e.g., inedible food on flight). You click on a topic, you can enter a tip to be considered for the contest. Ask *What tip could you suggest that is related to inedible food or no food on flights?* (Possible answer: Pack snacks or sandwiches for your flight.) Tell students to skim the topics. These will be discussed in more detail in Exercise B, Vocabulary.
- Bring students' attention to the red box on the right. Ask a student to read the information. Ask *What do you think the prizes might be?* (Possible answers: luggage, travel books, plane tickets) *Would you participate in such a contest? How many times would you submit an entry? Have you ever won such a contest?*

B ▶ 3:16 VOCABULARY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students look at the list of travel hassles. If necessary, explain that woes are problems or troubles. In pairs, have students explain the meanings of the words and phrases, referring to the website to help them with context. Invite them to share stories if they have experienced any of these issues and woes.
- Have students listen.
- Then have them listen and repeat.

LANGUAGE NOTE *Luggage* and *baggage* are often used interchangeably in the context of transportation. However, *baggage* is a more general or "official" term, referring to all the kinds of passengers' suitcases, bags, etc., carried in various types of transportation, while *luggage* refers to what one buys at the store to hold one's belongings or used for one's personal suitcases, duffel bags, etc. Some examples of interchangeable use: checked baggage / luggage; a baggage / luggage check.

Answers to Exercise B

Answers will vary but may include the following:
checked baggage fees: extra money you have to pay for baggage that you check in, often the case when bags are over the weight limit or oversize
carry-on luggage: luggage that you don't check in but take with you on the plane
an overhead bin: the compartment above the seats on a plane where passengers store carry-on luggage
a missed connection: when a traveler doesn't make it in time to a connecting flight
security screening: the process of checking passengers at the airport to make sure they don't present any risks
a breakdown: when the mechanism of a car or other vehicle stops working
a flat tire: when a tire has insufficient air in it
a parking ticket: a penalty imposed for not parking a car according to regulations

Option: [+5 minutes] Invite students to share stories of the hassles on the website that are not listed in the vocabulary list.

Option: [+5 minutes] For further vocabulary practice, encourage students to use the words and phrases in sentences. Have students work in pairs to write these sentences or just say them to each other. (Possible answers: This airline doesn't have checked baggage fees. You are permitted one carry-on luggage item. Please put all carry-on items in the overhead bin. I missed my connection in New York, so I got on a flight the next day. Security screening requires taking shoes off. We called the tow truck after the mechanical breakdown. We got a flat tire on our road trip. The parking ticket cost me $50. We got towed for parking in a fire zone.)

C DISCUSSION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- You may wish to have students write actual tips for any (or all) of the hassles, as if they were entering this contest. Alternatively, you could have a discussion, with students offering and discussing their tips.
- Have students work in pairs or small groups. Elicit a travel tip and model it on the board. For example, for the category *mechanical breakdowns* under Car Travel: *Take your car for an oil change and a full checkup before going on a trip. You should also check to make sure your car has had all scheduled maintenance.*
- Circulate and assist as needed. Tell students they can give tips in the imperative (e.g., *Take your car*) or give advice (*You should . . .*).
- Bring the class together and call on volunteers to share tips. Then have students vote on which ones are good enough to win the contest.

D ▶ 3:17 SPOTLIGHT

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Ask students to look at the photo. Ask *What travel hassle does this man seem to be experiencing?* (Possible answer: Maybe he lost something like a passport, or his luggage didn't arrive.)
- Have students read and listen to the conversation.
- To check comprehension, ask: *Why is Edison stressed?* (He's missing his folder with his passport and boarding pass.) *Is it likely he left it in the limo? Why or why not?* (No, he remembers looking back at the seat of the limo to see if he forgot something.) *Where is it probably?* (at the hotel) *What does he have to do?* (go back and get it) *Will Yuji wait for him?* (no) *Will Edison make it to the dinner?* (maybe, if he catches a later flight)

LANGUAGE NOTE *Limo* is short for *limousine,* which is a car driven by someone who is paid to drive; some limousines can be large, expensive, and comfortable. *Cab* is another word for *taxi,* a car that you pay to take you somewhere. Point out that Edison takes an airport limo from the hotel—which has the sole purpose of taking hotel guests to and from the airport; but later he grabs, or takes, a cab to go back to the hotel. *To split* means to leave a place quickly. The noun *hassle* can be both countable and uncountable: You can go through a hassle, or something can be too much hassle. *Hassle* can also be used as a verb to mean to annoy someone, especially when asking someone to do something many times. *Hassled,* the adjective form, means stressed or under pressure.

E UNDERSTAND IDIOMS AND EXPRESSIONS

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Focus on the idioms and expressions as a class. Call on volunteers to read them aloud.
- Let students work individually to locate them in context to figure out the meanings. Then have students match each expression with the correct definition.
- Ask students to compare answers with a partner, returning to Exercise D to confirm their answers.
- Bring the class together to go over the answers.

Challenge: [+5 minutes] Divide the class into pairs and assign each pair one or two idioms / expressions from the list. Have them create brief dialogues around them. Invite pairs to share dialogues.

F THINK AND EXPLAIN

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students discuss the questions in pairs. Then bring the class together to go over the answers.
- Invite students to share their speculations about what else could have happened to Edison's folder. (Possible answer: It's possible that Edison packed his folder in his luggage.)

Option: [+5 minutes] Invite students to further discuss Edison's situation in pairs. Write these questions on the board:

How would you describe Edison's stress level? (He is upset and stressed. Yuji urges him not to freak out.)

What will result from the mishap with his folder? (He has to go back to the hotel. He will miss his flight and will have to catch another one. He may be late for his meeting.)

What should he do before he goes to the hotel? (Call to see if the folder is there—if it isn't, he might check his bags more carefully and find it there.)

Bring the class together and have students share how they would handle such a situation.

SPEAKING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Have students work individually to check the hassles they have experienced and then write some details. Explain that they can say where or when it happened and how they resolved the problem.
- Ask students to discuss with a partner.
- Bring the class together and poll the class to see which are the most common problems.

Option: [+5 minutes] After experiencing a hassle, we anticipate that it can happen again and hopefully we can prepare for it. Have students share how they have approached travel differently over time to avoid hassles. Model an answer: *One time, when I was traveling to Europe, my bag got lost. I never saw it again. The airline offered to reimburse me for everything in the bag, but I couldn't remember all the things I'd put in it. Since then, I always keep a list of all the items I pack in each suitcase. Of course, I've never lost my luggage again. But I am prepared!*

LESSON 1

GOAL Describe some causes of travel hassles

A ▶3:18 GRAMMAR SPOTLIGHT

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Ask a student to read the direction line. Then tell students to look at the pictures. Invite students to describe these people's emotions. (annoyed, stressed, worried) On the board, write the adjective *hassled* and elicit that it means under pressure or stressed.
- Before students read and listen, ask a volunteer to read the first line of the interview. Write this phrase on the board: *Nightmares in a Nutshell*. Ask *What is a nightmare?* (a frightening dream) The word *nightmare* is often used to describe a difficult, unpleasant, or frightening experience or situation. Then focus on the expression *in a nutshell.* Whereas *nutshell* is the hard outer part of a nut, the expression *in a nutshell* is used when you are stating the main facts about something in a short way. Elicit that *nightmare in a nutshell* refers to short summaries of unpleasant situations—in this instance, related to travel.
- Have students listen to the article as they read along.
- To check comprehension, ask *What was Ms. Wilson's hassle?* (Her expensive French perfume was taken from her since you can't take liquids through security.) *Did she know that liquids are not permitted?* (yes) *What was James Robillard's hassle?* (He arrived in Brazil with an expired Visa and had to travel back to Montreal.) *Who does he blame for the oversight?* (the agent in Montreal) *Why does he think the agent missed the fact that his visa was expired?* (She was too busy checking the weight of his items.) *What was Alice Yang's hassle?* (Her luggage didn't travel with her when she connected flights.) *Why does she mention shopping as solving her problem, if stores were open?* (She could buy things she needs.)

LANGUAGE NOTE *It's not as if* is an informal way to indicate that of course something is true; *to confiscate* means to officially take something away from someone; *You can say that again* is a popular colloquial expression used to indicate complete agreement; *catch up with* means to reach someone in front of you by going faster

B DISCUSSION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- As a class, rate the travel hassles—with 1 being not so bad and 3 being the worst.
- Then invite volunteers to answer the question. Have them share how they would react in the various situations.

C GRAMMAR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- To review conditional sentences, write on the board:

  real (factual) conditionals

  If you boil water, it turns to steam.

  unreal conditionals

  If he spoke English, he would get this job.

  If our friends had been in the restaurant, we would have asked them for a ride home.

- Read the Remember note and point to the two clauses in the first sentence on the board. Reiterate that the *if* clause is the condition clause. Under a certain condition—water boiling—it turns to steam. Next to that sentence write *Water turns to steam if you boil it.* Ask *Does this mean the same thing?* (Yes; the clauses can be reversed.) Point out that when the *if* clause comes second, there is no comma.
- Point to the two sets of example sentences. Explain that real or factual conditions state general truths. Unreal conditionals, on the other hand, focus on imaginary conditions. Point to the first example sentence on the board under *unreal conditionals*. Ask *Does he speak English?* (no) *Will he get the job?* (no) *What would happen in an imaginary scenario in which he did speak English?* (He would get the job.) Review that this is a present unreal conditional. Then focus on the next example sentence and say *This is a past unreal conditional.* Underline the verbs in each clause (*had been* / *would have asked*). Ask *Were their friends in the restaurant?* (no) *Did they ask their friends for a ride?* (no) *What would have happened in an imaginary scenario if they had been in the restaurant?* (They would have asked their friends for a ride.)
- Bring students' attention to the grammar box and continuous forms in unreal conditionals. Focus on the first example sentence. Ask *Am I walking in traffic?* (no) *What would happen in an imaginary scenario if I were walking in traffic?* (I wouldn't be talking on my cell phone.) Next, look at the second example sentence. Ask *Is he going to walk there?* (no) *What would happen in an imaginary scenario if he did walk there?* (He would be going through the most dangerous section of town.)
- Ask a student to read the explanation of past unreal conditional sentences. Then focus on the first example sentence. Ask *Had he been using his webcam during the conference call?* (no) *What would have happened in an imaginary scenario if he had been using his webcam?* (He would have been wearing a tie. / He would have worn a tie.) Then draw students' attention to the next example sentence. Ask *Was I checking my messages?* (yes) *What would not have happened in an imaginary scenario if I had not been checking my messages?* (I would not have known the flight was delayed.)
- Finally, look at the last section on sequence of tenses. Ask a student to read the explanation, and have students compare the two sentences with the same *if* clause. Point out how the first result clause focuses on the present and the other on the past.
- Read the Be careful! note and example sentence, and point out that it applies to all unreal conditional sentences—present or past.

Inductive Grammar Activity

Option: **GRAMMAR BOOSTER** *(Teaching notes p. T137)*

D UNDERSTAND THE GRAMMAR

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students do the exercise individually. Remind them that these are unreal conditional sentences and that the *if* clauses present imaginary scenarios.
- Then have them compare answers with a partner. Circulate as students work. If necessary, guide them with questions: 1. *Was the reservation made for the right date?* (no) *What is the result of that?* (I am waiting for a standby seat now.) 2. *Was my sister watching her bags?* (no) *What was the result of that?* (They got stolen.) 3. *Was I streaming a movie?* (yes) *What happened as a result of that?* (I missed the announcement.)
- Then, in pairs, have students make statements with *should have.* Ask a student to read the model answer for item 1.

Extra Grammar Exercises

E GRAMMAR PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask students to complete the exercise individually. If they need help, hint that in each item at least one clause has the continuous form. One item has both.
- Have students compare answers with a partner. Then go over any questions as a class. If necessary, guide students with questions, item by item:
  1. *What would happen in an imaginary situation if you were at the hotel now?* (You would be sleeping.)
  2. *What would have happened in an imaginary situation if you had packed more carefully?* (You wouldn't be paying high fees.)
  3. *What could have happened in an imaginary situation if they had been watching the departure board?* (They could have taken the three-o'clock flight.)
  4. *What would Karina be doing in an imaginary situation if her shoes weren't sitting in her lost luggage?* (She would be wearing them.)
  5. *What would have happened in an imaginary situation if they had not been speeding?* (They wouldn't have gotten a ticket.)

LANGUAGE NOTE In item 2, the adjective *exorbitant* is used exclusively to describe an unreasonably high amount of money, such as prices or fees. Stress is on the second syllable.

Option: [+5 minutes] For more practice, have students identify which statements are present unreal conditional (items 1, 2, and 4) and which are past unreal conditional (items 3 and 5)

F PAIR WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask students to skim the exercise items and identify if each sentence is a present unreal or past unreal conditional. (1. present, 2. past, 3. present, 4. present, 5. past) Then have them fill in the blanks. Point out that students can complete the sentences however they want, but they must use a continuous verb phrase.
- Circulate as students work. If they get stuck suggest possible answers (e.g., 2. I hadn't been driving, 3. it weren't raining, 4. would be cooking dinner, 5. you hadn't been talking during the traffic report on the radio).

NOW YOU CAN Discuss some causes of travel hassles

A NOTEPADDING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Call on a volunteer to read the model answers.
- Students can look at Exercise A on page 62 for ideas about dealing with travel hassles. Tell them to write their descriptions of what happened along with ideas about how the problems could have been avoided.

B DISCUSSION ACTIVATOR

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

Discussion Activator Video

- Divide the class into pairs and have students use their notes of what happened and how it could have been avoided from Exercise A, Notepadding, to make unreal conditional statements. Ask a student to read the model answer. Encourage the pairs to ask each other questions and provide details and examples. The goal is for them to say as much as they can about the situations.

For more support, play the Discussion Activator Video before students do this activity. After each video, ask if the students in the video included sufficient details. *Note:* You can print the script or you can view it on the video player on the ActiveTeach.

LESSON 2

GOAL Express gratitude for a favor while traveling

A GRAMMAR

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Tell students they will analyze another use of present and past unreal conditionals. On the board, write

  If it weren't for . . .

  If it hadn't been for . . .
- Ask a volunteer to read the explanation in the Student's Book. Then tell students to read the pairs of example sentences under Regret and Relief to themselves. If necessary, clarify that *regret* refers to the sadness that you feel about something because you wish it had not happened. *Relief* is a feeling of comfort when something frightening, worrying, or painful has ended or did not happen.
- Elicit an example sentence for each *if* clause on the board. Tell students to look carefully for which prompt is present unreal (the first) and which is past unreal (the second). Students can come to the board, or you can fill in the information. (Possible answers: If it weren't for the weather, we'd play some tennis. If it hadn't been for your advice to leave early, we would have missed our flights.) Point to each of the students' statements and ask *Does it express relief or regret?* (For the possible answers, the first one expresses regret, and the second one expresses relief.)
- Focus students' attention on the Remember note and example sentences. Ask *Which one is in the present unreal?* (the first) *The past unreal?* (the second). If students wonder about the double *had* point out that this is the correct way of putting the verb *have* in the past perfect. Remind students that *if only* is used to express regret, not relief.

Inductive Grammar Activity

B FIND THE GRAMMAR

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Write If it weren't for and If I hadn't been rushing on the board. Tell students to turn to Exercise D, Spotlight, on page 63 and find conditional sentences that start like the phrases on the board. Have students decide if each sentence expresses relief or regret.
- Call on volunteers for answers.
- Then ask a volunteer to restate each sentence using *If only.* (Possible answers: If only I hadn't made a stupid mistake, I wouldn't be going through this hassle. If only I hadn't been rushing for the limo, this wouldn't have happened.)

Extra Grammar Exercises

C ▶3:19 UNDERSTAND THE GRAMMAR

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Pre-listening: Review that *regret* refers to the sadness that you feel about something because you wish it had not happened. *Relief* is a feeling of comfort when something frightening, worrying, or painful has ended or did not happen.
- Listening: Have students listen to each conversation and after each one write *regret* or *relief.* Stop the audio if necessary after each conversation. Then have students listen again to check their answers.
- Students can compare answers in pairs, or go over the answers as a class.

LANGUAGE NOTE *Drenched* means covered in a lot of water or other liquid; *a close one* refers to something that almost happened; *to patch things up* means to end an argument and stay friendly.

Option: [+5 minutes] To extend the listening comprehension practice of this exercise, ask students to summarize the reason for each instance of regret or relief. Have them listen again to complete this task. (Possible answers: 1. The man is relieved because Ben picked him up while he was standing in the rain. 2. The man is relieved that they didn't have an accident. 3. Millie regrets she can't go, but she has a bad cold. 4. The man is relieved that the woman knows how to speak Spanish; otherwise, their wait would have been much longer. 5. The woman regrets the flat tire because it made them miss the play. 6. Joanne regrets not giving her husband more attention; if she had, they might still be married.)

D ▶3:20 LISTEN TO ACTIVATE GRAMMAR

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Tell students that their answers will depend on the present or past unreal conditionals they hear in the audio.
- Ask students to listen and write in the correct tenses. Then have them listen again.
- Let pairs go over answers. If necessary, play the audio again, and go over any questions as a class.

Challenge: [+5 minutes] Invite students to listen to the regret statements (3, 5, 6) one more time and write them down. Then, in pairs, have students rewrite them with *if only.* (3. If only I didn't have this cold, I'd accept that invitation. 5. If only we didn't have this flat tire, we'd be arriving now. 6. If only I hadn't been so thoughtless, Jeremy and I would still be married now.)

E GRAMMAR PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Read the direction line. Ask *Which structure do we use for present unreal?* (If it weren't for) *for the past unreal?* (If it hadn't been for) Tell students to read through the five statements and decide which ones will require the present unreal conditional (item 1) and which ones will require the past unreal conditional (items 2–5).
- Have students rewrite the sentences.
- Tell students to compare answers in pairs. Then go over any questions as a class.

Option: [+5 minutes] Invite students to interpret whether each statement expresses relief or regret. (1. regret, 2–5 relief)

F GRAMMAR PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Elicit which statements will require the present unreal conditional (1 and 3) and which ones need the past unreal conditional (2 and 4).
- Ask students to write their statements. Circulate and assist.
- Have pairs compare their answers and determine if the statements express regret or relief.
- Bring the class together to share their answers.

Option: [+5 minutes] Ask students to restate regret statements using *if only.*

NOW YOU CAN Express gratitude for a favor while traveling

A 3:21 CONVERSATION SPOTLIGHT

Suggested teaching time:	5 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:

- Use *I wonder if you could do me a favor* to politely ask someone to do something for you.
- Use *How can I help* to voice willingness or eagerness to help someone.
- Use *I'd be happy to* to agree to do something.
- Use *It's a good thing* to introduce a good result.

- Have students look at the illustration. Ask *Where are the women?* (at the airport) *How do we know?* (The sign is pointing to Gate 2A) *What are they holding?* (probably tickets and boarding passes.)
- Have students read and listen to the conversation.
- To check comprehension, ask *What does the first woman ask the second woman?* (to keep her place in line) *Why?* (She left her phone at the counter.) *Does she return quickly?* (yes) *What does the woman holding her space say about the phone?* (that it's a good thing it was still there) *Why is the woman with the phone grateful?* (because she didn't lose her place in line)
- Write *Would you mind . . .* on the board. Then call on students to complete the statement using the captions to the illustrations.

Option: [+5 minutes] Ask *What example of an unreal conditional statement do you see in the Conversation Spotlight?* (the last line—And if hadn't been for you, I would have lost my place in line) *Does the line express regret or relief?* (relief) *Is it present or past unreal conditional?* (past)

B 3:22 RHYTHM AND INTONATION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students repeat chorally. Make sure they:
  - use falling intonation for *I wonder if you could do me a favor* (line 1) and *How can I help?* (line 2)
  - use emphatic stress on *happy* in *I'd be happy to* (line 5), on *fast* in *That was fast,* (line 7), and *you* in *And if it hadn't been for you . . .* (line 9)

C CONVERSATION ACTIVATOR

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

Conversation Activator Video

- Divide the class into pairs. Instruct students that they will use the model in Exercise A, Conversation Spotlight, to role-play their own conversation with a partner.
- Refer students to the examples of favors next to the Conversation Spotlight in Exercise A.
- Reinforce the use of the spotlighted conversation strategies. For example, *I wonder if you could do me a favor; How can I help; I'd be happy to.*
- Tell students to end the conversation with an unreal conditional statement starting *If it weren't for you . . .* to express gratitude.
- Ask a volunteer to read the words under Recycle This Language. Encourage students to incorporate these words into their conversation.
- Bring students' attention to the Don't Stop! note. Ask a volunteer to read the bullet points. Explain that students should continue talking after they have covered the points in the original Conversation Spotlight.
- Tell students to change roles, so each student gets a chance to play A and B.

For more support, play the Conversation Activator Video before students do this activity themselves. After the video, ask students how the model has been changed by the actors. *Note:* You can print the script or you can view it on the video player on the ActiveTeach.

Conversation Activator: Speaking Booster

LESSON 3

GOAL Discuss staying safe on the Internet

A READING WARM-UP

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask a student to read the questions. Poll the class. Invite students to share why they do or do not use Wi-Fi away from home.

B ▶3:23 READING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Have students look at the picture. Ask *Where are these people?* (It looks like a café where there is public Wi-Fi.) *Do you ever take a computer or other device to a café or other public place?*
- As students read and listen, tell them to underline information in the article that will help them answer the focus question in the direction line.
- Together as a class, have volunteers share their answers to the focus question.

LANGUAGE NOTE *To lull* means to be made to feel safe so that one is surprised when something bad happens; *to trip* means to activate; *an imposter* is a person who pretends to be someone else to fool people; *a worst-case scenario* is the most unpleasant thing that could happen.

Reading Strategies

C UNDERSTAND MEANING FROM CONTEXT

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have students work in pairs to match the terms to their meanings. For items students are not sure about, tell them to find the words and phrases in the reading and look at words that come before and after to help understand the meaning.
- Circulate and assist as needed.
- Bring the class together and go over the answers.

Option: [+5 minutes] In pairs, have students practice using the terms in their own sentences. Tell them to make statements about their own lives. For example, *I change my log-in credentials pretty often. This keeps my account safe.*

Extra Reading Comprehension Questions

D PARAPHRASE

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Review that *to paraphrase* is to express briefly or differently something that someone else has said or written. Stress the importance of using one's own words.
- First have students scan the article for the specific lines and underline them. (1. paragraph 2; 2. the violet introductory paragraph; 3. paragraph 4; 4. paragraph 5; 5. box at upper right) Tell students they will refer to context if needed.
- Ask a volunteer to read the first line and model paraphrase. Then have students paraphrase the rest of the items. Circulate and assist as needed. Students can work in pairs if they get stuck.
- Bring the class together and invite students to share their paraphrases. Comment and help students improve them. Make sure students sufficiently change the statements and don't copy any of them word for word.

Challenge: [+5 minutes] Invite students to paraphrase the violet introductory paragraph. (Possible answer: Imagine this… You're traveling for the first time. You have your electronic device, and you plan to stay connected with everyone and everything back home. You think to yourself, "This will be easy—free Wi-Fi hotspots are all over the place." Don't get too comfortable just yet. There are many dangers to keep mind!)

E FIND SUPPORTING DETAILS

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students work in pairs to discuss and answer the questions.
- Circulate and help students locate answers if they need help (answers to items 1 and 2 are in the box titled "How to Tell if a Website Is Encrypted;" the answer to item 3 is in the box titled "Tips for Using Wi-fi Securely;" the answer to item 4 is in paragraph 2; and the answer to item 5 is in paragraph 1).

 **Extra Challenge Reading Activity**

NOW YOU CAN Discuss staying safe on the Internet

A FRAME YOUR IDEAS

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have volunteers read the statements out loud.
- Give students a few minutes to check their answers in the chart.

B GROUP WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Invite a volunteer to read the model answer. Ask *Does anyone in this class do this?*
- Divide the class into small groups and have students compare their answers in the chart. If students answer *Always* or *Sometimes* for the last two items, invite them to explain how they do this.
- Finally, invite volunteers to the board to write the additional things they do to stay secure on the Internet.

Challenge: [+5 minutes] Have students reread the model answer. Invite students to work in pairs to come up with a system for scrambling passwords. Tell them it should be something that makes the password easy to remember. Then invite students to share if they write down passwords anywhere (e.g., on a piece of paper, in a password vault on the computer).

LESSON 4

GOAL Talk about lost, stolen, or damaged property

A ▶3:24 LISTENING WARM-UP

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Read the explanation of past participles as noun modifiers. Call on volunteers to read the sentences in the speech bubbles. Point out how in the first sentence of each pair, the noun modifier follows the noun it modifies; in the second sentence of each pair, the noun modifier precedes the nouns it modifies. Students may ask whether these sentences are in passive voice. The sentences in the speech bubbles do appear to be the same structure as passive voice sentences, but some are what is referred to as stative passives. Stative passives describe a condition rather than an action. Examples of stative passives are: *I am married to Edward. She isn't interested in learning to drive.* Stative passives aren't followed by a *by* phrase because there is no action. (Any actions occurred previously.)
- Have students read and listen to the list of words.
- Then have them listen again and repeat.

Option: [+5 minutes] You may choose to review that transitive verbs are verbs that take a direct object (in comparison with intransitive verbs like *go*, *arrive*, and *sit* that do not take a direct object). Then elicit the base verb form of the past participles used as noun modifiers in the speech bubbles, and write them on the board: damage, steal, lose. Ask students to suggest sentences with direct objects. (Possible answers: I damaged my tire. Someone stole my purse. I lost my passport.)

Vocabulary-Building Strategies

B WORD STUDY PRACTICE 1

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students work in pairs to make a list of five or more transitive verbs. If students are not sure, tell them to ask themselves *Can the word take a direct object?* If it can, it is a transitive verb. (Possible answers: read, eat, want, kick, write, clean)
- Combine pairs into groups of four. Have them swap lists and check that the verbs can take direct objects.
- Ask pairs to use the verbs from their lists as noun modifiers in sentences, following the models in the speech bubbles in Exercise A.

C WORD STUDY PRACTICE 2

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students read the first sentence in item 1. Ask *What is the noun modifier in the first sentence?* (stained) *Does it follow or precede the noun it modifies?* (follows) Then focus on the second sentence. Ask *What does the underlined* it *refer to?* (the skirt) *What noun modifier can be used to describe the skirt?* (stained) Call on a volunteer to read the model answer.
- Ask students to do the remaining items individually or in pairs. Circulate as students work. If necessary, guide students: 2. *What does* them *refer to?* (sunglasses) *What is the noun modifier?* (lost) 3. *What does* it *refer to?* (shoe) *What is the noun modifier?* (broken) 4. *What does* it *refer to?* (hotel room) *What is the noun modifier?* (burglarized) 5. *What does* them *refer to?* (bargain suitcases) *What is the noun modifier?* (damaged) For item 5, you may need to point out the compound noun "bargain suitcases."

Option: PRONUNCIATION BOOSTER *(Teaching notes p. T147)*

Pronunciation Pair Work

D ▶3:25 LISTEN FOR MAIN IDEAS

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Pre-listening: Have students look at the two photos. Ask *What do you think happened to the woman?* (Her luggage never arrived.) *How does she feel?* (Possible answers: frustrated, annoyed, upset) *Have you ever been in this situation?* Focus on the photo of the suitcase. Ask *Why are destination labels on luggage important?* (They show the destination to which you are traveling.) *Do you usually check the destination on the label to make sure the bag will travel to the same place that you are traveling?*
- Ask *Based on the photos, can you predict the main idea of the report?* Have students check in pencil.
- Listening: Ask students to listen once. If necessary, have them listen again.
- Have students check the main idea and then discuss it with the class. Then ask *Did you guess correctly? Are the other statements mentioned in the report?* (Yes, both are, but they are details, not the main idea.)

Listening Strategies

E ▶3:26 LISTEN TO CONFIRM CONTENT

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Pre-listening: First have students read the tips and check the ones they believe were mentioned.
- Listening: Ask students to listen once and then complete the exercise. If necessary, have students listen again.
- Go over the answers as a class.

Challenge: [+5 minutes] On the board, write 5 tips to prevent loss of airline luggage. Tell students that the reporter ends the report with five tips to prevent luggage loss. Students will write these the best they can remember. If necessary, students can listen again. Then bring the class together to go over the answers. Write the tips on the board as students list them. (1. Put your name on the outside and inside of every bag, and put an itinerary inside the bag. 2. Don't check in late and avoid tight connections. 3. Don't put expensive things like computers and cameras in checked bags, as these won't be reimbursed. 4. Keep an itemized list of what you have in each bag. 5. Make sure the destination the airline puts on your bag is actually your destination.)

Then, in pairs or small groups, have students discuss which of these things they actually do. Ask *Will you incorporate any of these tips into your travels after reading this article?*

F ▶3:27 LISTEN TO UNDERSTAND MEANING FROM CONTEXT

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Call on a volunteer to read the words in the box. Then have students work individually to complete the exercise.
- Play the audio and have students listen for the specific words in context to check that they completed the statements correctly.
- Have students compare answers with a partner.

G ▶3:28 LISTEN FOR DETAILS

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Pre-listening: Invite students to look at the photo. Ask *What do you think an unclaimed baggage center is? Do you think it is a store?*
- First listening: With students' books closed, have students listen to the report. Then let students look at the questions individually and answer as many of them as they can.
- Second listening: Have students listen again and answer any questions they did not answer before.
- Go over the answers as a class. Focus on item 3. Ask *How do we know there is only one store?* (The report says it's a one-of-a-kind store in the United States.) Make sure students understand *one-of-a-kind* means unique; the only one. Point out that this adjective can be applied to describe people, places, or things. Elicit other examples. (Possible answers: one-of-a-kind cake, hotel, friend, island)

H DISCUSSION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Divide the class into groups of two or three and discuss shopping in the Unclaimed Baggage Center.
- Then bring the class together and poll who would shop at the store. Ask *What type of items would you buy?*

Option: [+5 minutes] Ask *Do you think people should have access to their belongings even after a claim has been settled? For example, if a piece of luggage that was thought to be lost was eventually found.*

NOW YOU CAN Talk about lost, stolen, or damaged property

A NOTEPADDING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Call on volunteers to read the headings and the model answer.
- Ask students to write their own answer. If students haven't had a personal experience of this sort, ask them if they know anyone who has. Tell them they can write about another person's experience or one they have heard of.

B DISCUSSION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Call on a student to read the model answer. Review that the expression *to be toast* means to be in trouble.
- Then have students discuss in pairs or small groups. Refer them to the vocabulary list in Exercise F and the word study in Exercise A.

Discussion: Speaking Booster

OPTIONAL WRITING [+15–20 minutes]

- Have students write the story they notepadded about and discussed in Exercises A and B. Remind them to use the vocabulary list in Exercise F and other vocabulary from this unit. Encourage them to apply what they learned in the word study in Exercise A. For example: *My suitcase wasn't lost, but it was badly damaged. The wheels were broken, and it was stained.*
- Offer an opportunity for peer review in class, or collect student work and provide individual feedback.

WRITING A comparison and contrast essay

A WRITING SKILL

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Tell the class they are going to learn how to write a comparison and contrast essay. Write on the board:

  similarities differences

  Ask *What does it mean to compare and contrast?* (compare = describe similarities; contrast = describe differences)
- Read the introduction under Writing Skill. Reiterate that there are two ways to organize a comparison and contrast essay.
- Focus students' attention on the left column. Call on a student to read aloud the information about the introductory paragraph. Then ask students to silently read the introductory paragraph in the example on the right. Ask *What is the writer going to compare in his essay?* (public and private transportation) *What will the essay describe about these two means of transportation?* (similarities and differences)
- Read the information about supporting paragraphs. Call on a volunteer to read about format A. Then ask students to silently read the example for format A on the right. Ask *What does the first paragraph discuss?* (similarities of private and public transportation) *What does the second paragraph discuss?* (differences of private and public transportation)
- Call on a student to read about format B. Then ask students to silently read the example for format B on the right. Ask *What does the first paragraph discuss?* (scheduling regarding each type of transportation) *What does the second paragraph discuss* (comfort regarding each type of transportation)
- Call on a student to read about the concluding paragraph. Then ask students to silently read the example of a conclusion on the right.

LANGUAGE NOTE *Compare* generally means to describe both similarities and differences. In formal essay writing, the genre of writing called compare and contrast uses *to compare* to mean to show similarities.

B APPLY THE WRITING SKILL

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Focus on the expressions to introduce comparisons and contrasts. Ask *What are some expressions we use to compare things?* (similarly, likewise, as well, doesn't either) *How about contrast?* (while, whereas, unlike, in contrast, on the other hand)
- Ask students to find and underline some of these expressions in the examples for format A and format B (A: On the other Hand; however B: Nevertheless)
- Have students think of two means of transportation they want to compare and then take notes regarding their similarities and differences. Students might want to explore hassles of the two modes of transportation as part of comparing them.
- Refer students to the Writing Process Worksheet in ActiveTeach for guidance with pre-writing and peer feedback.
- Encourage students to use the Self-Check in the Student's Book to go over the essays they wrote.

Option: [+5 minutes] Time permitting, students can exchange papers with a partner and offer feedback using the topics in the Self-Check list. Encourage partners to also check for examples.

Writing Process

REVIEW

Digital Game

A

▶ 3:29

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- First listening: Have students listen once.
- Second listening: Have them listen again and plan their summaries. To help students organize information, on the board, write:

  Where:

  What happened:

  How resolved:

If necessary, have students listen again.

- Circulate as students work. If necessary, help students use the guide on the board. (1. security checkpoint, shampoo and aftershave confiscated, not resolved—not reimbursed; 2. outside airport, airport bus ran over suitcase, will file a claim—bought a new bag in meantime; 3. at airport arrivals, suitcase damaged, will file a claim)
- Call on volunteers to share summaries.

B

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Gives students a few minutes to read the statements and decide if they describe present or past unreal conditionals. (1, 4, and 5 are present; 2 and 3 are past)
- After students complete the exercise, have them compare answers with a partner.

Option: [+5 minutes] Ask *Do the exercise items show regret or relief?* (They all show regret.) Invite students to restate the items using *If only*. (1. If only the security line weren't so long, I would get a cup of coffee. 2. If only my first flight hadn't been delayed, my checked bags wouldn't have missed the connection. 3. If only there hadn't been all the broken glass on the road, we wouldn't have had a flat tire. 4. If only there were no storm, Martin would be here. 5. If only my leg weren't broken, I would be skiing right now.)

C

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students make the corrections. Refer them to the Vocabulary in Exercise B on page 62 if they need help.
- Let students compare answers with a partner.

D

Suggested teaching time:	5 minutes	Your actual teaching time:	

- If students need to review any terms, refer them to Exercise D, Spotlight, on page 63. Then have them complete the exercise.
- Go over the answers as a class.

Option: TEST-TAKING SKILLS BOOSTER *(p. 156)*

EXTRA

- **Workbook**
- **MyEnglishLab**
- **Online Student Resources (www.english.com/summit3e)**
  - **Classroom Audio Program**
  - **Extra Practice Activities**
  - ***Summit GO* App**
  - **Web Projects**
- **ActiveTeach**
  - **Assessment**
  - **Additional Printable Resources**
    - **Audioscripts and Answer Keys**
    - **"Can-Do" Self-Assessment Charts**
    - **Conversation and Discussion Activator Video Scripts**
    - **Oral Progress Assessment Charts**
    - **Reading Speed Calculator**
  - **Summit TV Video Program**
    - **Activity Worksheets**
    - **Teaching Notes**
    - **Video Scripts**

UNIT 7

Mind Over Matter

PREVIEW

A FRAME YOUR IDEAS

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Focus on the illusion game. Ask a volunteer to read the title and subhead. Elicit that an illusion is something that the mind interprets differently than it is in reality.
- Tell students to look at the first item for about a minute. Call on volunteers to share what they see. Then read the upside down explanation. Ask *Does everyone see the illusion?*
- Ask students to write what they see for the remaining images. Then have them compare answers with a partner. Tell students to look at the upside down explanations.

B DISCUSSION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Read the discussion questions to the class. Ask a volunteer to read the model answer.
- Have students respond providing experiences from their lives. If students get stuck, hint that maybe lack of sleep or stress can have an effect on how we interpret things visually.

C ▶4:02 SPOTLIGHT

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Ask students to look at the photo. Ask *Where do you think the woman is?* (She may be at work.) *What do you think she is doing?* (She's looking at and speaking with someone.)
- Have students read and listen to the conversation.
- Ask *What is Vicky's problem?* (It seems to her that her staff is talking about her or has some secret they are hiding from her.) *Have you ever gotten such an impression? If yes, were you right? Or did it just seem to you that people were talking about you? Was Vicky's hunch an illusion?* (No, it was not; they actually were talking about her.)

LANGUAGE NOTE *To huddle together* means to group together and stay close to one another.

The phrasal verb *shut up*, meaning stop talking, is rude when used as an imperative but isn't when used to describe someone's actions; in this context, it means the people become quiet or stop talking. *Paranoid* refers to an unreasonable fear that someone is trying to harm you or treat you poorly. *To gossip* means to engage in talking about other people and their private affairs.

D UNDERSTAND IDIOMS AND EXPRESSIONS

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- As a class, focus on the highlighted idioms and expressions in Exercise C, Spotlight. Call on volunteers to read them aloud.
- Let students work individually to match each expression with another that has a similar meaning.
- Ask students to compare answers with a partner, referring to the context in Exercise C to check any items.
- Bring the class together to go over the answers.

Option: [+5 minutes] Have students role-play the conversation in pairs. Then have them role-play it again, replacing the expressions with the meanings from the exercise.

Challenge: [+5 minutes] Divide the class into pairs and assign each pair one or two idioms / expressions from the list. Have students create brief dialogues around them. Invite pairs to share dialogues.

E THINK AND EXPLAIN

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students discuss the questions in pairs. Then bring the class together to go over the answers.
- Focus on the last question. If students are not sure, tell them to read Tom's last exchange. Ask *What does his saying "There's definitely something going on" suggest?* (that he knows why they are huddling, but he can't reveal why)
- Then ask *If it were your birthday, and you saw people huddling and whispering, might you conclude they are planning something for you?*

Option: [+5 minutes] Invite students to share similar scenarios where they felt paranoid that people were talking about them. If students have never felt that way, ask *Do you think some personalities are more prone to feeling paranoid or insecure than others? Do you think some people just don't notice or care if someone might be talking about them?* Invite students to share stories from their lives or lives of people they know.

SPEAKING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- On the board, write *seeing is believing*. Elicit that this expression means that a person will believe something is true only after seeing it for him or herself.
- Have students read and rank the perceptions.
- In small groups, have students explain their order and provide examples for the ranked items in the chart.

LESSON 1

GOAL Suggest that someone is being gullible

A GRAMMAR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Have a volunteer read the first explanation about indefinite nouns in the grammar box. Read the example sentence and ask *Is the reference to a specific smart watch?* (no) *Is* smart watch *a count or non-count noun?* (count) Elicit an example of an indefinite non-count noun used in a sentence. For example, *I don't understand art.* To review non-count nouns, ask a student to read the Remember note on the right.
- Read the second explanation about definite nouns and the example sentences. Ask *Why is* the *used in the example sentences*? (*The wool* refers to a specific thing. *The sweaters* refer to specific things. *The movie* is second mention.)
- Call on a student to read the third explanation about uniqueness and the example sentences. Suggest or elicit other examples of nouns that represent something unique, such as the moon or the Internet.
- Have a volunteer read the fourth explanation about generic use and the examples. Point out that each example has the same meaning. On the board, write *Tigers are dangerous creatures.* Have a student express the same meaning using *the tiger* and *a tiger.* (The tiger / A tiger is a dangerous creature.)

Option: GRAMMAR BOOSTER *(Teaching notes p. T138)*

Inductive Grammar Activity

B UNDERSTAND THE GRAMMAR

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask students to complete the exercise, referring to the grammar chart as needed.
- Have pairs compare answers. Then go over the answers as a class. On the board, write *indefinite, definite, unique, generic* and call on volunteers to identify what type of noun each item is. (1. indefinite, 2. indefinite / generic, 3. definite, 4. generic, 5. definite / unique, 6. indefinite / generic)

Challenge: [+5 minutes] Invite students to change each sentence or write a new one so as to illustrate the alternate answer. Tell students to make any other necessary changes in the sentence. Elicit and model the first item on the board. Ask *How can we change the sentence to demonstrate specific snow?* (add *the*) Write on the board *The morning snow is making the highways dangerous.* Then have students write the remaining sentences. (2. I think the animated movies we rented were boring. 3. Presents can be very expensive. 4. We observed the shark at the aquarium. 5. Queens address Parliament. 5. Queen Elizabeth can address Parliament.)

Extra Grammar Exercises

C GRAMMAR PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students read the exercise items individually and insert missing articles where needed.
- On the board, write *Is the noun indefinite? definite? unique? generic?* Prompt students with questions if they need help completing the exercise. Circulate and assist as needed.
- Bring the class together to go over the answers. Have students explain the decision for each sentence. (1. A British company, indefinite; a machine, indefinite; people, generic; the year, definite; 2. carrots, generic; vitamins, generic; research, indefinite; a glass of carrot juice, indefinite; years, indefinite; 3. The Weight Away diet plan, definite; weight, indefinite; The company, definite; the plan, definite, ; 4. Money, indefinite; an organization, indefinite; the organization, definite, second mention)

NOW YOU CAN Suggest that someone is being gullible

A ▶4:03 CONVERSATION SPOTLIGHT

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:

- Use *Can you believe this* to demonstrate disbelief.
- Use *Oh, come on* to voice that you don't believe something someone is saying.
- Use *That's got to be* to voice conviction on a topic.
- Use *I guess* to indicate speculation.
- Use *You can say that again* to indicate emphatic agreement.

- Have students look at the photo. Ask *What do you think the man and woman are laughing at?*
- Ask students to read and listen to the conversation.
- To check comprehension, ask *Do either the man or the woman believe the ad?* (They do not.) *What does the line* You don't buy that mean? (You don't believe that.) *When do we use* that's got to be? (to voice certainty) *What does* gullible *mean?* (quick to believe something) *What does it mean* to fall for something? (to be tricked into believing what other people say) *According to the conversation, are there people who fall for such ads?* (yes) *Why do they fall for them?* (They want them to be true, for example, a person wanting to lose weight wants to believe that it's possible to lose all belly fat in a week.) *What does the expression* wishful thinking *mean?* (It's when a person believes that something can and will happen, when in reality it's not likely.)
- Then focus on the ways to express disbelief. Have students listen and repeat. Time permitting, students can practice the expressions by role-playing exchanges 3 and 4, replacing line 4 with the two other ways to express disbelief.

B ▶4:04 RHYTHM AND INTONATION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students repeat chorally. Make sure they:
  - use rising intonation for *Can you believe this?* (line 1) and *You don't buy that, do you?* (line 5)
  - use falling intonation for *What?* (line 2) and *Why do they fall for stuff like that?* (line 8)
  - use stress on *Guaranteed!* (line 4)
  - use incredulous tone for *Oh, come on.* (line 5)
  - use emphatic stress on *got* in *That's got to be . . .* (line 6) and *that* in *You can say that again.* (last line)
  - pause before *I guess* (line 9) and use speculative tone

C CONVERSATION ACTIVATOR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

Conversation Activator Video

- Call on volunteers to read the ads and the three book covers. Elicit the suspicious claims. (Dirt will change into diamonds. Diamonds have been found in Mars rocks. Drinking vinegar will cure depression.)
- Divide the class into pairs. Instruct students that they will use the model in Exercise A, Conversation Spotlight, to role-play their own conversation with a partner.
- Reinforce the use of the spotlighted conversation strategies. For example, *Can you believe this? Oh, come on. That's got to be a total scam*. Encourage students to experiment using the different ways to express disbelief presented in Exercise A.
- Bring students' attention to the Don't Stop! note. Ask a volunteer to read the bullet points. Explain that students should continue talking after they have covered the points in the original Conversation Spotlight.
- Tell students to change roles, so each student gets a chance to play A and B.

For more support, play the Conversation Activator Video before students do this activity themselves. After the video, ask students how the model has been changed by the actors. *Note:* You can print the script or you can view it on the video player on the ActiveTeach.

Conversation Activator: Speaking Booster

LESSON 2

GOAL Examine superstitions for believability

A ▶ 4:06 GRAMMAR SPOTLIGHT

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- On the board, write *superstitions* and elicit that this refers to believing that certain actions, objects, and circumstances can be lucky or unlucky, and they influence how events happen. Ask *Is anyone here superstitious?* If yes, invite students to share a couple of superstitions.
- Have students listen to the article as they read along.
- To check comprehension, ask *What does a frog in a house indicate?* (good or bad luck, depends in what country) *Why do people in Korea enjoy dreams about pigs?* (Pigs symbolize wealth.) *Are shoes on a table associated with good or bad luck?* (bad luck) *What does the groom dropping a wedding band during a wedding symbolize?* (bad luck) *What is the superstition about the spouse that falls asleep first after a wedding?* (He or she will die first.) *What does swinging a wedding band over the palm of a pregnant woman reveal?* (if she will have a boy or a girl) *Why shouldn't passengers mind rats on a ship?* (If the rats left, the ship would sink.) *Would you stay in hotel room number 13, or rent apartment number 13?*

B GROUP WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Divide the class into groups of three. Invite students to discuss the superstitions. Then ask them to suggest additional ones for the various categories. Tell students they can look up additional superstitions online if they don't know any themselves.
- Bring the class together and have students share. Note similar superstitions, and invite students to give details for more unusual superstitions.

Option: [+5 minutes] Tell students to imagine that they can click on Read More in any of the categories. In pairs, have them suggest other superstitions for one of the categories.

Challenge: [+5 minutes] Have students look at the web page and the bar with See More under the numbers category. Invite students to work in pairs to speculate what other categories would appear if they clicked on that button. (Possible answers: sports, travel, food) Have students choose one or two categories and write up short descriptions like the ones on the home page. Circulate and assist. Then bring the class together and write all the additional categories on the board. Tell students that for more ideas for categories of superstitions they can glance forward to Exercise A, Now You Can, on page 79.

C GRAMMAR

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Ask a student to read the explanation. Write the first example sentence on the board. Ask *What is the reporting verb?* (is said) *What is the verb in the noun clause?* (brings) Reiterate that like in reported speech, the verb in the noun clause reflects the tense of the reporting verb. Remind students that in some cases *that* is optional in spoken language.
- Ask students to identify the tense of each reporting verb in the remaining examples. (*was widely believed,* simple past passive; *had been asserted,* past perfect passive; *might be thought,* present modal passive; *used to be believed,* past passive with *used to*) Then tell them to notice the verb in each noun clause. You may wish to point out that for the fourth example sentence, the past form *was* is also possible depending on the speaker's point of view.
- Have a volunteer read the list of common reporting verbs. Elicit that *hold* as a reporting verb means to have a particular opinion or belief.
- Call on a volunteer to read the Remember note. Ask students to restate the example sentences using *People [they] (say, believe, etc.).* Remind students to be careful of the tenses (Possible answers: People say that spilling salt brings bad luck. People believed that the storm would be terrible. Before the election, they had asserted that very few people would come out to vote. People might think the offer is a scam, but I don't agree. People used to believe that changing bed sheets on a Friday would bring bad dreams.)

Challenge: [+5 minutes] Have students look at the spotlighted grammar in Exercise A. For each sentence, ask *What tense is the reporting verb?* (*it's said*, simple present passive; *it's said*, simple present passive; *it is believed*, simple present passive; *it's been held*, present perfect passive; *it's thought*, simple present passive; *it's said*, simple present passive; *it was said*, simple past passive; *it has been claimed*, present perfect passive; *it's estimated that*, simple present passive)

Option: GRAMMAR BOOSTER *(Teaching notes p. T140)*

Inductive Grammar Activity

D GRAMMAR PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students underline the subject and verb in each statement. (2. People believe, 3. They say, 4. They say, 5. Some people hold, 6. They estimate)
- Ask students to complete the exercise individually. Then have them compare answers with a partner.

Extra Grammar Exercises

E PAIR WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask *Has anyone ever heard of any of these superstitions?*
- Call on a volunteer to read the model answer. Invite students to respond as well.
- In pairs, have students discuss each superstition, commenting if it makes sense to them or not.
- Bring the class together and have pairs share.

Option: PRONUNCIATION BOOSTER *(Teaching notes p. T148)*

Pronunciation Pair Work

F GRAMMAR PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students skim each exercise item and note the subject and verb they underlined. Ask *What tense were these verbs?* (all in the simple present) Tell student they will change the simple present verbs to past with *used to*, making necessary changes to the verb in the noun clause.
- Focus on the model answer. Note how with *used to* as part of the reporting verb *used to be claimed*, the *will bring* changed to *would bring*. To review past with *used to* ask *Is it still claimed that a pregnant woman at a funeral will bring bad luck?* (No, this was true in the past, but isn't any more.)
- Circulate as students work and assist as needed. Be aware that items 3 and 5 both have a conditional sentence following the reporting verb, so two verbs will need to change in 3 (hear, could expect) and three verbs will need to change in 5 (turned, had been cut, would have).
- Go over the answers as a class.

Answers to Exercise F

1. It used to be claimed that a pregnant woman at a funeral would bring bad luck.
2. It used to be believed that lightning would never strike a house where a fire was burning.
3. It used to be said that if you heard thunder and the sound came from your right side, then you could expect good luck.
4. It used to be said that letting the first rain in May touch your face brought you luck throughout the year.
5. It used to be held by some people that if you turned bread upside down after a slice had been cut from it, you would have bad luck.
6. It used to be estimated that more than 50% of people in North American wouldn't rent an apartment on the 13th floor.

NOW YOU CAN Examine superstitions for believability

A NOTEPADDING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Students will choose three other students and ask them to name a superstition they know and indicate if they or someone they know believe it. Tell students to write the information on the notepad following the model.
- Ask a volunteer to read the ideas for categories of superstitions.

B DISCUSSION ACTIVATOR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

Discussion Activator Video

- Ask a student to read the expressions in the Recycle This Language box. Review meaning as needed.
- Divide the class into pairs and have students use the notes they gathered in Exercise A, Notepadding, to talk about superstitions. Tell students to refer to specific people who named the various superstitions and whether or not they believe them. Encourage students to use indirect speech with *it* and passive reporting words. For example, *In Bob's culture, it is believed that walking under a ladder will bring bad luck.*
- Tell pairs to ask each other questions and provide details and examples. The goal is to say as much as they can about them.

For more support, play the Discussion Activator Video before students do this activity. After each video, ask if the students in the video included sufficient details. *Note:* You can print the script or you can view it on the video player on the ActiveTeach.

LESSON 3

GOAL Talk about the power of suggestion

A READING WARM-UP

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Write *power of suggestion* on the board. Elicit that this refers to the notion that our expectations about something influence how we act or proceed with decisions in our life. Elicit or provide examples: *A student or an employee who gets consistent positive reinforcement might succeed at his undertaking. Along the same lines, on the contrary, a person who has no support or, even worse, is disheartened to believe he cannot succeed, may very well fail.*
- Ask a volunteer to read the warm-up questions. Invite students to share ideas and respond if they disagree about anything. Elicit personal examples.

B ▶4:07 READING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Call on a student to read the title of the article and the introduction in green. Ask *What is the placebo effect?* (It's a fake treatment given to a person instead of real medication, without informing him or her that it is not real; due to the power of suggestion, such a medication might help the person.) Ask *Has anyone ever heard the term* nocebo*?* If not, point to the introduction which states that it's the opposite of placebo. Have students predict what this could mean. (a treatment that should not have any negative effect on a person, but due to the power of suggestion it harms them)
- As students read and listen, tell them to underline information in the article that will help them answer the focus question in the direction line.
- Bring the class together. Have volunteers share their answers to the focus question. Poll the class *Have you ever experienced the placebo or nocebo effect? For example, have you felt sick after taking a medication because the precautions said you might?*
- Focus on the second full paragraph. Ask *Do you think you could be fooled by a convincingly real-looking placebo pill from a trusted doctor? Do you think there is an ethical question involved with whether a doctor should be permitted to administer placebos?*

LANGUAGE NOTE The term *placebo* comes from Latin meaning "I shall please"; *nocebo* in Latin means "I will harm." Clarify that *placebo effect and nocebo effect* refer to the power of suggestion for each; however, *placebo* is also used to refer to the harmless pill or other treatment given to a sick person instead of medicine, without telling him or her it is not real.

Answer to Exercise B

Answer will vary but may include the following:
Both *placebo* and *nocebo* are examples of the power of suggestion in medicine.

Reading Strategies

C INFER MEANING

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have students complete the exercise, referring to the article to help them. For a less advanced class, guide students to paragraphs where the information is found.

Extra Reading Comprehension Questions

D DRAW CONCLUSIONS

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have students complete the exercise individually. Then ask them to compare answers with a partner.
- If necessary, guide students to the paragraphs where the answers can be found (1. paragraph 2; 2. paragraph 3; 3. paragraph 5; 4. paragraph 5; 5. paragraph 6)
- Go over the answers as a class.

E CRITICAL THINKING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students discuss the questions in pairs. Then bring the class together to go over the answers.
- Focus on the last question and review that *gullibility* refers to being too quick to believe what people tell you. Ask *Do you think the power of suggestion dealing with medication and medical procedures is in the same category as believing an advertisement or a superstition? Or does the power of suggestion go deeper psychologically when it comes to one's health?*

Extra Challenge Reading Activity

Answers for Exercise E

Answers will vary but may include the following:

1. The pros of telling a patient potential adverse reactions to a medication is that he/she will be prepared if they were to appear. The cons are that he/she might develop them in anticipation.
2. Placebo and nocebo are "two sides of the same coin" because both are examples of the power of suggestion: placebo is a fake medication that works because patients believe it will; nocebo is a real medication that causes adverse side-effects because the patient believes it will.
3. In my opinion, anyone can be susceptible to the placebo and nocebo effect. As the article suggests, the relationship between the body and mind is quite complex. The power of suggestion can affect anyone.

NOW YOU CAN Talk about the power of suggestion

A NOTEPADDING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Read the direction line, and ask a volunteer to read the sample answer. Have students look at the ideas on the right. To warm up, ask *How might the power of suggestion apply to sexism?* (Possible answer: A girl does not think she has the ability to get a college degree because in her culture women are limited in education and focused on learning how to run a household and raise a family.)
- Encourage students to list two to three ideas on their notepads. Circulate and assist as needed.

B DISCUSSION

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Ask a student to read the model answer. Poll the class by asking *Who here is influenced by others' beliefs? Who here isn't really influenced by what everyone else thinks?*
- Call on a volunteer to read the expressions in the Recycle This Language box. Point out how the last four expressions challenge or question what a person is saying. Encourage students to use the various expressions in their discussion.
- Divide the class into groups of three and have them share the ideas they outlined on their notepads. Circulate as students work and jot down on the board topics you hear them discuss.
- Then bring the class together and ask individual students *For which topic do you think the power of suggestion is the strongest? Why?*

Discussion: Speaking Booster

OPTIONAL WRITING [+15–20 minutes]

- Have students write an essay about the topics they notepadded about and discussed in Exercises A and B. Help guide organization by writing the following on the board:

  Introduction

  Body: Describe 2 to 3 ways people are susceptible to the power of suggestion.

  Explain why it is hard to avoid being influenced by the power of suggestion.

  Conclusion

- Offer an opportunity for peer review in class, or collect student work and provide individual feedback.

LESSON 4

GOAL Discuss phobias

A ▶4:08 LISTENING WARM-UP

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Write *phobias* on the board. Elicit that a phobia is a strong and unreasonable fear of something. Invite students to list different fears on the board. (Possible answers: heights, spiders, water). Ask *Do you or someone you know have any of these phobias?*
- Ask students to look at the cartoons in pairs and read the expressions and example sentences.
- Have students read and listen to the expressions.
- Then have them listen and repeat.
- Invite students to paraphrase the expressions. (1. decide, 2. decided not to go, 3. not to think about something, 4. isn't real / is imaginary, 5. is crazy)

Point out to students that even though the expressions with *mind* are presented in reference to phobias, they can be used with other topics.

For example: I can't make up my mind which dress to wear. It's all in your mind; Mike is not angry with you.

Vocabulary-Building Strategies

B ACTIVATE VOCABULARY

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have students complete the exercise individually.
- Then have them compare answers with a partner.

Option: [+5 minutes] Have students create short dialogues using one or two expressions with *mind*. Then have pairs perform for the class.

C ▶4:09 LISTEN FOR DETAILS

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Pre-listening: Invite students to preview the exercise items. If they feel they can answer any of the multiple choice items, tell them they can pencil in the answers. Based on the items in the exercise, ask students what they think the interview will be about. (phobias)
- Write *It's All in Your Mind* on the board. Point out that this is the name of a radio / tv program students will be listening to. Review that the name of the program indicates that something is not real.
- First listening: Have students listen to the interview. Then have them do the exercise.
- Second listening: Have students listen again to go over their answers.
- Go over the answers with the class.

Listening Strategies

D ▶4:10 LISTEN TO CONFIRM CONTENT

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Ask students to read the topics. Invite them to check topics they recall being discussed in the interview.
- Have students listen and make sure they checked all covered topics. You can hint that two topics will not be checked.
- Have students compare answers and then summarize what exactly was said about each topic. If students need to listen again for this step, play the audio one last time.
- Bring the class together and fill in any other gaps.

Option: [+5 minutes] Students can use the information in the exercise to write a summary of the interview. If necessary, let students listen again for any missing information. Students can work independently or in pairs.

Challenge: [+5 minutes] Ask *What does Dr. Nordlinger say can be done to help people with phobias?* If students don't remember, remind them that he mentions two treatments. Write these on the board: cognitive behavior therapy (CBT) and counter-conditioning. Have students listen to the last section of the audio, starting with the line *So, Dr. Nordlinger. Tell us. Can people with phobias be helped?* Ask students *If you had to overcome a phobia, which therapy would you choose? Could you tolerate being exposed to your fear repeatedly (CBT), or would you prefer to be taught relaxation techniques to help you replace the symptoms related to fight or flight?*

E ▶4:11 WORD STUDY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students read through the list of words to themselves. Ask *Do you or anyone you know have these fears? Have you ever heard any of these official terms? Which two were mentioned in the listening above?* (arachnophobia and claustrophobia)
- Tell students to look at the model answer to see that a person who suffers from acrophobia is an acrophobe; the adjective form used to describe someone who is afraid of heights is acrophobic. Tell students to underline phobe in the first word and phobic in the other word. Explain that the other fears will follow the same spelling pattern.
- After students complete the exercise, have them listen and repeat.

NOW YOU CAN Discuss Phobias

A NOTEPADDING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Write phobia on the board and review that the word *phobia* is stronger than the word *fear*. A phobia is a strong, unreasonable fear of something. Then bring students' attention to the heads on the notepad. Focus on *Just afraid, or phobic?* to illustrate that the word *phobic* is stronger.
- Tell students they will list a couple of fears, and then determine how strong each fear is and if they would categorize it as a phobia. Ask a student to read the model answer and what happens to the person afraid of bees. Then elicit a milder fear. (Possible answers: I have a fear of taking tests. I get nervous, and I am afraid I will forget all the material, but usually I do fine.)
- Give students a couple of minutes to complete the notepad. Tell them that if they would prefer not to write about themselves, they can write about people they know.

B PAIR WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Before students discuss in pairs, bring students' attention to the Recycle This Language box. Call on two volunteers to role-play the model exchange.
- Then divide the class into pairs and have students talk about the fears and phobias written on their notepads. Assure students they don't have to use the "official" phobia names. The purpose of this exercise is to discuss fears and phobias.

C DISCUSSION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Bring the class together and call on students to write on the board the fears they spoke about. Look at the board and identify the recurrent fears.
- Focus on the most common fears and invite students to share how those fears affect their lives. Ask *Would either of the therapies discussed in the listening (cognitive behavior therapy or counter-conditioning) be a good solution to overcoming these fears?*

WRITING Subject / verb agreement: expansion

A WRITING SKILL

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- On the board, write *Horseshoes are a symbol of good luck.* Ask *What is the subject?* (horseshoes) *What is the verb?* (are) *Do the subject and verb agree?* (yes)
- Then write the following incorrect sentence:

  Superstitions about the horseshoe has been passed down for many generations.

- Ask *What is the subject?* (superstitions) *What is the verb?* (has been passed down) *Do the subject and verb agree?* (no) Correct the mistake. (have been passed down instead of has been passed down)
- Read the Remember note. Ask a volunteer to read the example sentences.
- Have volunteers read each rule and example sentence. Stop after each example sentence and ask these questions:

  Rule 1: *What are the subject and verb in the first sentence?* (S = beliefs; V = are) *What words separate them?* (in a supernatural event) *What are the subject and verb in the second sentence?* (S = The smart thing to do; V = is) *What words separate them?* (when someone tells you something is unlucky)

  Rule 2: *What is the subject in this sentence?* (There are two subjects: a black cat, a broken mirror.)

  Rule 3: *What is the subject in this sentence?* (my sister) *What are the verbs?* (believes, avoids, wears)

  Rule 4: *What is the subject in this sentence?* (Nobody)

  Rule 5: *In the first example sentence, what noun does* some *refer to?* (salt) *In the second example sentence, what noun does* some *refer to?* (superstitions)

B PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask students to work individually to correct the errors in subject / verb agreement. Tell them to refer to the rules in Exercise A for help.
- Have students compare the errors they found and explain the corrections they made. Then bring the class together and go over the answers.

C APPLY THE WRITING SKILL

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Tell students they will write a four-paragraph essay about superstitions. Ask a student to read the direction line. Draft an outline as the student reads it:

  Introduction
  Body: Superstition 1
  Superstition 2
  Conclusion

- Refer students to the Writing Process Worksheet in ActiveTeach for guidance with the pre-writing and peer feedback.
- Encourage students to use the Self-Check in the Student's Book to go over the essays they wrote.

Option: [+5 minutes] Time-permitting, students can exchange papers with a partner and offer feedback using the topics in the Self-Check list. Encourage partners to also check for examples.

Writing Process

REVIEW

Digital Game

A ▶ 4:12

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- To review the terms *believable, unlikely*, and *ridiculous*, have students give examples of each type of claim. (Possible answers: believable—a rigorous exercise and diet routine that can help you lose ten pounds in one month; unlikely—a course that can teach you to draw in seven days; ridiculous—a business plan that guarantees a yearly salary of a million dollars)
- Have students listen to the conversations and decide if the claims are believable, unlikely, or ridiculous. Instruct them to check the appropriate boxes in the chart.
- Have students listen again. Stop after each conversation and have students complete the chart.
- Bring the class together and go over the chart. If students have questions, replay the conversations as needed.

Option: [+5 minutes] Tell students to listen again and identify the lines that helped them decide the type of claim. (conversation 1: Ridiculous. That sounds too good to be true. That's such an obvious get-rich-quick scam. Conversation 2: Believable. Actually, it's very possible. A group of students learned the basics of Russian in just one week, in a sleep-learning lab. Conversation 3: Unlikely. I don't know. I find that kind of hard to believe. . . . it just doesn't seem likely that anyone could do that.) Go over the lines as a class

B

Suggested teaching time:	5 minutes	Your actual teaching time:	

- After students correct the errors individually, have them compare answers with a partner.
- Then bring the class together and have students explain each correction. (*an object*—indefinite singular count noun; *a gift*—indefinite singular count noun; *good luck*—indefinite non-count noun; *rabbit's feet*—generic use; *good fortune*—indefinite non-count noun; *a / the rabbit / rabbits* and *a / the hare / hares*—generic use; *people*—generic use)

Option: [+5 minutes] Have students write a paragraph describing a lucky charm that they have or that someone they know has. Tell them to be careful of article usage. Then collect students' work and give individual feedback.

C

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Tell students to skim the statements and decide if the reporting verb will be in the present or past passive. (1, 3, and 4 are present; 2 and 5 are past)
- Then have students complete the exercise.
- Go over the answers as a class.

D

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Encourage students to look at the context of the sentences when completing them. If students have difficulty, refer them to page 82 to review expressions with *mind.*
- Have students compare answers with a partner. Go over any questions.
- To check comprehension, have students paraphrase the expressions with *mind.* (1. remember, 2. decided, 3. decided not to [get married], 4. forget about it / not worry about it)

Challenge: [+5 minutes] Have students use expressions with *mind* to make comments about the claims in Exercise A (listening comprehension). For example, *You are out of your mind if you send money somewhere and just hope to get rich quick.*

Option: TEST-TAKING SKILLS BOOSTER (p. 157)

EXTRA

- **Workbook**
- **MyEnglishLab**
- **Online Student Resources (www.english.com/summit3e)**
  - **Classroom Audio Program**
  - **Extra Practice Activities**
  - ***Summit GO* App**
  - **Web Projects**
- **ActiveTeach**
  - **Assessment**
  - **Additional Printable Resources**
    - **Audioscripts and Answer Keys**
    - **"Can-Do" Self-Assessment Charts**
    - **Conversation and Discussion Activator Video Scripts**
    - **Oral Progress Assessment Charts**
    - **Reading Speed Calculator**
  - **Summit TV Video Program**
    - **Activity Worksheets**
    - **Teaching Notes**
    - **Video Scripts**

UNIT 8

Performing at Your Best

PREVIEW

A FRAME YOUR IDEAS

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- On the board, write *emotionally intelligent*. Call on students to guess what this means. Then ask a student to read the first sentence of the quiz introduction.
- Focus on the title of the quiz "How Emotionally Intelligent Are You?" and invite students to answer the question. If necessary, hint that they can say *very, somewhat, a little,* or *not at all.* Tell students that the quiz will help them determine their emotional intelligence.
- Read the remainder of the quiz introduction and instruct students to take the quiz. Circulate and clarify vocabulary as needed. You may need to explain that *ethical consequences of decisions* refer to applying the principles of what is right and wrong when choosing how to act in a certain situation.
- Then have students read the scoring information and total their responses.

B PAIR WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- In pairs, have students compare scores and see which items they each checked. Then have them say if they feel the scores are accurate.
- Bring the class together and invite students to share their EQ scores. Then ask *Who disagreed with their score? Do you feel your emotional intelligence is higher than you scored? Why? Give examples.*

Challenge: [+5 minutes] In pairs or small groups, invite students to add three questions they feel should be a part of the quiz. Then combine groups and have students answer the questions and comment.

C DISCUSSION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask a student to read the first sentence of the direction line. Ask individual students *Do you agree?*
- Then have students compare how EQ seems to measure intelligence differently than typical intelligence tests. If students are unfamiliar with intelligence test formats, invite them to look these up online.

Option: [+5 minutes] Write on the board, *Do you think that there are some jobs that require more IQ and others that require more EQ? Explain.* In groups, have students discuss the question.

D ▶ 4:13 SPOTLIGHT

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Have students read and listen. Check comprehension by asking *What is Claire studying?* (engineering) *At what point in her studies is she?* (She's almost finished.) *Why is her father concerned?* (She wants to get a part-time job taking care of cats.) *Why is Tony worried?* (He is afraid this job will affect her grades.) *What does Faye mean when she says* Can I be frank? (She means straightforward and honest.) *Why does Faye speculate that Claire wants to work with animals?* (This might lessen the stress of her schoolwork.) *Do you agree that a job can lessen the stress of schoolwork? What kind of job could you imagine for yourself that would do this?*

Challenge: [+5 minutes] Ask students *How many children does Tony have?* (three) *Does he have sons or daughters or both?* (daughters) *How do we know?* (In the first line Faye asks Tony about his youngest daughter. In the last exchange, Tony mentions three kids. *Youngest* is superlative suggesting that there are two others—and since Faye specifies *youngest daughter*, we can deduce Tony has three daughters.)

E UNDERSTAND IDIOMS AND EXPRESSIONS

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Focus on the idioms and expressions as a class. Call on volunteers to read them aloud.
- Let students work individually to locate them in context to figure out the meanings. Then have students match each expression with the correct definition.
- Ask students to compare answers with a partner, returning to Exercise D to check items as necessary.
- Bring the class together to go over the answers.

Challenge: [+5 minutes] Divide the class into pairs and assign each pair one or two idioms / expressions from the list. Have them create brief dialogues around them. Invite pairs to share dialogues.

F PERSONALIZE IDIOMS AND EXPRESSIONS

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Call on a volunteer to read the example answer. Elicit the idioms and expressions used. (gut feeling; in one ear and out the other)
- Then have students recount an instance when they were concerned about someone and gave someone advice.

Challenge: [+5 minutes] Invite pairs to keep discussing the instances when they were concerned about someone, using the conversation in Exercise D, Spotlight, as a guide.

SPEAKING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Create a chart on the board for students to copy or print it out from the ActiveTeach and distribute it to students.

Emotional Intelligence		
Tony	Claire	Faye

- Tell students they will analyze the emotional intelligence of the three characters from the conversation in Exercise D, Spotlight. Call on a student to read the first sample response. Ask *What does the person suggest about Claire's emotional intelligence?* (that she might not have a very high emotional intelligence) Write doesn't ask for people's advice when making a decision in the chart under Claire.
- Ask a student to read the second sample answer. *What does the person suggest about Faye's emotional intelligence?* (that she might have high emotional intelligence) Add good listener; good at helping people reach agreement in the chart under Faye.
- In pairs, have students continue discussing the people and filling in the chart. Then bring the class together and have pairs share. Finally, decide who has the highest and who has the lowest emotional intelligence.

Option: [+5 minutes] Ask *Do you think Claire has a higher IQ or EQ? Why?*

Graphic Organizer

LESSON 1

GOAL Discuss your talents and strengths

A ▶4:14 VOCABULARY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- With their books closed, ask individual students *What are your talents and strengths?* Write students' answers on the board. Then have students open their books, skim the vocabulary, and note expressions they are less familiar with.
- Have students read and listen. Then look at the expressions as a class and answer any questions students might have. Have students look at the board. Ask *Did you write any of these expressions when describing your talents and strengths? Which of the talents from the list do you have?*
- Have students read and listen again.

LANGUAGE NOTE The expression *to have a knack for* (learning languages) is also often used with nouns alone, for example have a knack for languages / math / science.

Vocabulary-Building Strategies

B ACTIVATE VOCABULARY

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- In pairs, have students read about each person's talents and strengths and use expressions from Exercise A to describe them. Point out that more than one answer may be possible.
- Circulate and assist as needed.
- Bring the class together and go over the answers.

Answers to Exercise B

1. Adela has a knack for languages.
2. Miguel has a way with words.
3. Kim has a head for figures.
4. Aiko has an ear for music.
5. Leilah has an eye for detail and is good with her hands.
6. Felipe is mechanically inclined and is good with his hands.
7. Blair has an eye for detail and a way with words.
8. Bob has a way with people.

C PERSONALIZE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To warm up, ask *Do you know anyone who is like any of these people?*
- Call on a volunteer to read the model answer.
- Then, in pairs or small groups, have students use the vocabulary from Exercise A to discuss people they know.

D GRAMMAR

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Call on students to read the first explanation and example sentences. Ask *Could you state these sentences without the highlighted* do *and* don't? (yes) *How would the sentences differ?* (There would be no emphatic stress in the revised sentences.)
- Point out how in the first example sentence, the emphatic *do* is in the second part of the sentence. In the second example sentence, the emphatic *did* appears in the first part of the sentence. Point out, however, that emphatic stress can be used in any type of statement—not only complex or compound statements as in the examples.
- Bring students' attention to the sentences on the right. Point out that emphatic stress is often used in simple sentences to contradict what someone just said. For example, write:

  A: You have no ear for music.

  B: I do have an ear for music.

In the second statement, the person is insisting that something is true. Emphatic stress can also be used just to make statements like *I do like ice cream* and *I do enjoy action movies.*

- Have students listen to the sentences, paying attention to the auxiliary *do*. Then have them listen and repeat.
- Finally, ask students to read the Be careful! note.

Challenge: [+5 minutes] Tell students to find an example of *do* for emphatic stress in the conversation in Exercise D, Spotlight, on page 87 (if she *does* find herself struggling a bit in her studies . . .). Ask *What tense is the emphatic* do? (simple present; part of a conditional sentence)

Option: **GRAMMAR BOOSTER** *(Teaching notes p. T140)*

Inductive Grammar Activity

E GRAMMAR PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask a volunteer to read the two sentences in item 1. Call on another student to read the model answer. Ask the class *How does the emphatic stress in the model answer change the tone of the sentence?* (Possible answer: It puts a more positive focus on what he *is* able to make.)
- Have students work individually to rewrite the sentences. Tell them to pay attention to whether the underlined verb is in the present (1, 2, 3, and 5) or in the past (4 and 6).
- Have students compare answers with a partner.

Extra Grammar Exercises

F PAIR WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students write their statements individually. Tell them to refer to the vocabulary on page 88 and / or write other strengths and weaknesses.
- In pairs, have them take turns reading the statements to each other.

Option: PRONUNCIATION BOOSTER *(Teaching notes p. T148)*

Pronunciation Pair Work

NOW YOU CAN Discuss your talents and strengths

A 4:16 CONVERSATION SPOTLIGHT

Suggested teaching time:	5 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:

- Use *Guess what?* to introduce a topic or share new information.
- Use *I can't make up my mind between* to show indecision.
- Use *I wouldn't say . . .* to voice disagreement.
- Use *I've also been told that* + expression of talent to indicate how people see you.
- Use *I don't think you can go wrong* to indicate that any decision will be correct.

- Have students look at the photo and speculate about the two people. Ask *Where do you think they are? What might they be talking about?*
- Ask students to read and listen to the conversation.
- To check comprehension, ask *What is the woman's news?* (She has decided to sign up for an online course.) *What subjects is she deciding between?* (engineering and psychology) *How does she compare her strengths and weaknesses?* (She says she wouldn't say she's mechanically inclined, but she does have lots of ability in math. She also says she's been told she has a good intuitive sense.) *What does the man think would be a good decision for her?* (either choice) *What advice does he give her?* (that she can always switch subjects)

B 4:17 RHYTHM AND INTONATION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students repeat chorally. Make sure they:
  - use enthusiastic tone for *Guess what?* (line 1)
  - use falling intonation for *What are you going to be studying?* (line 3) and *Which subject do you think you have the most talent for?* (line 6)
  - pause after *Well* (line 8) and after *Besides* (line 14)
  - stress *wouldn't* in *Well, I wouldn't say* (line 8) and *Either* (line 13)
  - use emphatic stress for *do* in *I do have lots of ability in math* (line 9)

C CONVERSATION ACTIVATOR

Suggested teaching time:	5 minutes	Your actual teaching time:	

Conversation Activator Video

- Divide the class into pairs. Instruct students that they will use the model in Exercise A, Conversation Spotlight, to role-play their own conversation with a partner.
- Refer students back the list of expressions to describe talents or strengths in Exercise A on page 88.
- Ask a volunteer to read the words in the Recycle This Language box. Encourage students to incorporate these words into their conversation.
- Reinforce the use of the spotlighted conversation strategies. For example, *I can't make up my mind between; I wouldn't say; I've also been told that . . .*
- Bring students' attention to the Don't Stop! note. Ask a volunteer to read the bullet points. Explain that students should continue talking after they have covered the points in the original Conversation Spotlight.
- Tell students to change roles, so each student gets a chance to play A and B.

For more support, play the Conversation Activator Video before students do this activity themselves. After the video, ask students how the model has been changed by the actors. *Note:* You can print the script or you can view it on the video player on the ActiveTeach.

Conversation Activator: Speaking Booster

LESSON 2

GOAL Suggest ways to boost intelligence

A ▶4:18 GRAMMAR SPOTLIGHT

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Have students look at the graphic of the boy and the gears in the head. Invite students to identify the various images. (Possible answers: library, book, book bag, math book, paper, telescope, apple, computer) Ask students to speculate what the images and arrows represent. (Possible answer: how intelligence is made up of various components) Ask *Do you think all the images in the graphic fall under the umbrella of intelligence? Which of the graphics represent your strengths? What images would you add to the graphic?*
- Have students listen to the article as they read along.
- To check comprehension, ask *How does the article define intelligence?* (the ability to learn, understand, and apply knowledge or skills) *What can help the brain not get lazy?* (reading more, doing puzzles, learning a new language) *What does the IQ test measure?* (general knowledge, mathematical and verbal ability, logic, and memory) *What does the IQ test fail to test?* (creativity, street smarts, the ability to cope with everyday life, the potential for growth) *Do you agree with the seven aspects of intelligence? Would you add any others?*

LANGUAGE NOTE The word *intelligence* in its general sense is ordinarily a non-count noun. As used in Gardner's work about multiple intelligences, the plural was coined to indicate a diverse number of types of intelligence.

Option: [+5 minutes] On the board, write *What activities would you choose to keep your brain from getting lazy?* Have students discuss in pairs and make lists. Then bring the class together and have students share. Invite students to respond to suggestions. Then ask *Do you think technology contributes to making our brains lazy?*

B DISCUSSION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students work in pairs to talk about people they know and the intelligences they possess.
- Bring the class together and have students share. Ask *Which intelligences do you think are important to have?*

Option: [+5 minutes] Focus on the title of the article. Ask *Do you think it's possible to increase intelligence?* In pairs, have students brainstorm ways the seven intelligences can be increased. On the board, write *Which intelligences would you like to develop more in yourself?* Have students discuss in pairs.

Challenge: [+5 minutes] Invite students to speculate how the various intelligences proposed by Gardner can be tested. Then ask *Do you think it's important to test intelligences?*

C GRAMMAR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Have students read the first sentence of the explanation. Bring students' attention to the list of verbs and adjectives of urgency, obligation, and advisability on the side.
- Ask a volunteer to read the rest of the explanation and give students a few minutes to read the example sentences. Ask *Which sentences use verbs of urgency, obligation, advisability?* (the first two) *Which sentence uses an adjective?* (the third)
- Focus on the form of the highlighted verb in each sentence. Point out that it does not change no matter what the subject. Ask students to notice *not* before the verb in the second sentence. If appropriate for your class, explain in more detail that the action in a noun clause following verbs and adjectives of urgency, obligation, or advisability is uncertain to occur. It is often referred to as a mood rather than a tense and is contrasted with the indicative, which is a statement of reality. We don't use the subjunctive when the noun clause expresses a simple fact.
- Call on volunteers to read the second explanation and example sentence. On the board, write:

  I demand that I _____ (give) my money back

  It is crucial that the letters _____ (sent) today.

  Ask students to fill in the blanks with passive subjunctive forms (be given, be sent). Elicit additional sentences.
- Ask students to read the third explanation and example sentence. Point out that the continuous form is not often used in spoken English, but it is grammatically correct.

- Read the Note and ask volunteers to read the example sentences. After each sentence, ask *What is the time frame of the entire sentence?* (the first is simple past; the second is simple past; the third is future; the fourth is past perfect) *What form do you need to use in the noun clause?* (the same subjunctive form for all the sentences)
- Call on a volunteer to read the Be careful! note and example sentences. Ask *Is* agree *in the first sentence a verb of urgency, obligation, or advisability?* (no) Explain that for that reason the simple present indicative is used instead of the subjunctive. On the board, write *Scientists insist that intelligence testing incorporate emotional intelligence.* Ask *Why is the subjunctive used in this sentence?* (*Insist* is a verb of urgency.) Then draw students' attention to the second example sentence. Ask *Is* interesting *an adjective of urgency, obligation or advisability?* (no) Again point out that for that reason the subjunctive is not used.

Challenge: [+5 minutes] Have students look at the spotlighted grammar in Exercise A. For each of the five sentences ask *What is the verb or adjective of urgency, obligation, or advisability? Is the sentence active or passive?* (1. *essential,* passive; 2. *insist*, passive; 3. *suggest*, passive; 4. *proposed*, active; 5. *recommended*, passive) Invite students to work in pairs to change each passive sentence to active to practice the subjunctive form. Tell students to use the subject *we* in the noun clauses of the passive sentences. (1. . . . it's essential that we not allow the brain to get lazy . . . ; 2. . . . many experts insist that we not see IQ tests as changeable; 3. Some experts suggest that we consider other aspects of intelligence as well; 5. . . . Gardner recommended that we include two other aspects of intelligence . . .) Go over the answers as a class. Then, as a class, focus on the active sentence and elicit the passive form. (. . . Gardner proposed that the following distinct areas of intelligence be recognized by psychologists and educators . . .)

Option: GRAMMAR BOOSTER *(Teaching notes p. T141)*

Inductive Grammar Activity

D GRAMMAR PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To preview, have students identify which sentences have a verb or adjective of urgency, obligation, or advisability in the main clause. (all but 1, 3, and 7) Then have them complete the exercise.
- Have students compare answers with a partner.

Option: [+5 minutes] Have students locate the one passive subjunctive sentence in the exercise. (5) Tell them to change it to the active using the subject *I*. (Martin demanded that I train the new assistant . . .) Next tell students to identify the sentence in the continuous form of the subjunctive. (10)

Challenge: [+5 minutes] Have students look at the three non-subjunctive sentences. (1, 3, and 7) In pairs, have them rewrite the sentences using verbs or adjectives of urgency, obligation, or advisability. Tell them to change each sentence as necessary. (Possible answers: 1. Jack and Shira insist that their daughter be at the top of her class. 3. He suggests that intuitive intelligence be taught in schools. 7. I urge that he be offered the job based on his talents and abilities.)

Extra Grammar Exercises

E PAIR WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students work in pairs to complete the statements in their own way.
- Bring the class together and ask *Did anyone make any passive statements?* Have students share. Then call on volunteers to complete one of the statements in the continuous subjunctive. (Possible answer: I think it's crucial that every parent be monitoring their children's use of technology.)

NOW YOU CAN Suggest ways to boost intelligence

A NOTEPADDING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students return to the article and read aloud the intelligences mentioned there. List these on the board: *linguistic, mathematical, interpersonal, intrapersonal, visual spatial, musical, physical.* Focus on the box with some ideas for ways the various intelligences might be boosted. Invite students to share and then write in their own ideas.
- Tell students to focus on one or more intelligence and fill out the notepad with suggestions for ways it or they might be increased.

B DISCUSSION ACTIVATOR

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

Discussion Activator Video

- Divide the class into pairs and have students use their descriptions from Exercise A, Notepadding, to talk about boosting intelligences. Encourage the pairs to ask each other questions and provide details and examples. The goal is for students to say as much as they can about the intelligences.

For more support, play the Discussion Activator Video before students do this activity. After each video, ask if the students in the video included sufficient details. *Note:* You can print the script or you can view it on the video player on the ActiveTeach.

LESSON 3

GOAL Explain how you produce your best work

A READING WARM-UP

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To warm up, write on the board *stay on task*. Ask *What does this mean?* (to remain focused on what has to be done)
- Then ask students to brainstorm why people often have problems staying on task. (Possible answers: having distractions like technology, being tired, being bored) Write students' answers on the board. Then have volunteers share which of the items on the board apply to them. Invite them to share other examples of times when they can't stay on task.

B ▶ 4:19 READING

Suggested teaching time:	15–20 minutes	Your actual teaching time:	

- Have a volunteer read the title of the article. Point to the graphic to the right of the title and ask *What is this?* (a target, or a round shield at which you can shoot an arrow or a bullet)
- Ask a student to read the focus question. Elicit the answer. (*To* stay on target *means to stay focused.*) Write the expression *stay on task* on the board and explain that this means the same thing.
- Call on a volunteer to read the introduction. Take a poll by asking *How many of you have been in this situation?* Then ask *How do you feel when you can't concentrate? How does this affect your work?*
- Ask students to skim the list of highlighted tips. Then have them read and listen to the article. Clarify vocabulary as needed.
- To check comprehension of the article, ask: *What are the benefits of a clean workspace?* (It helps you stay organized, and you spend less time looking for misplaced things.) *Why is it a good idea to develop a routine?* (It helps you devote your undivided attention to a task.) *What's helpful about making a list?* (The visual reminder helps keep you focused and gives you a sense of progress and achievement.) *What does an increased challenge do to the brain?* (It stimulates blood flow and activity in the brain, making it easier to focus on your job.) *What should you do if you're constantly interrupted during your workday?* (You should reserve some "do not disturb" time.) *Why should you work offline?* (to avoid distractions such as incoming e-mail and checking the news) *Why are breaks important while you work?* (They help you to clear your mind and focus on the next job.)

Reading Strategies

LANGUAGE NOTE *Get your brain going* means start thinking; *you're back to square one* means you're back to where you started.

Option: [+5 minutes] Have pairs role-play a conversation between employee Bill French and his supervisor Ms. Adams. Bill has been having difficulty concentrating, and his job performance has been suffering. Have Ms. Adams discuss this problem with him, ask questions, and give advice. Tell students they can use tips from the article. Invite students to role-play their conversations for the class.

Option: [+5 minutes] Ask students to work in pairs to develop additional tips for staying on target. Then combine pairs into groups of four and have them share.

C APPLY IDEAS

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Call on volunteers to read about focus problems the various people tend to have or have had and the solutions they have implemented to stay on target.
- Bring the class together and have students match tips from the article with each person's situation. Make sure students explain their reasoning.

Challenge: [+5 minutes] Have students work independently to write a description of a problem they have with staying on target. Tell them to use the descriptions in the book as models. Then bring the class together and have students read their problem and ask the class for advice. Tell students to refer to the tips in the article as well as their own experience.

Challenge: [+5 minutes] Invite students to skim the people's problems for two examples of the subjunctive taught in the grammar on pages 90–91. If students have difficulty, hint that the examples appear in Kyoko's and Marina's descriptions (Kyoko: *When a colleague suggests she begin every paragraph with the letter S, the words start flowing smoothly;* Marina: *Her kids know that it's crucial that they not knock on the door or call her unless it's an emergency*). Analyze how in Kyoko's example *that* is omitted.

Answers for Exercise C

Answers will vary but may include the following:

Kyoko: Challenge Yourself
Tatiana: Take a Breather
Emilio: Develop a Routine
Claudio: Go offline
Marina: Reserve some "Do not disturb" time
Jae Jin: Stay organized

Extra Reading Comprehension Questions

D RELATE TO PERSONAL EXPERIENCE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- After students discuss the questions in groups, bring the class together and have students share answers.
- Then ask *What other tips would you recommend to a person who has difficulty staying on target?*

Extra Challenge Reading Activity

NOW YOU CAN Explain how you produce your best work

A NOTEPADDING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have a volunteer read the list of distractions in the box. Ask *Which distractions are the biggest problem for you?* Invite students to give specific examples. (Possible answers: I live on a busy street, so there is always traffic noise outside. I worry about things, so often while working I start thinking and worrying about something unrelated.)
- Ask a student to read the model answers. Point to the second sentence and remind students to use gerunds after prepositions.
- After students complete their lists, have pairs discuss the distractions and the strategies they use to stay focused.

Option: [+5 minutes] Have students look at the smartphone and the various icons. In pairs, have them interpret what each represents. (Possible answers: music, photographs, texting, shopping, games, e-mail) Then have students share which items distract them most. On the board, write *Do you think shutting off your smartphone is a solution to staying focused?*

B DISCUSSION

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Read the direction line and have a volunteer read the model answer.
- On the board, write:

  I work best when . . .

- Then invite students to share techniques for overcoming distractions and staying focused.
- Take a poll to find out the most common distractions and the most successful strategies for staying focused.

Discussion: Speaking Booster

LESSON 4

GOAL Describe what makes someone "a genius"

A LISTENING WARM-UP

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students think about the question in the direction line. Then call on volunteers to share their point of view.
- Ask *Do you know anyone who you think is a genius?*

Option: [+5 minutes] Invite students to look up the word *genius* and the word *intelligent* in a dictionary. Have them share definitions and discuss how the two words differ.

B ▶4:20 LISTEN FOR MAIN IDEAS

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Pre-listening: Have students look at the two pictures on the side of the page. Ask *Do you recognize either of these people? Have you heard of these people before?* Tell students that they are going to hear a lecture given by a university professor in a psychology department.
- First listening: Have students listen to the lecture with their books closed. Then ask *What is the general topic of the lecture?* (defining what genius is)
- Second listening: Have students open their books. Call on a volunteer to read the three statements. Have students listen again for the main point of the lecture.
- To check comprehension, ask *What is one definition of a genius?* (a person with a high IQ) *What is the IQ range of an average person?* (85 to 115) *What IQ score does a genius have?* (over 145) *What was Albert Einstein's IQ?* (160) *How did Terman's experiment support the idea that not every person with a high IQ is a genius?* (His experiment showed that a gifted person can have a high IQ without being outstanding in any particular way.)
- Then ask *In your opinion, what makes a person a genius?*

Listening Strategies

C ▶4:21 LISTEN TO INFER

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Pre-listening: Read the direction line aloud. Ask *What is the opposing argument in the lecture?* (that a high IQ doesn't mean a person is a genius) Have students read through the statements. Tell them they can pencil in the answer if they think they know it.
- Listening: Ask students to listen and then check the statement that best supports the argument that a high IQ score does NOT determine if one is a genius.
- Go over the answer as a class. If students check any statements other than the last, elicit why they do not support the argument.

D ▶4:22 LISTEN FOR SUPPORTING DETAILS

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Pre-listening: Have students look at the chart heads. Ask them to predict what part 2 of the lecture will be about (the genetic and environmental theory, probably as related to genius—which was discussed in part 1).
- First listening: Have students listen and write at least two arguments that support each theory.
- Second listening: Have students listen again and fill in any additional information. Have pairs compare answers.
- Bring the class together and ask *Based on the support provided in this lecture, which theory do you think is more accurate? Why? What other arguments could you make to support either theory?*

E ▶4:23 VOCABULARY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students read and listen for adjectives that describe traits of intelligence.
- Then have students listen and repeat the adjectives chorally.

Vocabulary-Building Strategies

F VOCABULARY PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students work individually or in pairs to complete each statement. Tell them to underline the context in each sentence that helps them determine the answer. (1. *observations of everyday life*, 2. *creating fantastic stories and images*, 3. *still make people laugh*, 4. *consider questions about chimp behavior that had never been explained before*, 5. *excellent imaginative movies*)
- Go over the answers as a class.

Challenge: [+5 minutes] Invite students to create a sentence for the alternate word in each item (Possible answers: 1. A good writer is persistent and works through any writer's blocks. 2. Max is an inquisitive scientist, always seeking new ways of looking at objects. 3. I couldn't get my story published, but I was persistent until I found an interested editor. 4. You need to be an inventive story writer these days; nobody wants to read anything that is too similar to something written before. 5. Max is a persistent producer; he works tirelessly on every aspect of a film project from beginning to end.)

G PERSONALIZE THE VOCABULARY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- In pairs or small groups, have students use adjectives from Exercise E to describe people they know or have heard about. Circulate and listen for correct use.
- Bring the class together and have students share.

Option: [+5 minutes] Ask *Which of these words have people used to describe you? Which of these words would you use to describe yourself?* Write lists of students under words mentioned. Ask *Do you feel comfortable identifying your own traits of intelligence? Is it considered immodest in your culture?*

NOW YOU CAN Describe what makes someone a "genius"

A NOTEPADDING

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- To warm up, write *genius* on the board and invite students to describe what they think makes a person a genius. Write students' ideas on the board. If anyone disagrees with a comment, invite the person to voice his or her opinion.
- Tell students they will each think of a person they consider extremely intelligent—it could be a person from history or a person in students' lives. Explain that they will take notes about his or her abilities and traits of intelligence.
- Ask students to read the model notepad. Point out the note format and tell students they will write the same way on their notepads.
- Focus on the third question. Refer students to Exercise D on page 94 to review the two theories. Then ask a student to read the fourth question here in Exercise A, Notepadding. Invite students to provide their definition of genius when answering the question. For example, *My uncle Morris is extremely intelligent, but I'm not sure I would call him a genius. I think a genius is a person who applies his or her knowledge to invent something amazing. My uncle Morris hasn't done anything special like Einstein or Beethoven!*
- Circulate as students work. Assist as needed, referring students to the vocabulary in Exercise E on page 94.

B DISCUSSION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask a student to look at the words in the Recycle This Language box. Ask *What part of speech are these words—nouns? verbs? adjectives?* (adjectives) Review the meaning of any of the words as needed. Invite students to also refer to the adjectives in Exercise E on page 94 when describing their person.
- Divide the class into pairs and have students use their notes from Exercise A, Notepadding, to talk about the extremely intelligent person.

OPTIONAL WRITING [+15–20 minutes]

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have students write about their person in class or at home.
- In class, let students peer review. Then collect and offer feedback.

WRITING Explaining cause and result

A WRITING SKILL

Suggested teaching time:	10 minutes	Your actual teaching time:	

- On the board, write:

  1. *As a result of hard work, I do well in school.*
  2. *I work hard. As a result, I do well in school.*

Ask *Which sentence focuses on the cause?* (1) *Which sentence focuses on the result?* (2) Leave the sentences on the board.

- Call on a student to read the introduction. Then focus on the example sentence under Causes. Read it four times, using the different connecting words. Do the same for the example sentence under Results.
- Bring students' attention to *As a result of* _____ (cause) versus *As a result* (result), as well as *As a consequence of* _____ (cause) which are followed by a noun, versus *Consequently/As a consequence* (result) which is followed by an independent clause.

B PRACTICE

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have students read the writing model in pairs. Have them underline the sentences with connecting words or phrases that clarify causes or results.
- Have students work individually to rewrite each sentence twice using a different connecting word or phrase.
- Bring the class together and call on students to provide different ways to rewrite each sentence.

Answers to Exercise B

Answers will vary, but may include the following:

1. Because of / As a result of your staying up late at night, you may find it difficult to stay focused.
2. Due to / As a result of frequent interruptions by colleagues, you may feel like you are always starting the task all over again.
3. Therefore, / As a result, your manager may wonder whether or not she can count on you to deliver what you have promised.
4. Consequently, / Therefore, you risk your reputation at work.
5. Due to / As a result of frequent interruptions, you may have to close your office door or ask your colleagues not to disturb you.

C APPLY THE WRITING SKILL

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- On the board, write *challenges to staying focused while trying to complete a task.* Call on students to read the parts of the outline and then have students skim the corresponding paragraphs in the model.
- Tell students they will write their own essays following the models.
- Refer students to the Writing Process Worksheet in ActiveTeach for guidance with pre-writing and peer feedback.
- Encourage students to use the Self-Check in the Student's Book to go over the essays they wrote.

Option: [+5 minutes] Time permitting, students can exchange papers with a partner and offer feedback using the topics in the Self-Check list. Encourage partners to also check for examples.

Writing Process

REVIEW

Digital Game

A ▶ 4:24

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Have students listen to what a teacher tells parents about their children. After the teacher discusses each child, have students check the correct statement. Have students listen again to check their answers.
- Bring the class together and go over the answers.
- Have students skim the answers they checked. Ask *Do the statements focus on strengths or weaknesses?* (strengths)

Option: [+5 minutes] Have students listen again. Stop after the teacher discusses each child, and have students write down the weaknesses the teacher mentions about the student. Point out that for one student the teacher does not mention any weaknesses. (Liza: struggling in French and Italian, no knack for languages; Ben: needs to pay more attention to his academic subjects, especially math and science; Stella: weakness is music; Steven: is a bit shy and is having trouble making friends and working with his classmates; Sophie: no weaknesses; Dan: often works too quickly and doesn't pay attention to the little things; Karen: has difficulty communicating her ideas, and her written work is weak; Sam: doesn't work well with the other students, needs to develop more social skills) Go over the weaknesses as a class.

LANGUAGE NOTE A flair is a natural talent. This word has the same meaning as *knack*.

B

Suggested teaching time:	5 minutes	Your actual teaching time:	

- As students do the exercise, tell them to recall verbs and adjectives of urgency, obligation, and advisability that introduce clauses with the subjunctive. Refer students to pages 90–91 if needed.
- Have pairs compare answers. Then bring the class together and answer any outstanding questions.

C

Suggested teaching time:	5 minutes	Your actual teaching time:	

- If students need to review adjectives that describes traits of intelligence, refer them to the Vocabulary on page 94.
- After students complete the exercise, have them compare answers with a partner.

Option: TEST-TAKING SKILLS BOOSTER *(p. 158)*

EXTRA

- **Workbook**
- **MyEnglishLab**
- **Online Student Resources (www.english.com/summit3e)**
  - **Classroom Audio Program**
  - **Extra Practice Activities**
  - ***Summit GO* App**
  - **Web Projects**
- **ActiveTeach**
  - **Assessment**
  - **Additional Printable Resources**
    - **Audioscripts and Answer Keys**
    - **"Can-Do" Self-Assessment Charts**
    - **Conversation and Discussion Activator Video Scripts**
    - **Oral Progress Assessment Charts**
    - **Reading Speed Calculator**
  - **Summit TV Video Program**
    - **Activity Worksheets**
    - **Teaching Notes**
    - **Video Scripts**

UNIT 9

What Lies Ahead?

PREVIEW

A FRAME YOUR IDEAS

Suggested teaching time:	15–20 minutes	Your actual teaching time:	

- Focus students' attention on the title of the unit, "What Lies Ahead?" Ask *What does this mean?* (What is going to happen in the future?)
- Tell students to look at the photos and identify what they see. (Possible answers: a flying car, a futuristic house) Call on a student to read the question on the left—*Will it come true?* Point to the flying car. Ask students *Will this come true?* Point to the house and ask the same question.
- Call on a volunteer to read the introduction to the survey. Then ask a volunteer to read the heads. Have students complete the survey. Clarify vocabulary as needed.

B PAIR WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask students to compare answers to the survey with a partner. Have them explain their responses.
- Bring the class together and have pairs share if they have similar visions for the future.
- Call on volunteers to share some of their own predictions for the various categories.

Option: [+5 minutes] On the board, write *What will life be like in 2025?* Ask *Do you recall making predictions about the future when you were younger? Which predictions came true?*

Challenge: [+5 minutes] Ask students to notice the categories of the quiz—medicine and health, transportation, home and work. Have students work in pairs to think up other categories they could add to the survey. (Possible answers: school, food, communication) Then have students write a prediction for each category. Finally, combine pairs into groups of four and let them rate each other's predictions as in Exercise A.

C ▶5:02 SPOTLIGHT

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Have students look at the illustration. Ask *What technology is this?* (It's a drone.) Write the word *drone* on the board. Elicit that this is a pilotless aircraft that is operated by radio. Ask *Have you ever seen a drone? Where are drones used?* (They are commonly used in situations where it would be dangerous for pilots to fly. They also cover the news, put out wildfires, and take incredible pictures of nature.) Then focus on the illustration again. Ask *What is this drone being used for?* (to deliver packages)
- Have students read and listen to the conversation.
- To check comprehension, ask *What is Nate's attitude towards drones?* (He's not excited by them.) *What problems does he foresee with them?* (that they will crash into each other and cause accidents) *Does Lena have the same view as Nate?* (At first she doesn't seem to agree with him, but then she recalls a story about drones crashing into cars and people, and she starts to see the various problems.) *Why might drones flying around during take-offs and landings be a problem for pilots?* (They could distract and cause accidents.)

LANGUAGE NOTE Focus students' attention on *Is that cool or what?* in the second line. Point out that adding *or what* to an adjective or description invites agreement. For example, *Is the food great or what? Am I smart or what?* Invite students to think up additional examples. Point out that the expression *the bad outweighs the good* can also be written in reverse—*the good outweighs the bad*—to point out that there are more good qualities to something than bad ones.

Option: [+5 minutes] Invite students to brainstorm positive tasks drones perform. (Possible answers: They cover the news, take incredible pictures of nature, and replace humans in dangerous situations such as piloting planes through war zones, exploring disaster areas, and applying pesticides in agriculture.)

D UNDERSTAND IDIOMS AND EXPRESSIONS

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Focus on the idioms and expressions as a class. Call on volunteers to read them aloud.
- Let students work individually to locate them in context to figure out the meanings. Then have students match each expression with the correct explanation.
- Ask students to compare answers with a partner, returning to Exercise C to check items as necessary.
- Bring the class together to go over the answers.

Challenge: [+5 minutes] Divide the class into pairs and assign each pair one or two idioms / expressions from the list. Have them create brief dialogues around them. Invite pairs to share dialogues.

E DISCUSSION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- In pairs or small groups, have students discuss the current and future uses of drones and also summarize Nate's concerns.
- Bring the class together and discuss.

Option: [+5 minutes] Invite students to hold a debate in favor of and against drones. Divide the class in half and assign one group the argument for and the other the argument against. Give students time to brainstorm ideas. Then have each side present an argument and defend it. Decide which group makes the stronger argument.

Challenge: [+5 minutes] Have students work in groups of three. Tell them to role-play the conversation from Exercise A, Spotlight, but incorporate a third speaker. This person, unlike Nate and Lena, should be in favor of drones. Have students decide where to weave in the third person's arguments and then practice. Bring the class together and have groups share. If necessary, brainstorm positive aspects of drones: They are used to cover the news, put out wildfires, take incredible pictures of nature, replace humans in dangerous situations, etc.

Answers for Exercise E

Answers will vary but may include the following:

1. Currently drones are used in situations where it is dangerous for pilots to fly, for example to war zones or to put out wildfires. They also cover the news and take incredible pictures of nature. In the future drones will likely be used in new areas of environmental protection and conservation, archeological discoveries, humanitarian work, and farming.
2. Nate is concerned that with thousands of drones flying around, they might crash into each other, and people are going to get hurt. Also he worries about drone interference with take offs and landing of planes. In my opinion, Nate's concerns are valid, but I think once drones become that widespread, necessary measures will be taken to keep them under control.

SPEAKING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Focus on the expression *open a can of worms.* Review by asking *Why does Nate think widespread use of drones opens a can of worms?* (Possible answer: He is not confident they would work well. They would crash. Accidents would happen.)
- Call on a student to read the model answer. Ask *Do you agree?* Invite students to indicate which other predictions on page 98 would open a can of worms.
- Then tell students they will make additional comments about the predictions using idioms and expressions from Exercise D. Call on a student to read the second model answer.
- Bring the class together and have students share their answers.

LESSON 1

GOAL Discuss the feasibility of future technologies

A ▶5:03 GRAMMAR SPOTLIGHT

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Focus on the title of the article. Ask *What does it mean to envision something?* (to mentally picture something that may happen in the future) To illustrate the use of this expression, ask *When you were a child, did you envision that people would be walking around in the present day with smartphones in their pockets?*
- Have students scan the photos of the three men. Ask students to identify them, referring to the names in the captions as needed.
- Have students listen to the article as they read along.
- To check comprehension, ask *What did Kenneth Olsen predict about computers in 1977?* (that they would never be used in the home) *What predictions did Steve Jobs make about personal computers in 1983?* (that a lot of time would be spent interacting with personal computers; he also predicted that they would be used to communicate) *What did Bill Gates predict in 1999 about small devices?* (that they would be carried around by everyone so that people could get instant information and stay in touch with others) *What did he predict about Internet communities?* (that they would be formed based on one's interests or to connect with friends and family)
- Have students listen to the article again, noticing the spotlighted grammar. Ask *Does the highlighted grammar talk about the present, the past, or the future?* (the future)

Option: [+5 minutes] Ask *Are you surprised by the preciseness of Jobs' and Gates's predictions? Why do you think Kenneth Olsen was doubtful about computers being used in the home?* (It was still such a new concept that he couldn't envision it.) *What predictions can we make today about computers and technology?* Invite students to respond if they think the predictions their classmates suggest will come true and why.

B DISCUSSION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- In pairs or small groups, have students discuss the questions. If students need guidance, ask more specifically *What Internet communities exist that allow people to connect with friends and family?* (social networks). Ask *Do you think Bill Gates envisioned how intricate these communities would be?* (probably not)
- Bring the class together and invite students to share their answers to the questions.

Challenge: [+5 minutes] Invite students to imagine that they are in the audience listening to Jobs' 1983 speech. In pairs, have them discuss how they would respond. Ask *Do you think you would have believed him? Would you have been doubtful?*

Answers for Exercise B

Jobs's prediction that for most people a lot of time would be spent interacting with personal computer came true, as did his prediction that computers would be connected so people would use them communicate. In the past decades, computers have become an integral part of our lives, and we rely on the Internet for communication.
Gates's prediction that small computer devices will be carried around came true with the smart phone. He also foresaw the creation of Internet communities based on one's interests and to connect with friends and family. Indeed, social networks and a whole array of online communities have evolved.

Option: PRONUNCIATION BOOSTER *(Teaching notes p. T149)*

Pronunciation Pair Work

C GRAMMAR

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Write the following two sentences on the board:

  In the future, our minds will be read by computers.

  In the future, computers will read our minds.

  Elicit the difference between these two sentences. (The first is in the passive voice. The second is in the active voice.) Explain that this grammar section focuses on the passive voice to talk about the future, the future as seen from the past, and the future perfect.
- Remind students about the difference between the future and the future perfect. The future with *will* or *be going to* expresses future time. For example, *Every student in the world will be connected to the Internet.* The future perfect expresses the idea that one event will happen before another event or a time in the future. For example, *By 2050, every student in the world will have been connected to the Internet.*
- Then call on a volunteer to read the first rule about the future and the example sentences. Elicit additional sentences. Repeat the procedure for the next two rules (the future as seen from the past and the future perfect). Point out that the future as seen from the past often appears as indirect speech, as in the example sentences. Ask students to change the example sentences to direct speech. (Computers will be used . . . ; Computers are never going to be purchased for use at home.)
- Ask *Which passive forms are used in the article in Exercise A?* (future as seen from the past: *would never be used, would be spent, would be connected, would be carried, would have been formed*; future: *are never going to be used, is going to be spent; will be carried;* future perfect: *will have been connected, will have been formed*)
- Call on a student to read the Note. Elicit additional example sentences with an agent. For example, *In 2100, homes will be cleaned by robots.*

Option: [+5 minutes] Have students look at the Grammar Spotlight in Exercise C on page 99. Instruct them to find one passive voice statement about the future. (. . . *packages are going to be delivered to people's homes using drones* [line 1]) Hint to students that there are several active statements about the future; only one is in the passive.

Option: GRAMMAR BOOSTER *(Teaching notes p. T141)*

Inductive Grammar Activity

D GRAMMAR PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students read the predictions for a possible moon habitat to themselves and then complete the exercise independently.
- Bring the class together to go over the answers. For each sentence, ask *Who is performing the action in the sentence?* (1. rockets, 2. the construction materials, 3. the Sun, 4. technicians, 5. more than one country) *Is the agent important to the meaning of the sentence?* (yes)

Challenge: [+5 minutes] On the board, write Workplace of the Future. Have pairs write four passive sentences describing an office of the future. For example, *All administrative tasks will be done automatically by a computer robot*. Bring the class together and have students share their ideas.

Extra Grammar Exercises

Answers to Exercise D

- Lightweight building materials will be transported from Earth by rockets.
- The inhabitants will be protected from radiation and solar winds by the construction materials.
- Power for electricity will be supplied by the Sun.
- The Moon's natural resources will be mined by technicians using robots.
- The costs will be shared by more than one country.

E GRAMMAR PRACTICE

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- If necessary, look at the first item together as a class. Ask a volunteer to read the first prediction. Elicit the statement in the future perfect. Then call on students to state possible downsides to the prediction.
- After students complete the exercise individually, have them compare answers with a partner. Remind students that we say *the good outweighs the bad* to state that there are more advantages, and we say *the bad outweighs the good* to state that there are more disadvantages.

LANGUAGE NOTE *To have money to burn* means to be wealthy. *Wealthy* is an adjective meaning rich; *the wealthy* is a noun referring to wealthy people.

NOW YOU CAN Discuss the feasibility of future technologies

A NOTEPADDING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Write wild predictions on the board. Review that in this context *wild* means to be beyond anything someone could have imagined. To illustrate the meaning, say that for Kenneth Olsen it was a wild prediction that computers would one day be used in the home. He didn't believe that this could happen.
- Ask students to glance at the chart. Ask *In which columns will you use the future perfect?* (the second two columns)
- Have students complete the exercise independently. Time permitting, encourage students to write a couple of sentences or jot down some notes to describe the predictions. Encourage students to use both passive voice of *will* and passive voice of *being going to* when making statements in the first column.

B DISCUSSION ACTIVATOR

Suggested teaching time:	5 minutes	Your actual teaching time:	

Discussion Activator Video

- Divide the class into pairs and have students use their descriptions from Exercise A, Notepadding, to talk about the predictions with a partner. Encourage the pairs to ask each other questions and provide details and examples. The goal is for students to say as much as they can about the predictions.

For more support, play the Discussion Activator Video before students do this activity. After each video, ask if the students in the video included sufficient details. *Note:* You can print the script or you can view it on the video player on the ActiveTeach.

LESSON 2

GOAL Evaluate applications of innovative technologies

A ▶5:04 VOCABULARY

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Ask students to skim the innovative technologies.
- Have them read and listen to the words. Then ask them to listen and repeat the words chorally.
- Ask students to read the descriptions with a partner and discuss which technologies they are in favor of and which ones they don't support.
- Bring the class together and invite students to share ideas.

Challenge: [+5 minutes] On the board, write *How do you envision the future?* Ask students to predict which of the technologies in this exercise will be integrated into our lives. Encourage students to use the passive future forms presented in the previous lesson.

Vocabulary-Building Strategies

B ▶5:05 LISTEN TO ACTIVATE VOCABULARY

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Pre-listening: Have students scan the technologies in the vocabulary in Exercise A. Point out that they will listen to conversations about each of these technologies, but the terms will not be mentioned; students will have to infer what is being talked about.
- First listening: Allow time for students to write the name of each technology discussed.
- Second listening: Have students listen again and write how the technology is being used.

LANGUAGE NOTE In conversation 1, *the good far outweighs the bad* incorporates *far* into an expression already seen in the unit; *far* here means a lot—there are a lot more advantages than disadvantages. In conversation 2, *to get a hold of* means to obtain something; *to pass oneself off as someone* means to succeed in pretending to be someone else. In conversation 3, *to be questionable means* not likely to be good; *fishy* means bad or dishonest—this is also a play on words since the two people have been discussing genetically engineering a tomato with a fish.

C ▶5:06 LISTEN TO IDENTIFY POINT OF VIEW

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Pre-listening: Explain that the focus of this listening will be to see if someone is for or against each technology. Point out the pronouns in the exercise items, and tell students to pay attention to which speaker's point of view is being asked about.
- Listening: Have students listen and complete the answers. Allow students to listen again if needed.
- Go over the answers as a class.

Option: [+5 minutes] In pairs, invite students to discuss if they agree with the person or people in the audio. Encourage students to explain why.

D GRAMMAR

Suggested teaching time:	5 minutes	Your actual teaching time:	

- For review, on the board, write If people used mass transit more, they would save a lot of energy. Ask *Do people use mass transit more?* (no) *Do they save a lot of energy?* (no) *Is the solution to saving a lot of energy using mass transit?* (yes) Elicit that the sentence on the board uses the unreal conditional.
- Point out that the passive voice can be used in conditional statements—either in one or both clauses. Then write If mass transit were used more, a lot of energy would be saved. Remind students that in the present unreal conditional, *was* is not considered grammatically correct in the *if* clause. In the same way in the passive, *were* is used, not *was*—even if the subject is singular. Point out that it is also possible for one of the clauses to be in the passive. For example, *If people used mass transit more, a lot of energy would be saved.*
- Have volunteers read the example sentences in the grammar chart.

Inductive Grammar Activity

E GRAMMAR PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Make sure students understand that this exercise requires two steps: First, students have to change each true statement to an *if* clause; then students have to write a result clause.
- Instruct students to skim the true statements and decide whether the *if* clause will be in the present or the past unreal conditional. (present unreal conditional: 1, 2, 3; past unreal conditional: 4, 5, 6, 7) Ask a volunteer to read the true statement for item 1. Then focus on the model answer. Point out how in the *if* clause the sentence is not negative; rather, it is positive. If necessary, say *Operations aren't performed by robots. If operations were performed . . . such and such would happen.*
- Then have students complete the exercise individually. Remind students to use the passive in the *if* clause. Circulate and assist as needed. Watch for correct use of the past perfect in the *if* clauses in items 4–7.

Extra Grammar Exercises

F PAIR WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- In pairs, have students compare the opinions they wrote in the result clauses in Exercise E.
- Bring the class together and call on students to respond to individual items.

NOW YOU CAN Evaluate applications of innovative technologies

A ▶5:07 CONVERSATION SPOTLIGHT

Suggested teaching time:	5 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:

- Use *For one thing,* to name the first thing on a list.
- Use *Well, if you ask me,* to voice your opinion.
- Use *I mean* to indicate you will be explaining yourself.
- Use *I see your point* to signal understanding someone's point of view.

- Have students look at the photo and identify which innovation it illustrates (cloning). Ask *Do you think such a prospect is exciting or disturbing?*
- Ask students to read and listen to the conversation.

B ▶5:08 RHYTHM AND INTONATION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students repeat chorally. Make sure they:
  - use emphatic stress on *one* in *For one thing* (line 2)
  - pause after *Well* and use falling intonation for *If you ask me . . .* (line 4)
  - use rising intonation for *Really?* (line 5)
  - stress *I see your point* and use a disagreeing tone with *but people have always worried . . .* (lines 9 and 10)

C Notepadding

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask a student to read the example text.
- Have students fill in the notepad with technologies and applications. Refer them to Exercise A on page 102 as necessary.

D Conversation activator

Suggested teaching time:	5 minutes	Your actual teaching time:	

Conversation Activator Video

- Divide the class into pairs. Instruct students that they will use the model in Exercise A, Conversation Spotlight, to role-play their own conversation with a partner.
- Refer students back to the idioms and expressions on page 99.
- Reinforce the use of the spotlighted conversation strategies. For example, *For one thing; Well if you ask me . . . ; I see your point . . .*
- Bring students' attention to the Don't Stop! note. Ask a volunteer to read the bullet points. Explain that students should continue talking after they have covered the points in the original Conversation Spotlight.
- Tell students to change roles, so each student gets a chance to play A and B.

For more support, play the Conversation Activator Video before students do this activity themselves. After the video, ask students how the model has been changed by the actors. *Note:* You can print the script or you can view it on the video player on the ActiveTeach.

Conversation Activator: Speaking Booster

LESSON 3

GOAL Discuss how to protect our future environment

A READING WARM-UP

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask a volunteer to read the question. On the board, write *threats*. Elicit that a threat is the possibility of something very bad happening. Ask students for examples of threats to the environment.
- Poll the class by asking *Who here thinks or worries about the environment of the future?* Also invite students to share if they do anything to preserve the environment.

B 5:10 READING

Suggested teaching time:	15–20 minutes	Your actual teaching time:	

- Have students look at the photographs. Ask *Have you seen or heard of California's huge redwoods? Have you heard of David Milarch or Tuy Sereivathana?* If yes, invite students to share what they know. Focus on the title "Ordinary People with Big Ideas." Call on a volunteer to read the paragraph on the right. Ask *Do you know any such ordinary people? Are you one of them?*
- As students read and listen, tell them to underline information in the article that will help them answer the focus question in the direction line. (What environmental threats does it address?)
- Have volunteers share their answers to the focus question.
- To check comprehension of the piece on David Milarch and trees, ask *What is an old growth forest?* (forests whose trees are over 100 years old) *What has destroyed these forests?* (logging, development, pollution, and disease) *How are David Milarch and his team helping?* (They are cloning ancient trees.) *Which trees are they cloning?* (redwoods, sequoias, oaks, and cedars) *What do the trees do that's good?* (They produce oxygen, absorb carbon, and are sometimes used in the manufacture of much-needed medications.)
- To check comprehension of the piece on Tuy Sereivathana (Vathana), ask *What problem have Cambodia's wild Asian elephants been facing?* (A conflict with humans; in search for food, elephants destroy farms; in turn, poor uneducated farmers kill them.) *What role has Tuy Sereivathana played?* (He has focused his energies on understanding the problems of Cambodian farmers.) *How has he helped educate them?* (He has taught them to apply practical solutions to protecting farms—he helped them build electric fences, he taught them to use hot chili peppers and other native plants that elephants don't like to keep them from eating crops, and he convinced them to guard the farms at night using fireworks and other loud noises to scare the elephants off.) *What has Vathana done for education?* (He has established schools to educate Cambodians and revive their pride in elephants.) *What is Vathana's nickname?* (Uncle Elephant) *When is the last time a wild Asian elephant was killed?* (2005)

Challenge: [+5 minutes] Invite students to explore how exactly an ancient tree is cloned. Students can work individually or in pairs to research the process and present it to the class. Have students discuss the comment *Tree experts told them it couldn't be done.* Tell students to see if they can find out how Milarch and his team proved experts wrong.

Reading Strategies

Answers for Exercise B

The first part of the reading addresses the threat to California's huge redwoods. David Milarch and Leslie Lee, co-founders of a US environmental group called Archangel Ancient Tree Archive, are turning to cloning these ancient trees.
The second part of the reading addresses the threat to Cambodia's wild Asian elephants. Tuy Sereivathana has committed himself to educating farmers who were killing elephants that were destroying farms.

C UNDERSTAND MEANING FROM CONTEXT

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Have students work individually or in pairs to match the terms to their meanings. For items they are not sure about, tell them to find each term in the reading and look at words that come before and after to help understand the meaning.
- If students need help finding words and phrases, give them hints. (The term for item 1 is in "Reversing Global Warming," paragraph 1. The terms for items 2 and 3 are in "Reversing Global Warming," paragraph 2. The terms for item 4 and 5 are in "Protecting Wildlife," paragraph 1. The term for item 6 is in "Protecting Wildlife," paragraph 3.)

LANGUAGE NOTE Point out that *to turn things around* means to cause a negative situation to go in a positive direction. It is also possible to say *things turn around.* For example, *I've had some problems at work lately, but things will turn around soon.*

Option: [+5 minutes] In pairs, have students practice using the terms in their own sentences. Tell them to try to make statements about protecting the environment. For example, *Conserving water last month dramatically decreased our water bill.*

Extra Reading Comprehension Questions

D DRAW CONCLUSIONS

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students return to the article to read about the topic in each question. Point out that they may not find the specific answer in the article, but they can make a judgment after considering information read in the article.
- If students need help locating sections of the article, for item 1, direct them to paragraph 1 in "Reversing Global Warming"; for item 2, direct them to paragraph 3 of "Reversing Global Warming"; for item 3, direct them to paragraph 3 of "Protecting Wildlife"; and for item 4, direct them to paragraph 4 of "Protecting Wildlife."
- Have students share their conclusions with the class.

Extra Challenge Reading Activity

Answers for Exercise D

1. Old growth forests play a key role in keeping the earth's atmosphere clean.
2. The trees then can produce oxygen, which is good for the environment; absorb carbon, which is bad for the environment; and in some cases even be used in the manufacture of much-needed medications.
3. Vathana has taught the farmers practical tips to protect their farms from elephants as well as improve their farming techniques so they would not have to go farther into the elephants' habitat.
4. By teaching wildlife conservation in Cambodian schools Vathana has redeveloped the cultural pride Cambodians have had in their elephants. He is inspiring future generations to be the elephants' protectors.

NOW YOU CAN Discuss how to protect our future environment

A FRAME YOUR IDEAS

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have students look at the green and yellow arrow symbol. Elicit that this is the universal recycling symbol. Note that it is recognized all over the world. Point to the light bulbs. Ask *What kind of light bulbs are these?* (LED) *Do you use such light bulbs? Why? Why not?*
- Focus on the term *environmentally conscious* and elicit that this means showing concern for the environment. Tell students to skim the three categories and questions. Clarify vocabulary as needed.
- Explain that the item they write for each category doesn't have to be a huge contribution to preserving the environment. If students need ideas, possible answers are not littering, filling the dishwasher completely before running it, and using leftover food to feed a dog or other animal.

Option: [+5 minutes] Focus on the first item under To Preserve Water. Elicit why placing a brick in a toilet's reservoir tank conserves water. If students don't know about this, have them look it up online and discuss (the brick displaces some of the water, so you get the same flush pressure, but less water is used with each flush). Invite students to look up additional tips online related to how to preserve water. Students can work in pairs or small groups. This can be done at school or for homework.

B PRESENTATION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- On the board, write action plan. Elicit that this is a list of steps that need to be taken to achieve a goal. Ask *What is the purpose of an action plan?* (to identify what is needed to reach each goal on the action plan, suggest a timeline, etc.)
- In groups, have students choose one of the topics, or to ensure all the topics are covered, assign groups different topics. Draw the following chart on the board for students to help organize their ideas or print it out from the ActiveTeach and distribute it to students.

What	How	Who	When

- Have students create an action plan of how to achieve the various goals.
- Guide students as needed to decide *what* needs to be done, *how* this will be achieved, *who will perform what task*, and *when* will different tasks be achieved.
- Then have groups present their plans to the class.

Graphic Organizer

LESSON 4

GOAL Examine future social and demographic trends

A 5:11 LISTENING WARM-UP

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Ask students to scan the words and note those they don't know.
- Have students listen and repeat. Then ask *What part of speech is each dictionary entry?* (noun) *Which two dictionary entries provide the plural form?* (statistics, demographics) *What is the plural form of the word* rate*?* (*rates*) *Of the word* trend*?* (*trends*)

LANGUAGE NOTE You may wish to point out that the term *demographics* is often used more broadly to denote the statistical characteristics of any human population (e.g., by age or income). Note also that *demographic* is also used as an adjective (e.g., describing demographic trends).

Vocabulary-Building Strategies

B APPLY THE VOCABULARY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- If necessary, model item 1. Then have students complete the exercise.
- Have students compare answers with a partner. Then go over the answers as a class.

Option: [+5 minutes] In pairs or small groups, invite students to think up additional examples for each of the four terms.

C 5:12 LISTEN TO ACTIVATE VOCABULARY

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Pre-listening: Have students scan the chart for the various rates discussed in the conversations. Tell students they will identify the rate(s) discussed and then indicate if each rate is rising or falling.
- Focus on the six terms in the box and help students with pronunciation, if necessary. Point out that *birthrate* is the number of births in a country or other specific community over a specific period of time and shows actual population growth. *Fertility rate* is the number of births per family and implies potential population growth. Ask students to listen to the terms and repeat.
- Listening: Have students listen to each conversation and then write the information in the chart. Allow students to listen again to confirm their answers.
- Have students compare answers with a partner. To further check comprehension, ask *In conversation 1, why is the fertility rate falling?* (The country has changed from a mostly rural farm economy to a mostly urban technological one. Farm families need a lot of children to help out, but children are just an added expense for urban families.) *In conversation 2, how quickly is the literacy rate rising?* (It's going up at a rate of 2% a year.) *In conversation 3, why is the crime rate rising?* (The percentage of young men in the population has risen over 100% in just one year.) *In conversation 4, what is the danger of a rising divorce rate and a falling birthrate?* (There won't be enough people around to keep things going.)

LANGUAGE NOTE An *assault* is a physical attack; *steep* means extremely high; *go to the dogs* means deteriorate; *decline* means fall; *keep up* means continue; *lose the gloom and doom* means stop being so pessimistic.

Option: [+5 minutes] Invite students to look up statistics in their country for each of the social trends mentioned in the conversation. Then bring the class together and discuss, comparing their information to the statistics discussed in the conversation.

Listening Strategies

D 5:13 LISTEN TO CONFIRM CONTENT

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Pre-listening: Ask a volunteer to read the subjects listed in the box. Tell students that they will listen to a lecture about world population trends. Ask *Which of these subjects do you think will be included in the lecture? Why?*
- First listening: Have students close their books and listen to the lecture.
- Second listening: Ask students to listen again with their books open and check the subjects they heard discussed.
- Ask students if they predicted correctly which topics would be included. Then ask *Why do you think a decrease in world population was not discussed?* (A decrease in population is not likely.)

E ▶ 5:15 LISTEN TO INFER INFORMATION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Pre-listening: Before students listen, tell them to skim the statements and see if they can answer any of the questions based on information from the last listening. Tell them they can pencil in the answers.
- First listening: Have students listen. If they have difficulty keeping up with the lecture, stop the audio after each paragraph to let them complete the statements. Note that the answer to item 1 is in the first paragraph, to item 2 is in the second paragraph, to item 3 in the third, and to items 4 and 5 in the fourth.
- Second listening: Have students listen again to check their work. Then have them compare statements with a partner.
- Bring the class together to go over the questions. If necessary, focus on item 2. On the board, write *By 2050, the United Nations report predicts that China will have been surpassed by India as the world's most populous country.* Have students identify the future perfect passive in the sentence. Make sure students understand that *surpass* means to be greater than something else. Ask *Which country, India or China, will have the highest population?* (India) *Which country will have the second highest population?* (China)

Challenge: [+5 minutes] Ask *Was your country mentioned in the lecture?* Invite students to work independently or pair up with other people from the same country and find specific statistics predicting population trends. Then bring the class together and see where each student's country fits in with the predictions from the lecture.

F SUPPORT AN OPINION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To review, ask *According to the lecture, what challenges do the demographic trends present?* (need for more funding for education, increase in healthcare resources, more food production) Elicit additional ideas. (Possible answers: poverty, immigration)
- Then invite students to share what about future world demographics concerns them most.

NOW YOU CAN Examine future social and demographic trends

A NOTEPADDING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students look at the photos at the bottom of the page. Ask *What trends do you think the pictures illustrate?* (marriage trends, birth trends, mortality) *What are the birth trends in your country?*
- Call on a volunteer to read the list of social trends. Invite students to suggest other topics, and write these on the board for reference.
- Ask a student to read the comment about marriage and divorce trends. Then have students write independently about trends that concern them. Have pairs compare answers and note any similarities.

B DISCUSSION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Bring the class together and have students form small groups with others who chose the same topic.
- Circulate as groups discuss the problems, challenges, and possible solutions for their topic. Assist as needed.

OPTIONAL WRITING [+15–20 minutes]

- Write the following tips on the board:

  Paragraph 1: Explain the problem and give examples.

  Paragraph 2: Explain challenges that will occur as a result of the trend.

  Paragraph 3: Suggest solutions to the trends.
- Then have students write independently about the trend their group discussed in Exercise B.
- If time permits, have students exchange papers with a partner or read their paragraphs to the class. Alternatively, collect student assignments and give individual feedback.

Discussion: Speaking Booster

WRITING The thesis statement in a formal essay

A WRITING SKILL

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Call on a volunteer to read the introduction to this skill. Tell students that an essay allows a writer to express his or her point of view.
- Allow students time to look at the outline and read the writing model. Then ask *What is the thesis statement?* (In twenty years . . .) *What is the topic sentence in the second paragraph?* (Many experts predict . . .) *What is the topic sentence in the third paragraph?* (Advances in computing . . .) *Does the conclusion restate the thesis?* (yes)
- Focus on the To write a thesis statement box and the highlighted thesis statement in the writing model. Ask *What two ideas is the topic narrowed to?* (Cars will be powered by alternative energy sources. They will be equipped with new technologies.)

Option: [+5 minutes] Have students work in pairs to fill in more supporting examples in the two supporting paragraphs, by continuing writing after *For example* in paragraph 2 and *In addition* in paragraph 3. Tell students that they can use their imagination as they make predictions about cars of the future.

B PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Go over the bulleted tips in the To write a thesis statement box in Exercise A. Ask a student to read the question and example thesis statement. Ask *How was the topic of ending poverty narrowed?* (The writer states that the government needs to make it a high priority.) Elicit additional thesis statements. (Possible answer: We can end poverty by providing quality education.) Write students' statements on the board, correcting and narrowing examples as needed.
- Have students write the thesis statements individually. Circulate and assist as needed.
- Ask pairs to compare their statements. Then bring the class together and have students share.

C APPLY THE WRITING SKILL

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Ask a student to read the suggested topics. Call on volunteers to share additional topic ideas.
- Focus on one and elicit a thesis statement. For example, for the topic *Education in the future*, the thesis statement could be *In the future, all university education will be conducted online.*
- Refer students to the Writing Process Worksheet in ActiveTeach for guidance with pre-writing and peer feedback.
- Encourage students to use the Self-Check in the Student's Book to go over the essays they wrote.

Option: [+5 minutes] Time permitting, students can exchange papers with a partner and offer feedback based on the topics in the Self-Check list. Encourage partners to also check for examples.

Writing Process

REVIEW

Digital Game

A ▶ 5:16

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Pre-listening: Have students review the technologies mentioned on page 102. Then have them listen to the conversations. Point out that they will have to identify each technology being discussed, as well as identify each person's opinion. For less advanced classes, you may want to put a word bank on the board: *genetic engineering, remote surgery, artificial intelligence, computer chip implants.*
- First listening: Have students listen and focus on identifying the technologies.
- Second listening: Have them listen again and circle the word or phrase that reflects each person's opinion.
- Go over the answers as a class.

Option: [+5 minutes] In pairs, have students discuss if they have the same opinion as each speaker. If not, have them explain why not.

B

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students review the idioms and expressions in Exercise D on page 99 as needed.
- Call on a volunteer to read the model answer. Elicit other examples of things students think will catch on. Then have them complete the exercise.
- Ask students to compare answers with a partner.

C

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Before students do the exercise, have them review the vocabulary from Lesson 4.
- As students complete the paragraph, tell them to note whether each noun is singular or plural in order to make sure that the noun agrees with the verb in each sentence.
- Have pairs compare answers.

D

Suggested teaching time:	5 minutes	Your actual teaching time:	

- After students rewrite the sentences, have them compare answers with a partner.
- Bring the class together and go over any outstanding queries. Then ask *In which sentences was the* by *phrase necessary? Why?*

Option: TEST-TAKING SKILLS BOOSTER *(p. 159)*

EXTRA

- **Workbook**
- **MyEnglishLab**
- **Online Student Resources (www.english.com/summit3e)**
  - **Classroom Audio Program**
  - **Extra Practice Activities**
  - ***Summit GO* App**
  - **Web Projects**
- **ActiveTeach**
  - **Assessment**
  - **Additional Printable Resources**
    - **Audioscripts and Answer Keys**
    - **"Can-Do" Self-Assessment Charts**
    - **Conversation and Discussion Activator Video Scripts**
    - **Oral Progress Assessment Charts**
    - **Reading Speed Calculator**
  - **Summit TV Video Program**
    - **Activity Worksheets**
    - **Teaching Notes**
    - **Video Scripts**

UNIT 10

An Interconnected World

PREVIEW

A FRAME YOUR IDEAS

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Have students scan the quiz. Ask *What does this quiz test?* (knowledge about English in today's world) Without allowing them to read the quiz questions, ask students *What do you know about English in today's world?* (Possible answers: English is a global language. English is used widely in technical communication.)
- Tell students to complete the quiz. Then have them compare answers with a partner, referring to the answer key for any answers they don't agree on.

B PAIR WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- In pairs, have students discuss any answers that surprised them.
- Bring the class together and have them calculate how many answers they had right. Ask *Were you surprised at how you performed on the quiz?*

C ▶ 5:17 SPOTLIGHT

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Have students look at the photo and read and listen to the conversation.
- Elicit that a master's degree is an academic degree that a person can pursue at a college or university after completing a bachelor's degree.
- To check comprehension of the conversation, ask *Where is Hyo thinking about going for a master's degree?* (Los Angeles or London) *Where does Paul recommend he study?* (in Paris) *Why hasn't Hyo considered Paris?* (He assumed all coursework would be in French.) *Why is the engineering program in Paris offered in English?* (to attract foreign students) *Where is Paul from?* (Paris) *How do we know?* (He refers to Paris as his hometown.)
- You can tell students that the Ecole Centrale d'Electronique (ECE) was founded in 1919 and is a privately owned French Grande Ecole located in the heart of Paris. From its inception, ECE Paris has been committed to educating students in science and technology at the undergraduate and graduate levels.

D UNDERSTAND IDIOMS AND EXPRESSIONS 1

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Focus students' attention on the idioms and expressions in quotation marks. Call on volunteers to read them aloud.
- In pairs, have students complete the exercise.
- Bring the class together to go over the answers.

LANGUAGE NOTE Point out that in addition to the expression *sitting on the fence,* it is also common to say *to be on the fence about something*, meaning to be undecided.

E UNDERSTAND IDIOMS AND EXPRESSIONS 2

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Focus on the a, b, c choices and ask a student to read them. Explain that each expression in the exercise will be matched to an explanation of how it is used.
- Bring the class together to go over the answers. Have volunteers read the full exchange in which the idiom occurs to illustrate emphasizing a problem, offering an explanation, or expressing surprise. If needed, model putting stress on *bad* in *it's bad enough . . .* and using falling intonation for *How do you like that*.

Option: [+5 minutes] Read the following scenarios to the class and call on volunteers to make responding statements using idioms and expressions from Exercise C, Spotlight. (Possible answers: 1. How do you like your new job? / I hate it. I feel like a fish out of water there! 2. Why don't you speak Spanish with your kids? / It's a losing battle. They always answer me in English. 3. Did you hear I won the lottery? / You're pulling my leg, right? 4. Richard took the job after they offered him a higher salary. / Money talks. 5. I can't find my keys. / Seriously? It's bad enough that you lost your wallet. Now your keys? 6. Have you decided which phone you want? / Not yet. I'm still sitting on the fence. 7. I ran into my friend from high school while studying abroad! / How do you like that!)

Challenge: [+5 minutes] Divide the class into pairs and assign each pair one or two of the highlighted idioms / expressions from Exercise C, Spotlight. Have them create brief dialogues around them. Invite pairs to share dialogues.

F THINK AND EXPLAIN

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students discuss the questions in pairs.
- Then bring the class together to go over the answers.

Answers to Exercise F

Answers will vary but may include the following:

1. Paul suggests that Hyo study in Paris since that is his hometown, and ECE Paris has a top notch engineering program. A benefit would be picking up some French while he lived there.
2. When Hyo says money talks, he means that in order to continue attracting students from abroad, the university had to accommodate their language needs.

SPEAKING

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Call on volunteers to read the opinions. Clarify vocabulary as needed.
- Have pairs discuss the questions and explain the answers.

Option: [+5 minutes] Invite students to choose one of the opinions and write a paragraph rebutting the argument. For example, for the first quote, one could argue that it's not necessary to know English perfectly to be proficient. Point out that many people think they need to work on their accent to sound like a native speaker, but arguments have been made that having an accent makes you unique. The important thing is speaking correctly.

LESSON 1

GOAL React to news about global issues

A ▶ 5:18 VOCABULARY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students skim the vocabulary and note phrasal verbs they are less familiar with.
- After students listen and repeat, bring the class together and answer any questions about the definitions. Read the Remember note. Point out that the following phrasal verbs are separable: *lay off, wipe out, carry out, bring about*. The rest of the phrasal verbs in the vocabulary list are inseparable. If necessary, refer students to the appendices (pages A3 and A4), for complete lists of separable and inseparable phrasal verbs.
- Have pairs use the phrasal verbs to create additional sentences about global issues. Assist as needed.
- Have students listen and repeat.

Vocabulary-Buildling Strategies

B ▶ 5:19 LISTEN TO ACTIVATE VOCABULARY

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Have students skim the statements. Then have them listen to the conversations. Stop after each one to allow students to answer the question.
- Go over the answers as a class. Allow students to listen again to identify the statement that supports the answer. (1. I heard that relief groups are running out of food; 2. Have you heard about the polio epidemic in Afghanistan? 3. The president has come up with a plan. But the liberals and conservatives haven't been able to agree on how to pay for it.)

Challenge: [+5 minutes] Have students listen to each conversation again while looking at the list of phrasal verbs in the vocabulary items on page 112. Tell them to check phrasal verbs they hear and indicate in which conversation: 1, 2, or 3. (conversation 1: running out of food, come up with; conversation 2: wiped out; conversation 3: laid off, come up with)

C VOCABULARY PRACTICE 1

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students work individually to complete each sentence. Tell them to refer to the Vocabulary in Exercise A if they are not sure.
- Ask students to compare answers with a partner. Circulate and assist as needed.

Challenge: [+5 minutes] Invite students to write a statement using the alternate answer. Tell students to try to connect the statement to the topic of the original sentence. For example, for item 1, *The medical community has come up with a better way to calculate how much of a vaccine is needed.*

D VOCABULARY PRACTICE 2

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Ask students *What does UN stand for?* (United Nations)
- Have students do the exercise individually. If necessary, refer them to the Vocabulary on page 112 to review phrasal verbs. Have students compare answers with a partner.

CULTURE NOTE The United Nations (also called the UN) is a global organization that includes most of the countries in the world. Set up in 1945, following World War II, it promotes international peace and security as well as economic development. Its headquarters are in New York City.

NOW YOU CAN React to news about global issues

A ▶5:20 CONVERSATION SPOTLIGHT

Suggested teaching time:	5 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:

- Use *Can you believe* to introduce something incredulous.
- Use *But on the bright side* to emphasize the positive aspects of a situation.
- Use *It just goes to show you* when illustrating proof of something.
- Use *That's another story* to point out another side of an argument.
- Use *You'd think* when it is surprising something isn't otherwise.

- Have students look at the photo and speculate what the woman is talking about. Ask *Do you think it's a light-hearted topic?* (No, she looks pretty serious.)
- Ask students to read and listen to the conversation.
- To check comprehension, ask *What has just happened in Northern Africa?* (a drought) *What is the bright side of the horrendous situation?* (People have been donating tons of money for relief,) *What can we infer about social media and this tragedy?* (that money is being raised via social media) *What second problem does the woman mention?* (corruption)

B ▶5:21 RHYTHM AND INTONATION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students repeat chorally. Make sure they:
  - use rising intonation for *Can you believe what's been happening in Northern Africa?* (line 1); *You mean the drought?* (line 2); *It makes you feel hopeless, doesn't it?* (line 7)
  - use emphatic stress on *believe* in *Can you believe* (line 1)
  - stress *that* in *Well, that's another story* (line 7) and *think* in *You'd think* (line 8)

C CONVERSATION ACTIVATOR

Suggested teaching time:	5 minutes	Your actual teaching time:	

Conversation Activator Video

- Have students read the newspaper clippings. Point out how the conversation in Exercise A, Conversation Spotlight, reflects the information in the first clipping.
- Divide the class into pairs. Instruct students that they will use the model in Exercise A, Conversation Spotlight, to role-play their own conversation with a partner. They can refer to the newspaper clippings or use current stories they are familiar with as well.
- Refer students to the list of phrasal verbs to discuss issues and problems in Exercise A on page 112.
- Ask a volunteer to read the words in the Recycle This Language box. Encourage students to incorporate these words into their conversation.
- Reinforce the use of the spotlighted conversation strategies. For example, *Can you believe; But on the bright side; You'd think.*
- Bring students' attention to the Don't Stop! note. Ask a volunteer to read the bulleted points. Explain that students should continue talking after they have covered the points in the original Conversation Spotlight.
- Tell students to change roles, so each student gets a chance to play A and B.

For more support, play the Conversation Activator Video before students do this activity themselves. After the video, ask students how the model has been changed by the actors. *Note:* You can print the script or you can view it on the video player on the ActiveTeach.

Conversation Activator: Speaking Booster

Option: PRONUNCIATION BOOSTER *(Teaching notes p. T150)*

Pronunciation Pair Work

LESSON 2

GOAL Describe the impact of foreign imports

A ▶ 5:22 GRAMMAR SPOTLIGHT

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- To warm up, elicit that foreign imports are products brought from one country into another so that they can be sold there. Point out that the focus in the lesson will be on the impact or influence foreign imports have on our lives.
- Ask students to look at the photos of the people. Call on a volunteer to read their names and where they are from.
- Have students listen to the opinions as they read along.
- To check comprehension, ask *Why does Gina think it's strange that there is a Starbucks in Bogotá?* (Because Colombia is known for its own great coffee; it's ironic to her that an American brand would be available there.) *Is Gina's final comment positive or negative?* (Negative; by saying everything is becoming the same, she is criticizing how no place is truly unique any more.) *What is Mehmet's problem?* (He doesn't like foreign games and websites for his kids.) *Why not?* (He doesn't care for the values they teach.) *What three categories of items does Sophia mention that have foreign labels?* (food, clothes, electronics) *Does she think foreign imports have a negative impact?* (No; she thinks we can enjoy both foreign things and our own.)

CULTURE NOTE *Hello!* As used in Gina's quote is a popular colloquial way to suggest something is obvious.

B ACTIVATE PRIOR KNOWLEDGE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- In pairs, have students discuss with whom people in their country might agree. Circulate and assist. If students need more direction, ask specifically *Is the view in your country that all cities in the world are starting to look the same? Is there concern over influence of foreign games on children in your country? Do people in your culture see value in having imported items in addition to their own products?*
- Bring the class together and have students share.

C GRAMMAR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- To review, ask a volunteer to read the Remember note. Write these examples on the board:

  Could you please turn down the TV? (transitive: can take a direct object)

  Have they checked in yet? (intransitive: doesn't take a direct object)
- Explain that a transitive verb needs a direct object to complete its meaning.
- Focus on separable phrasal verbs. Have a volunteer read the statement about direct object nouns and the example sentence. Ask *What is the direct object noun in this sentence?* (website) Point out that the direct object noun can appear before or after the particle.
- Then have a volunteer read the next explanation about direct object pronouns and the example sentence. Make sure students understand that when the direct object of a separable phrasal verb is a pronoun, it must come before the particle.
- Tell students to skim the list of separable phrasal verbs in the box. Elicit additional example sentences. Make sure students place the direct object noun or pronoun correctly.
- Focus on inseparable phrasal verbs. Have students read the statement and the example sentence to themselves. Ask *What is the direct object in the sentence?* (customers) Help students notice that the direct object must appear after the particle.
- Tell students to skim the list of inseparable phrasal verbs in the box. Elicit additional example sentences, making sure students place the direct object after the particle.
- Finally, have students read the Be careful! note and the example sentence. Then elicit additional example sentences, making sure students place the direct object noun or pronoun before the particle.

Option: **GRAMMAR BOOSTER** *(Teaching notes p. T142)*

Inductive Grammar Activity

D UNDERSTAND THE GRAMMAR

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Create a chart on the or print it out from the ActiveTeach and distribute it to students.

	Phrasal Verbs	
Separable	Inseparable	Always separated

- Call on students to fill it in with phrasal verbs from Exercise A, Grammar Spotlight, on page 114.
- Then have students work individually to change the sentences with separable phrasal verbs to the opposite format.
- Bring the class together to go over the answers.

Answers to Exercise D

Separable: take up, turn on, give up, throw away, try on, try out, wipe out

In any city, people can **take** tai chi **up** from China, yoga from India, or capoeira from Brazil.
Every time my **kids turn** on their tablets or smartphones, I worry.
If I were to ask my kids to **give up** their gadgets, I'd never hear the end of it.
Before you **throw away** the packaging from a food item, read the label—it might say it comes from the U.S. or Mexico.
Try on a blouse at the store—nine times out of ten, it'll have come from China, Vietnam, or Bangladesh.
Or try out some new product at the electronics store and there's a good chance it's imported from Korea.
Some people worry that imports will **wipe** our local products **out**.

Extra Grammar Exercises

Graphic Organizer

E GRAMMAR PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Before students do the exercise, have them skim the phrasal verbs and determine if they are separable or inseparable. (separable: 1, 5, and 6; inseparable: 1, 2, 3, and 4) Remind students that with separable phrasal verbs, the direct object pronoun must come before the particle. Tell students to use the correct verb form in each sentence.
- Have students complete the exercise individually and then compare answers with a partner.
- Bring the class together and go over the answers.

Challenge: [+5 minutes] Ask *Which item has an additional phrasal verb within the sentence?* (3, laid off) *Is lay off usually a separable or inseparable verb?* (separable) *Is it separable here?* (no) Explain that in the passive, a phrasal verb that is normally separable has to stay together.

NOW YOU CAN Describe the impact of foreign imports

A NOTEPADDING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Review that in Exercise A on the previous page, the various people gave their opinions on the impact of foreign imports. Explain that here students will voice their opinions on foreign imports.
- Have students work individually to list examples on their notepad. Then ask *Who wrote something in the other category? What categories did you add?* Tell students they can add any ideas if they come across these imports regularly.

B DISCUSSION ACTIVATOR

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

Discussion Activator Video

- Divide the class into pairs and have students use their descriptions from Exercise A, Notepadding, to discuss if the imports have had a positive or negative impact. Encourage the pairs to ask each other questions and provide details and examples. The goal is to say as much as they can about them.

For more support, play the Discussion Activator Video before students do this activity. After each video, ask if the students in the video included sufficient details. *Note:* You can print the script or you can view it on the video player on the ActiveTeach.

Option: [+5 minutes] Ask students to name products or traditions from their country that they think would have a positive impact on other countries.

C PAIR WORK

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have students look at the photos. Call on volunteers to read the captions. Point out that *to go international* is an expression that means to become available and popular internationally.
- Have students read the model statements in pairs and respond, agreeing or disagreeing. Encourage students to provide examples and use phrasal verbs where possible.

LESSON 3

GOAL Discuss the pros and cons of globalization

A READING WARM-UP

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To warm up, focus on the title of the lesson. Elicit that *globalization* refers to the process of extending something, for example a business, to other parts of the world.
- Ask a volunteer to read the question in the direction line. Call on students to answer.

B ▶ 5:23 READING

Suggested teaching time:	15–20 minutes	Your actual teaching time:	

- Ask a student to read the title, including the question. Make sure students understand that *to live up to expectations* means that something is as good as one anticipates it will be. Ask *What do you think the expectations are?* (Possible answers: that the world will become smaller, people will become more aware, societies will become more developed, equality will increase) Ask *Do you think globalization lives up to expectations?*
- As students read and listen, tell them to underline information in the article that will help them answer the focus questions in the direction line.
- Have volunteers share their answers to the focus question with the class.

Answers to Exercise A

Answers will vary but may include the following:

I share the concerns related to globalization. There is a widening gap between the rich and the poor, giving an advantage to more developed and more globalized countries. Poorer countries can't be left behind, and the environment needs to be given more attention.

Challenge: [+5 minutes] On the board, write *Do you think that it is possible for everyone to benefit in the competitive global world? Why? Why not?* Have students discuss. Then have students speculate about what can be done to ensure that globalization works for the benefit of the most people possible.

Reading Strategies

C UNDERSTAND MEANING FROM CONTEXT

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Before doing the exercise, have students number the paragraphs in the article, 1 to 8.
- Have students work individually or in pairs to complete the exercise. Encourage them to utilize context to help determine the meanings.
- Circulate and assist as needed. Assist if students need help finding the words (*globalization* is in paragraph 1, *exports* is in paragraph 3, *investment* is in paragraph 3, *infrastructure* is in paragraph 3, *prosperity* is in paragraphs 3 and 5, *outsource* is in paragraph 4, *homogenization* is in paragraph 6).

Extra Reading Comprehension Questions

D IDENTIFY SUPPORTING IDEAS

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Students will likely need assistance navigating the article. Note that answers to individual questions often appear in different paragraphs (1. improved standard of living in paragraph 3, decreased standard of living in paragraph 4; 2. paragraph 5; 3. workers who lose income in paragraph 3, workers who are denied income in paragraph 5; 4. pros of foreign imports in paragraph 2, cons of foreign imports in paragraph 6).
- Go over the answers as a class.

E INTERPRET INFORMATION IN A GRAPH

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students study the graph in pairs and answer the questions.
- Bring the class together to discuss. Invite students to discuss which countries mentioned in the article would fall into the categories less globalized, more developed, and more globalized.

Extra Challenge Reading Activity

NOW YOU CAN Discuss the pros and cons of globalization

A NOTEPADDING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Call on volunteers to read the heads on the notepad. Point out that the word *impact* can be positive or negative. For example, a company could be very environmentally conscious (positive impact) or carelessly pollute the environment (negative impact). Tell students be specific with details.
- Have a volunteer read the list of international companies. Ask *Are there any companies you've never heard of?* Have students explain what each company does.
- Then have students list companies that have had a specific impact on their country. If students don't know, tell them they can look up companies online.

CULTURE NOTE Apple™ is a prominent American hardware and software company headquartered in the United States. British Petroleum (BP™) is one of the top four oil companies in the world. IKEA™ is a Swedish retailer that specializes in affordable home furnishings. Nestle™, headquartered in Switzerland, is the world's largest food and beverage company. Samsung™, headquartered in South Korea, manufactures mobile phones and related devices, in addition to other electronics. The Gap™ is a popular U.S. clothing store.

B DISCUSSION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask a student to read the direction line. Then call on a volunteer to read the model answer.
- Have students discuss in pairs or small groups.
- Poll the class by asking *Overall, do you think globalization is good or bad for your country?*

Option: [+5 minutes] Have students think of the most popular foreign product or company in their country. Tell them to write a paragraph describing the impact it has had on the country's economy. Then have students read their paragraphs to the class. On the board, write the name of each product or company that students discuss. Encourage students to comment on each other's choices. Then take a vote to see which is the most popular product or company.

Challenge: [+5 minutes] Conduct a globalization debate. Divide the class in half. Assign one group to be for globalization and the other group to be against globalization. Tell groups to compile their arguments, referring to the article on page 116 as well as to Exercise A, Notepadding, and the discussion they had in Exercise B. Give each group an opportunity to present their argument. Then give groups an opportunity to rebut the opposing argument and defend their point of view. Judge the most solid argument and declare the winner of the debate.

Discussion: Speaking Booster

LESSON 4

GOAL Suggest ways to avoid culture shock

A LISTENING WARM-UP

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Write *culture shock* on the board. Invite a volunteer to read the definition in the book. Say *I had major culture shock when I moved to New York from a small town in Maine. There was so much noise and activity! I couldn't hear myself think.* Then invite students to share how someone with culture shock might feel and also if they or someone they know has experienced culture shock.

B 5:24 LISTEN TO SUMMARIZE

Suggested teaching time:	15–20 minutes	Your actual teaching time:	

- Pre-listening: Have students look at the two photos. Ask *What will the format of this conversation be?* (a radio interview) *Where do you think Berat is from?* Tell students they will hear about the four stages of culture shock. Ask students if they can guess what these might be. Write student guesses on the board.
- First listening: Have students listen once to the interview, writing down the names of the stages as they hear them.
- Second listening: Have students listen again and then summarize each stage.

Option: [+5 minutes] Ask students to name topics that contributed to Berat's culture shock. (Possible answers: weather, food, money, people's behavior, traffic) Tell students to imagine they are moving to London for a year to study. With a partner, have them discuss which things they think would be hardest to get used to.

Challenge: [+5 minutes] In pairs, have students role-play a radio interview following the model in the listening. One student will play the role of the interviewer, and the other student will play the role of the person who experienced culture shock. Have students prepare scenarios related to the various stages of culture shock, referring to the notes they took in Exercise B. Invite students to use a culture they know something about and to be creative about what caused the culture shock.

Listening Strategies

C 5:25 LISTEN TO CONFIRM INFORMATION

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Pre-listening: Have volunteers read each question thinking carefully about meaning.
- Listening: Have students listen and adjust any answers.
- Go over the answers as a class.

Option: [+5 minutes] In pairs, have students look at the topics in items 1 and 2. Ask *Which disorienting experiences from item 1 have you experienced or do you think you might experience in a foreign culture? Which symptoms of culture shock from item 2 have you experienced or do you think you might experience if you traveled to a foreign culture?*

D ▶ 5:26 LISTEN TO UNDERSTAND MEANING FROM CONTEXT

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have students listen to the excerpts. Stop after each one to let them answer the questions.
- Go over the answers as a class. For each item, ask *What in the context helped direct your answer?* (1. Let's listen as Berat describes what it was like during his first month here; 2. it had long been a dream of mine to study here; 3. In Turkey we drive on the right, but as everyone knows drivers in London drive on the left; In item 4, various negative symptoms are listed, followed by *Fortunately* which introduces an improvement; 5. I had gotten used to the weather . . . crossing the street was a piece of cake by then . . . I made friends.)

NOW YOU CAN Suggest ways to avoid culture shock

A NOTEPADDING

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Bring students' attention to the cartoon at the bottom of the page. Ask *Do you know a country where people eat frogs?* (Frog legs are delicacies in French and Chinese cuisine.) *How would you feel if you were that man?*
- Call on students to read the topics in the list. Explain and provide or elicit examples as needed. For example, for traditional leisure activities, in a country that has beautiful mountains and a lot of snow in the winter, it could be common to go skiing every chance one gets. If a visitor to this country doesn't know how to ski, or does not enjoy winter sports, it could lead to culture shock.
- Then have students work individually to check off the topics that could cause culture shock to a visitor in their country. Have students add to the other category if they have other ideas.
- Next, have students choose three of the checked topics that they think might be the most surprising and write notes suggesting ways to avoid surprise and culture shock. (Possible answers: for formality and informality: In the United States children often call adults by their first names; for public transportation: A young person might not give up a seat to an elderly person)
- Point out that often there isn't something one can physically do to avoid culture shock related to a particular topic. However, being informed can help prevent surprise and helps a person to fit in faster and avoid making cultural mistakes.

B PAIR WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Divide the class into pairs. If a class consists of students of different cultures, you can pair up students from the same cultures to allow comparison, but this is not necessary. Have pairs discuss the topics presented in the direction line.
- Then bring the class together and call on pairs to share. Which topics were mentioned the most?

OPTIONAL WRITING [+15–20 minutes]

- Students can do this assignment individually or in pairs if they are from the same culture. Have them refer to ideas on their notepads and then write the article.
- Offer an opportunity for peer review in class, or collect students' work and provide individual feedback.

WRITING Rebutting an opposing point of view

A WRITING SKILL

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Elicit that *to rebut* an argument means to prove that an argument someone else has made is false.
- Ask a student to read the writing skill introduction. Explain that *opposing argument or point of view* refers to someone else's "take," or opinion, on a topic that is different from what you believe.
- Call on a volunteer to read the introductory paragraph in the writing model. Ask *What is the thesis statement?* (Overall, globalization has contributed to a better world.) *What is the opposing view?* (Globalization is causing more problems than it is solving.) Bring students' attention to the expressions for introducing others' arguments. Invite students to experiment restating the first sentence of the writing model using a different expression. (Possible answer: It has been argued that globalization is causing more problems than it is solving.) Then bring students' attention to the transitions and subordinating conjunctions. Ask *Which one is used in the thesis statement?* (Nevertheless) *What other transition could be used here?* (In spite of this)
- Have students work in pairs to read about supporting and concluding paragraphs and analyze them in the writing model. Ask students to notice transitions used in the supporting and concluding paragraphs (All the same; In spite of this) and to suggest other ones from the box to replace them. (*Even so* to replace *All the same*; *Nevertheless,* to replace *In spite of this*)

B PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students refer to the expressions for introducing others' arguments to make five statements that introduce arguments supporting or opposing globalization. Tell students they can refer to the article on page 116 and other exercises, notes, and discussions from the unit for ideas.
- You may want to tell students to fold a piece of paper vertically and write each argument in this exercise and rebuttal in the next exercise side by side.

Answers to Exercise B

Answers will vary but may include the following:

1. According to the article, globalization has brought the world's cultures and economies together.
2. People on opposites sides of the world can easily get in touch via phone or internet.
3. It may be true that increased imports and exports have brought about economic benefits.
4. It has been argued that the developed countries enjoy the most benefits of globalization.
5. Critics complain that globalization has led to a homogenization of culture.

C PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Tell students they will now rebut the arguments from Exercise B, using the transitions and subordinating conjunctions from the box.
- If students wrote the initial arguments in Exercise B on a folded piece of paper, encourage students to use the space on the other side of the fold to write the counterargument.

Answers to Exercise C

Answers will vary but may include the following:

1. All the same, not all cultures and economies enjoyed the same growth and benefits.
2. However, not all people have access to this technology.
3. In spite of this, criminal activities have flourished as free trade has made the world so competitive.
4. Nevertheless, even in developed countries workers suffer as their jobs get outsourced to other countries where the jobs will be performed for a fraction of the cost.
5. Even so, people appear to enjoy the wider variety of choices available to them when they shop.

D APPLY THE WRITING SKILL

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Tell students to use their notes from Exercises B and C to write an essay. Tell them that the essay should have an introduction, a conclusion, and two supporting paragraphs. Tell students to follow the model to present their point of view and rebut the opposing point of view. Remind students to use the expressions for introducing others' arguments and the transitions and subordinating conjunctions for rebuttal.
- Refer students to the Writing Process Worksheet in ActiveTeach for guidance with pre-writing and peer feedback.
- Encourage students to use the Self-Check in the Student's Book to go over the essays they wrote.

Option: [+5 minutes] Time permitting, students can exchange papers with a partner and offer feedback using the topics in the Self-Check list. Encourage partners to also check for examples.

Writing Process

REVIEW

Digital Game

A ▶ 5:27

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have students listen to the three reports. Then have students listen again. Stop after each report and have students complete the statement.
- Tell pairs to compare answers. Then bring the class together and ask individual students *Do you think that improving living standards in developing countries will cause natural resources to run out? Why? Why not? Do you think globalization is causing social and economic problems? Why? Why not? What is your opinion of Starbucks stores?*

B

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students review the phrasal verbs in the grammar box on page 112 and in the vocabulary on page 114. Then have students work individually to complete the sentences with the correct particles. For less advanced classes you may opt to put a word bank on the board: *about, off, on, out, up*. Some particles are used more than once. You may want to hint that *out* is used four times.
- Go over the answers as a class.

Option: [+5 minutes] Invite students to determine if the phrasal verbs are separable. (All are separable except for the second verb in item 4 (catch on).) In pairs, have students experiment restating the sentences with verbs separated. For example, *A lot of families have been putting large purchases off.* Tell students to shorten sentences or use pronouns to avoid having long phrases break up the phrasal words

C

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Tell students to circle the phrasal verb in each sentence. (1. check out; 2. go without; 3. give up; 4. lay off; 5. turn on; 6. talk into; 7. Cater to; 8. Take up) Then tell them to identify which phrasal verbs are separable and which are inseparable (separable: 1, 3, 4, 5, 8; inseparable: 2, 6, and 7). Remind students that with separable phrasal verbs, the direct object pronoun must come before the particle.
- Have students complete the exercise individually and then compare answers with a partner.
- Go over any outstanding questions as a class.

Answers to Exercise C

2. We're trying to go without them.
3. They voted to give them up.
4. Falling profits forced the factory owner to lay them off.
5. Just turn it on and you'll see news and films from all over the world.
6. I talked them into buying tickets for the U2 concert.
7. Manufacturers of luxury products cater to them.
8. If you take it up, you'll probably be in great shape.

Option: TEST-TAKING SKILLS BOOSTER *(p. 160)*

EXTRA

- **Workbook**
- **MyEnglishLab**
- **Online Student Resources (www.english.com/summit3e)**
  - **Classroom Audio Program**
  - **Extra Practice Activities**
  - ***Summit GO* App**
  - **Web Projects**
- **ActiveTeach**
  - **Assessment**
  - **Additional Printable Resources**
    - **Audioscripts and Answer Keys**
    - **"Can-Do" Self-Assessment Charts**
    - **Conversation and Discussion Activator Video Scripts**
    - **Oral Progress Assessment Charts**
    - **Reading Speed Calculator**
  - **Summit TV Video Program**
    - **Activity Worksheets**
    - **Teaching Notes**
    - **Video Scripts**

Reference Charts

IRREGULAR VERBS

base form	simple past	past participle
be	was / were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
build	built	built
burn	burned / burnt	burned / burnt
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed / dreamt	dreamed / dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fit	fit	fit
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
leap	leaped / leapt	leaped / leapt
learn	learned / learnt	learned / learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
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
set	set	set
shake	shook	shaken
shed	shed	shed
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelled / smelt	smelled / smelt
speak	spoke	spoken
speed	sped / speeded	sped / speeded
spell	spelled / spelt	spelled / spelt
spend	spent	spent
spill	spilled / spilt	spilled / spilt
spin	spun	spun
spit	spit / spat	spit / spat
spoil	spoiled / spoilt	spoiled / spoilt
spread	spread	spread
spring	sprang / sprung	sprang / sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank / stunk	stunk
strike	struck	struck / stricken
string	strung	strung
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
upset	upset	upset
wake	woke / waked	woken / waked
wear	wore	worn
weave	wove	woven
weep	wept	wept
win	won	won
wind	wound	wound
write	wrote	written

VERBS FOLLOWED BY A GERUND

acknowledge	celebrate	discontinue	escape	imagine	postpone	recall	risk
admit	complete	discuss	explain	justify	practice	recommend	suggest
advise	consider	dislike	feel like	keep	prevent	report	support
appreciate	delay	don't mind	finish	mention	prohibit	resent	tolerate
avoid	deny	endure	forgive	mind	propose	resist	undestand
can't help	detest	enjoy	give up	miss	quit		

EXPRESSIONS THAT CAN BE FOLLOWED BY A GERUND

be excited about	be committed to	make an excuse for	look forward to
be worried about	be opposed to	have a reason for	blame [someone or something] for
be responsible for	be used to	believe in	forgive [someone or something] for
be interested in	complain about	participate in	thank [someone or something] for
be accused of	dream about / of	succeed in	keep [someone or something] from
be capable of	talk about / of	take advantage of	prevent [someone or something] from
be tired of	think about / of	take care of	stop [someone or something] from
be accustomed to	apologize for	insist on	

VERBS FOLLOWED DIRECTLY BY AN INFINITIVE

afford	can't wait	demand	hope	need	pretend	swear	want
agree	care	deserve	hurry	neglect	promise	threaten	wish
appear	choose	expect	intend	offer	refuse	volunteer	would like
arrange	claim	fail	learn	pay	request	wait	yearn
ask	consent	grow	manage	plan	seem		
attempt	decide	hesitate	mean	prepare	struggle		

VERBS FOLLOWED BY AN OBJECT BEFORE AN INFINITIVE*

advise	cause	enable	force	need*	persuade	require	want*
allow	challenge	encourage	hire	order	promise*	teach	warn
ask*	choose*	expect*	instruct	pay*	remind	tell	wish*
beg	convince	forbid	invite	permit	request*	urge	would like*

* In the active voice, these verbs can be followed by the infinitive without an object (example: *want to speak or want someone to speak*).

VERBS THAT CAN BE FOLLOWED BY A GERUND OR AN INFINITIVE

with a change in meaning

forget	remember
regret	stop

without a change in meaning

begin	continue	like	prefer	try
can't stand	hate	love	start	

ADJECTIVES FOLLOWED BY AN INFINITIVE*

afraid	ashamed	depressed	eager	fortunate	lucky	relieved	surprised
alarmed	certain	determined	easy	glad	pleased	reluctant	touched
amazed	content	disappointed	embarrased	happy	prepared	sad	upset
angry	curious	distressed	encouraged	hesitant	proud	shocked	willing
anxious	delighted	disturbed	excited	likely	ready	sorry	

*Example: *I'm willing* ***to accept*** *that.*

PARTICIPIAL ADJECTIVES*

alarming	–	alarmed	embarrassing	–	embarrassed	paralyzing	–	paralyzed
amazing	–	amazed	enlightening	–	enlightened	pleasing	–	pleased
amusing	–	amused	entertaining	–	entertained	relaxing	–	relaxed
annoying	–	annoyed	exciting	–	excited	satisfying	–	satisfied
astonishing	–	astonished	exhausting	–	exhausted	shocking	–	shocked
boring	–	bored	fascinating	–	fascinated	soothing	–	soothed
confusing	–	confused	frightening	–	frightened	startling	–	startled
depressing	–	depressed	horrifying	–	horrified	stimulating	–	stimulated
disappointing	–	disappointed	inspiring	–	inspired	surprising	–	surprised
disgusting	–	disgusted	interesting	–	interested	terrifying	–	terrified
distressing	–	distressed	irritating	–	irritated	tiring	–	tired
disturbing	–	disturbed	moving	–	moved	touching	–	touched

STATIVE VERBS

amaze	contain	feel*	look like	please	smell*
appear*	cost	forget	look*	possess	sound
appreciate	desire	hate	love	prefer	suppose
astonish	dislike	have*	matter	realize	surprise
be*	doubt	hear	mean	recognize	taste*
believe	envy	imagine	mind	remember*	think*
belong	equal	include*	need	resemble	understand
care	exist	know	owe	see*	want*
consist of	fear	like	own	seem	weigh*

*These verbs also have action meanings. Example: *I see a tree.* (non-action) *I'm seeing her tomorrow.* (action)

TRANSITIVE PHRASAL VERBS

Abbreviations
s.o. = someone
sth. = something
e.g. = for example
inf. = informal

Some transitive phrasal verbs have more than one meaning. Not all are included here.

SEPARABLE

blow sth. **out** stop a flame by blowing on it
blow sth. **up** **1** make sth. explode **2** fill sth. with air, e.g., a balloon **3** make sth. larger, e.g., a photo
bring sth. **about** make sth. happen
bring sth. **back** **1** return sth. to a store **2** revive or renew sth., e.g., a custom or tradition
bring sth. **out** **1** introduce a new product **2** make a quality more noticeable
bring s.o. **up** raise a child
bring sth. **up** start to talk about an issue
burn sth. **down** burn a structure completely
call s.o. **back** return a phone call
call sth. **off** cancel sth.
call s.o. **up** call s.o. on the phone
carry sth. **out** conduct a plan
check s.o./sth. **out** look at s.o. or sth. more closely
cheer s.o. **up** make s.o. feel happier
clean s.o./sth. **up** clean s.o. or sth. completely
clear sth. **up** clarify sth.
close sth. **down** force a business or institution to close
cover sth. **up** **1** cover sth. completely **2** change facts to avoid responsibility
cross sth. **out** draw a line through sth.
cut sth. **down** make sth. fall by cutting, e.g., a tree
cut sth. **off** **1** remove sth. by cutting **2** stop the supply of sth.
cut s.o. **off** interrupt s.o who is speaking
dream sth. **up** invent or think of a new idea
drink sth. **up** drink a beverage completely
drop s.o./sth. **off** leave s.o. or sth. somewhere
empty sth. **out** empty sth. completely
figure s.o./sth. **out** understand s.o. or sth. after some thought
fill s.o. **in** tell s.o. about recent events
fill sth. **out** complete a form
fill sth. **up** fill a container completely
find sth. **out** learn new information
follow sth. **through** do everything to complete a task
get sth. **across** help s.o. understand an idea
give sth. **away** give sth. you do not need or want
give sth. **back** return sth. to its owner
give sth. **out** distribute sth.
give sth. **up** quit doing sth.
hand sth. **in** submit work, e.g., to a boss or a teacher
hand sth. **out** distribute sth.
hang sth. **up** put sth. on a hanger or hook, e.g., clothes
help s.o. **out** assist s.o.
keep s.o./sth. **away** cause s.o. or sth. to stay at a distance
lay s.o. **off** fire s.o. because of economic conditions
leave sth. **on** **1** not turn sth. off, e.g., an appliance **2** not remove sth. such as clothing or jewelry
leave sth. **out** omit sth.
let s.o. **down** disappoint s.o.
let s.o./sth. **in** allow s.o. or sth. to enter
let s.o. **off** allow s.o. to leave a bus, car, taxi, etc.
let s.o./sth. **out** allow s.o. or sth. to leave
light sth. **up** illuminate sth.
look s.o./sth. **over** examine s.o. or sth.
look s.o./sth. **up** **1** try to find s.o. **2** try to find sth. in a book, the Internet, etc.
make sth. **up** create a fictional story
pass sth. **out** distribute sth.
pass sth. **up** decide not to take an opportunity
pay s.o. **off** bribe s.o.
pay sth. **off** pay back money one owes
pick s.o./sth. **out** identify or choose s.o. or sth.
pick s.o. **up** stop a vehicle so s.o. can get in
pick s.o./sth. **up** lift s.o. or sth.
pick sth. **up** **1** get or buy sth. from somewhere **2** learn sth. new **3** get an infectious disease
point s.o./sth. **out** show s.o or sth. to another person
put sth. **away** put sth. in its appropriate place
put sth. **back** return sth. to its original place
put s.o./sth. **down** **1** stop holding or lifting s.o. or sth. **2** insult s.o.
put sth. **off** delay or postpone sth.
put sth. **on** get dressed or place sth. on one's body
put sth. **together** **1** put sth. on a wall **2** build sth.
put sth. **up** build or erect sth.
set sth. **off** cause sth. to explode
set sth. **up** **1** establish a new business, organization, etc. **2** prepare equipment for use
show s.o./sth. **off** display the best qualities of s.o. or sth.
shut sth. **off** stop a machine or supply
straighten sth. **up** make sth. neat
switch sth. **on** start a machine, turn on a light, etc.
take sth. **away** remove sth.
take sth. **back** **1** return sth. to a store **2** accept sth. returned by another person
take sth. **down** remove sth. that is hanging
take sth. **in** **1** notice and remember sth. **2** make a clothing item smaller
take sth. **off** remove clothing, jewelry, etc.
take s.o. **on** hire s.o.
take sth. **on** agree to do a task
take s.o. **out** invite s.o. somewhere and pay for his/her meal, show, etc.
take sth. **up** start doing an activity habitually
talk sth. **over** discuss sth.
tear sth. **down** destroy sth.

tear sth. up tear sth. into small pieces
think sth. over consider sth.
think sth. up invent or think of a new idea
throw sth. away put sth. in the garbage
throw sth. out put sth. in the garbage
touch sth. up improve sth. with very small changes
try sth. on try clothing to see if it fits
try sth. out use sth. to see if one likes it or if it works
turn sth. around **1** turn so the front is at the back **2** cause things to get better
turn s.o./sth. down reject s.o. or sth.
turn sth. down lower the volume, heat, etc.
turn sth. in submit a paper, application, etc.
turn sth. off stop a machine, light, etc.
turn s.o. off cause s.o. to lose interest (inf.)
turn sth. on start a machine, light, etc.
turn sth. out make or manufacture sth.
turn sth. over turn sth. so the bottom is at the top
turn sth. up raise the volume, heat, etc.
use sth. up use sth. completely
wake s.o. up cause s.o. to stop sleeping
wipe sth. out remove or destroy sth.
work sth. out **1** resolve a problem **2** calculate a math problem
write sth. down write sth. to have a record of it

ALWAYS SEPARATED

ask s.o. over invite s.o. to one's home
bring s.o./sth. down remove a ruler or government from power
do sth. over do sth. again
keep sth. on not remove sth. such as clothing or jewelry
see sth. through complete a task
start sth. over begin sth. again
talk s.o. into sth. persuade s.o. to do sth.

INSEPARABLE

cater to s.o. provide what s.o. wants or needs
carry on sth. continue sth. another person has started
come across s.o./sth. find s.o. or sth. unexpectedly
count on s.o./sth. depend on s.o. or sth.
do without s.o./sth. live without s.o. or sth. one needs or wants
go after s.o./sth. pursue s.o. or sth.
go over sth. examine sth. carefully
go without sth. live without sth. one needs or wants
run into s.o. meet s.o. unexpectedly
run into sth. accidentally hit or crash into sth.
stick with s.o. stay close to s.o.
stick with sth. continue doing sth. as before

INTRANSITIVE PHRASAL VERBS

Some intransitive phrasal verbs have more than one meaning. Not all are included here.

blow up **1** explode **2** suddenly become very angry
break down stop functioning
break out start suddenly, e.g., a war, disease, or fire
burn down burn completely
call back return a phone call
carry on **1** continue doing sth. **2** behave in a silly or emotional way
catch on become popular
check in report one's arrival at an airport or hotel
check out pay one's bill and leave a hotel
cheer up become happier
clear up become better, e.g., a rash or the weather
close down stop operating, e.g., a factory or a school
come along accompany s.o.
come back return
come in enter
come off become unattached
come out **1** appear, e.g., the sun **2** be removed, e.g., a stain
dress up wear more formal clothes or a costume
drop in visit unexpectedly
drop out quit a class, school, or program
eat out eat in a restaurant
empty out empty completely
fall off become unattached
fill out become bigger
fill up become completely full
find out learn new information
follow through continue working on sth. until it is completed
fool around have fun or not be serious
get ahead make progress or succeed
get along to not argue
get back return from a place
get together meet somewhere with a friend or acquaintance
get up get out of bed
give up quit
go along **1** accompany s.o. **2** agree
go back return
go off explode; make a sudden noise
go on continue to talk about or describe sth.
go out **1** leave a building **2** leave one's home to meet people, enjoy entertainment, etc.
go up be built
grow up become an adult
help out do sth. helpful
hang up end a phone call
hold on wait during a phone call
keep away stay at a distance
keep on continue
keep up go or think as fast as another person
lie down rest on a bed
light up **1** begin to shine brightly **2** look pleased or happy
make up end an argument and reestablish a friendly relationship
pass out become unconscious
pay off be worthwhile
pick up improve, e.g., the economy
play around have fun or not be serious
run out no longer in supply
show up appear
sign up register
sit down sit
slip up make a mistake
stand up rise to one's feet
start over begin again
stay up not go to bed
straighten up make neat
take off depart by plane
turn in go to bed (inf.)
turn out have a particular result
turn up appear
wake up stop sleeping
watch out be careful
work out **1** exercise **2** be resolved; end successfully

THREE-WORD PHRASAL VERBS

Some three-word phrasal verbs have more than one meaning. Not all are included here.

catch up on sth. **1** do sth. one didn't have time to do earlier **2** get the most recent information
catch up with s.o. exchange information about recent activities
check up on s.o. make sure s.o. is OK
come away with sth. learn sth. useful from s.o. or sth.
come down to sth. be the most important point or idea
come down with sth. get an illness
come up against s.o./sth. be faced with a difficult person or situation
come up with sth. think of an idea, plan, or solution
face up to sth. accept an unpleasant truth
fall back on sth. use an old idea because new ideas have failed
follow through on sth. continue doing sth. until it is completed
get around to sth. finally do sth.
get away with sth. avoid the consequences of a wrong act
get back at s.o. harm s.o. because he / she harmed you
give up on s.o. stop hoping that s.o. will change
give up on sth. stop trying to make sth. happen
go along with sth. agree to do sth.
go through with sth. do sth. difficult or painful
grow out of sth. stop doing sth. as one becomes an adult
keep up with s.o. stay in regular contact
look down on s.o. think one is better than another person
look out for s.o. protect s.o.
look up to s.o. admire or respect s.o.
make up for sth. do sth. to apologize
put up with s.o./sth. accept s.o. or sth. without complaining
run out of sth. no longer have enough of sth.
stand up for sth. support an idea or a principle
stand up to s.o. refuse to let s.o. treat anyone badly
team up with s.o. do a task together
think back on s.o./sth. think about and remember s.o. or sth.
walk out on s.o. end a relationship with a wife, boyfriend, etc.
watch out for s.o./sth. protect s.o. or sth.

Verb forms: overview

SUMMARY OF VERB FORMS

	Present time	Past time	Future time
Simple	**Simple present** walk / walks	**Simple past** walked	**Simple future** will walk
Continuous	**Present continuous** am walking / is walking / are walking	**Past continuous** was walking / were walking	**Future continuous** will be walking
Perfect	**Present perfect** have walked / has walked	**Past perfect** had walked	**Future perfect** will have walked
Perfect continuous	**Present perfect continuous** have been walking / has been walking	**Past perfect continuous** had been walking	**Future perfect continuous** will have been walking

SIMPLE VERB FORMS: USAGE

	Present time	Past time	Future time
Simple verb forms describe habitual actions or events that occur at a definite time.	**Simple present**[1] **Habitual action** *The department **meets** once a month to review the status of projects.* **Facts and generalizations** *The Earth **rotates** around the sun every 365 days.*	**Simple past** **Completed action that occurred at a definite time in the past** *Last year researchers **discovered** a new cancer treatment.* **Habitual action in the past**[2] *When I was young we **visited** my grandparents every week.*	**Simple future**[3] **Action that will occur at a definite time in the future** *Next year they **will offer** a course on global trade.* **Habitual action in the future** *Next month I'**ll go** to the gym three times a week.*

1 The simple present tense can also express a future action: *Her flight arrives this evening at eight.*
2 Used to and would also express habitual actions in the past: *When I was a child, we used to spend the summer in the mountains. In the mornings we would go hiking and in the afternoons we would swim in a nearby lake.*
3 Be going to can also express a future action: *Next year they are going to offer a course on global trade.*

CONTINUOUS VERB FORMS: USAGE

	Present time	Past time	Future time
Continuous verb forms describe continuous actions or events that occur at a definite time.	**Present continuous*** **Action in progress now** *The business managers **are discussing** next year's budget right now.*	**Past continuous** **Action in progress at a definite time in the past** *None of the computers **were working** when I came in this morning.*	**Future continuous** **Action that will be in progress during a definite time in the future** *We'**ll be listening** to the speech when you arrive.*

*The present continuous can also express a future plan: *They're getting married next month.*

PERFECT VERB FORMS: USAGE

	Present time	Past time	Future time
Perfect verb forms describe actions or events in relation to other time frames.	**Present perfect*** **Completed action that occurred at an indefinite time before the present** *She **has made** many contributions to the field.* **Recently completed action** *He **has** just **published** an article about his findings.* **Uncompleted action (action that began in the past, continues into the present, and may continue into the future)** *They **have studied** ancient cultures for many years.*	**Past perfect** **Action that occurred at some point before a definite time in the past** *By 2016, he **had started** a new business.* **Action that occurred before another past action** *They **had** already **finished** medical school when the war broke out.*	**Future perfect** **Action that will be completed by some point at a definite time in the future** *By this time next year, I **will have completed** my research.*

*Many statements in the present perfect can also be stated correctly using the simple past tense, depending on the speaker's perspective:
She made many contributions to the field.

PERFECT CONTINUOUS VERB FORMS: USAGE

	Present time	Past time	Future time
Perfect continuous verb forms describe continuous actions or events in relation to other time frames.	**Present perfect continuous** **Uncompleted continuous action (action that began in the past, continues into the present, and may continue into the future)** *She **has been lecturing** about that topic since 2015.* **Very recently completed action** *The workers **have been protesting**. They're finished now.*	**Past perfect continuous** **Continuous action that occurred before another past action or time** *By 2015, researchers **had been seeking** a cure for AIDS for more than thirty years.*	**Future perfect continuous** **Continuous action that occurred before another action or time in the future** *When the new director takes over, I **will have been working** at this company for ten years.*

Grammar Booster

Note about the Grammar Booster

Many will elect to do the Grammar Booster as self-study. However, if you choose to use the Grammar Booster with the classroom activity instead, teaching notes are included here.

Unit 1

Describing past actions and events: review

- Give students a few minutes to read the seven headings and explanations in the review.
- Focus on *Used to / would.* Explain that it is common in writing to use *used to* at the beginning of a paragraph and then continue with *would* in the following sentences that provide further details. Write the first sentence on the board *When she was younger, she never used to be afraid of anything*—and have students suggest additional details. (Possible answers: She would pick up insects and mice. She would tell ghost stories at sleepovers.)
- Ask students to look at the head *The future as seen from the past*. Call on a volunteer to read the first explanation and example sentence. Have students suggest additional sentences describing things they had planned to do but didn't for some reason. (Possible answer: I was going to take a translating course, but it wasn't offered in the spring.)
- Then have a student read the second explanation and example sentence under *The future as seen from the past*. Point out that statements of knowledge or belief include verbs such as *understood, believed*, and *claimed*. Write these verbs on the board for reference, and have students suggest sentences using them. (Possible answer: She claimed that she would learn how to drive, but she never did.)

Challenge: [+15–20 minutes] Have students write a paragraph describing five activities they used to do regularly. Instruct students to use *used to* and *would* appropriately in their paragraph. Collect the papers and give feedback.

A Correct the errors . . .

- Have students do the exercise individually. Refer them to the review of past actions and events in the section above if they need help.
- Bring the class together and go over the answers. Call on students to explain each error and the best way to correct it. Note that for item 2 there are two possible corrections.

Stative verbs

- On the board, write *1. I love chocolate! 2. I am loving chocolate!* To check student knowledge, ask *Which sentence is preferred?* (1) *Why?* (*Love* is a stative or non-action verb and is not usually used in the continuous.)
- Have a volunteer read the first explanation and example sentences in the Grammar box. Write on the board *believe, understand*. Ask *What does each stative verb express?* (They both express a mental state.) Then elicit additional stative verbs and what they express. (Possible answers: **amaze:** emotion or mental state; **exist:** description; **please:** emotion or mental state; **suppose:** mental state)
- Call on a student to read the second explanation. Then have pairs take turns reading the sets of example sentences with Non-action and Action meanings.
- Read the Note, and call on volunteers to read the example sentences. Stress that continuous forms of certain stative verbs are common in spoken English but should not be used in formal writing.

Option: [+15–20 minutes] Write the following sentences on the board, or photocopy and distribute them. Tell pairs to decide if the stative verb in each sentence shows a non-action or an action meaning.

1. *I have been seeing John for over a year now.*
2. *We have a problem with flooding in our basement.*
3. *This material feels nice and soft.*
4. *You look really good in that jacket.*
5. *Kerry is appearing in a new feature film.*
6. *The kids are looking at the elephants in the zoo.*

(Answers: 1. action, 2. non-action, 3. non-action, 4. non-action, 5. action, 6. action) Then have students use the verbs to write sentences that depict the alternate meaning. Have students share their sentences with the class. (Possible answers: 1. I saw John yesterday. 2. They're having a discussion about which course to sign up for. 3. I'm feeling the sweater to see if it's dry. 4. She was looking for a way to realize her childhood dream. 5. Jim's long-term goal appeared difficult to achieve. 6. The weather for tomorrow looks cold and windy.)

Challenge: [+15–20 minutes] Have students reread the second explanation. Then refer students to the list of stative verbs in the Reference Charts, page 124, and have them choose three starred verbs. Have students work together to write three pairs of sentences—one using the verb with a non-action meaning and one using the verb with an action meaning. Circulate and assist as needed.

B Decide if each stative verb . . .

- Have students check the correct boxes and complete the sentences individually.
- Then have students compare answers with a partner.
- Bring the class together and ask:

  Which non-action verbs express a mental state? (1. doubts, 5. doesn't remember)

  Which non-action verb expresses possession? (2. have)
- Go over any questions. You may wish to point out that spoken usage is changing, with stative verbs such as *want*, *like*, *need* and *have* being used in the continuous aspect more and more. *Remember* is occasionally used in the present continuous as well.

Note: If students are unsure which stative verbs have an action meaning, have them consult the list in the Reference Charts, page 124.

Challenge: [+15–20 minutes] Have students use the stative verbs to create sentences with the alternate action or non-action meaning. Have students share sentences with a partner. (Possible answers: 1. We were doubting her ability to get the job done on time. 2. They're not having lunch at home today. 3. Philip thinks the rule will be hard to enforce. 5. The bookstore has two copies of the book you ordered. 6. I was remembering the old songs I used to sing as a child. 7. I included my cell phone number on the application. 8. Ellen saw immediately how the movie would end.)

Unit 2

Adjective clauses: overview

- Have students skim the information in the first column of the chart to review the purposes of adjective clauses.
- Focus on each horizontal section of the chart. Have volunteers read the example sentences. Elicit additional example sentences for each section.
- After the class has gone through each section, point out that adjective clauses can be divided into restrictive and non-restrictive clauses. (Note that restrictive and non-restrictive clauses are taught on the Writing page.) Ask *What does a restrictive clause do?* (It gives information that is needed to identify the noun or pronoun it modifies.) *What does a non-restrictive clause do?* (It gives additional information that is not necessary to identify the noun or pronoun it modifies.) *Which of the two types of clauses can be omitted from a sentence without affecting its meaning?* (a non-restrictive clause)
- Have students skim the example sentences in the chart and note the restrictive clauses and nonrestrictive clauses. (Only the example sentence in section 3—to show possession—that begins *Paris . . .* is non-restrictive.) Remind students that the relative pronoun *that* cannot be used with a non-restrictive clause. Also remind students that a non-restrictive clause requires a comma before and after (or a comma before and a period after when the clause comes at the end of the sentence).
- Write the following on the board and have students note the commas in sentence 1 and the comma and period in sentence 2: *1. Tom, who has worked for our company for eight years, lied to his boss. 2. Tom lied to his boss, which was a serious mistake.*

Option: [+15–20 minutes] Write the following sentences on the board. Call on students to add commas to the sentences where they are necessary.

1. *The person that we are talking about is standing over there.*
2. *My mother who had never used a computer learned to surf the Internet.*
3. *The bench that is in front of the library was donated by the class of 1987.*
4. *Tabor whose town square is 100 years old is a popular tourist destination.*
5. *This summer, we are going to Vienna which is where my husband was born.*

(Answers: 2. My mother, who had never used a computer, learned to surf the Internet. 4. Tabor, whose town square is 100 years old, is a popular tourist destination. 5. This summer, we are going to Vienna, which is where my husband was born.)

Challenge: [+15–20 minutes] Have pairs write five sentences with adjective clauses, one for each category in the chart. Tell students to include both restrictive and non-restrictive clauses. Circulate and check as students work. Then have pairs swap sentences and identify the restrictive and non-restrictive clauses.

A Underline the best word . . .

- Have students look at the noun before each parenthetical choice of words. Have pairs decide whether the noun is a person, place, or thing. (1. person, 2. place, 3. person, 4. person, 5. thing [time], 6. person, 7. thing) To review, ask:

  Which words introduce an adjective clause about people? (who, whom, that, whose)

  Which words introduce an adjective clause about place? (which, that, where, in which)

  Which words introduce an adjective clause about things? (which, that)

  Which words introduce an adjective clause about time? (when, that, in which)
- Have students complete the exercise individually and then compare answers with a partner.
- Bring the class together and go over any questions. Then ask *How is the adjective clause used in each sentence?* (1. to identify people; 2. to identify a place; 3. to give additional information about people; 4. to give additional information about a person; 5. to identify a period in time; 6. to identify a person; 7. to give additional information about a thing)

Grammar for Writing: adjective clauses with quantifiers

- Have a volunteer read the explanation in the Grammar box. Then have students read the example sentences to themselves. Ask:

  In the first sentence, what does all of whom *refer to?* (three doctors)

  In the second sentence, what does none of which *refer to?* (several possible explanations)

  In the third sentence, what does one of whose *refer to?* (the president)

- Ask *Are the adjective clauses in these sentences restrictive or non-restrictive?* (non-restrictive) Point out that quantifiers can be used only with non-restrictive clauses.
- Have students skim Some expressions of quantity used with <u>of</u>. Elicit additional example sentences. (Possible answer: I spoke to both managers, *neither of whom* was willing to take responsibility for the mistake.)
- Read aloud the last explanation about adjective clauses with quantifiers. Add that students might also hear quantifiers used in formal spoken contexts.

B Complete each sentence . . .

- Have students decide whether each adjective clause refers to a person or a thing. (1. thing: products; 2. person: children; 3. person: students; 4. thing: articles; 5. person: parents) Review the construction quantifier + *of* + *whom, which*, or *whose*. Then ask:

  Which relative pronoun can you use with a quantifier that refers to things? (which)

  Which relative pronouns can you use with a quantifier that refers to people? (whom, whose)

- Have students do the exercise in pairs. Circulate and assist as needed. If students have difficulty, tell them to make sure the verb in the sentence agrees with the quantifier. Explain that *both of* and *neither of* are used when talking about two people or things.
- Bring the class together and go over the answers.

Challenge: [+15–20 minutes] Have pairs rewrite items 1, 2, and 4, using different expressions of quantity from the list on the top right of the page / (In items 3 and 5, no other quantifier retains the same meaning.) Tell students to make any necessary changes. Ask volunteers to read their sentences to the class. (Possible answers: 1. . . . only some of / half of which work. 2. . . . all of / some of whom always make . . . 4. . . . each of which deals . . .)

Grammar for Writing: reduced adjective clauses

- Read the first explanation in the Grammar box. Then have students review the definitions of a clause and a phrase in the Remember note. Focus on the example sentences. Ask:

  In the clause in the first sentence, what is the subject?

  What is the verb? (The subject is the relative pronoun *which*. The verb is *is*.)

  Does the phrase in the second sentence have a subject and a verb? (No. A phrase doesn't have both a subject and a verb.)

- Tell students that there are two ways to reduce an adjective clause to an adjective phrase. Ask a volunteer to read the first way. Then have students look at the example sentences and notice that the relative pronoun *who* and the verb *was* were dropped. Tell students that this kind of adjective phrase can also start a sentence: *The first Greek historian, Herodotus wrote about the wars between ancient Greece and Persia.*
- Write on the board Rome, which is the capital of Italy, is one of the world's oldest cities. Have students identify the adjective clause. (which is the capital of Italy) Tell the class to rewrite the sentence, changing the clause to a phrase. (Rome, the capital of Italy, is one of the world's oldest cities.) Write the sentence on the board for confirmation.
- Ask a volunteer to read the second way to reduce an adjective clause to an adjective phrase. Review that a present participle is the base form of a verb + *-ing*. Have students study the two pairs of sentences and notice that the relative pronouns (which, who) and verbs (contains, tamper) were replaced by present participles (containing, tampering). Tell students that this type of adjective clause can be placed at the beginning or end of a sentence as well as in the middle: *Containing 206 separate bones, the human skeleton is a strong and flexible structure. The human skeleton is a strong and flexible structure, containing 206 separate bones.*
- Ask a volunteer to read the last explanation in the Grammar box. Point out that when an adjective phrase such as *a very practical and hardworking woman* appears in the middle of the sentence, it must follow the noun or pronoun it gives additional information about—in this case, *My grandmother.*
- Call on volunteers to change each adjective phrase in the examples to a clause. (My grandmother, who is a very practical and hardworking woman, . . . ; Istanbul, which is the largest city in Turkey, . . . ; . . . a quiet place to live, preferably one that is in the suburbs; Chanterelles, which are a type of edible mushroom with a rich yellow color, . . . ; The llama and alpaca are camelids, which is a kind of mammal . . .)

C Reduce the adjective clause . . .

- To introduce the exercise, ask *In which sentences does the adjective clause include a relative pronoun and a form of the verb* be? (1. who are; 2. which is; 5. which is) *How can these adjective clauses be reduced to adjective phrases?* (Drop the relative pronoun and the verb *be*.) *How can the adjective clauses in the other sentences be reduced to adjective phrases?* (Drop the relative pronoun and use the present participle of the verb.)
- After students complete the exercise individually, have them compare answers with a partner.

D On a separate sheet of paper . . .

- Ask a volunteer to read the pair of sentences in item 1. Then ask students to focus on the sample answer.
- Have students scan the rest of the sentences. Tell them to note the noun phrase that each adjective phrase will modify. (2. Telling a white lie; 3. My mother; 4. My brother; 5. last night's concert)
- Have students do the exercise in pairs. Then go over any questions as a class.

Option: [+15–20 minutes] Have pairs take turns reading the sentences, changing the adjective phrases to adjective clauses. Remind students to choose the correct relative pronoun. (2. Telling a white lie, which is the type of lie we tell to protect others, can still get us in trouble; 3. My mother, who is the only person I know who is unable to tell a lie, taught me a lot about how to be honest; 4. My brother, who is a man of great compassion, frequently volunteers at the hospital; 5. A lot of money was raised at last night's concert, which was the biggest charity event of the year.)

Unit 3

Embedded questions: review and common errors

- Read the title of the chart. Elicit that the word *embed* means to put something firmly into something else. Explain that an embedded question is a question that is included inside another question or statement.
- Ask a student to read the first explanation. Have students compare the example yes / no questions and embedded yes / no questions. On the board, write

  Does she get fed up?

  Let's ask whether she gets fed up.

  Ask how the word order changed. (It changed from question to statement order.)

  Tell students to skim the phrases that are often followed by embedded questions. Call on volunteers to use different phrases to embed the example yes / no questions (For example: Don't tell them if you've ever asked your boss for a raise.)
- Point out that yes / no questions embed differently than information questions. Call on a student to read the second explanation. Tell students to read the example information questions and embedded information questions to themselves. On the board, write

  What's she afraid of?

  I can't remember what she's afraid of.

  Ask how has the word order changed. (The position of the verb changed.)
- Call on volunteers to use different phrases to embed the example information questions. (For example: Tell me when it was found.)
- Bring students' attention to the question words and phrases in the box.
- To go over punctuation, ask students to read the third explanation and example sentence. Then look back at the Phrases that are often followed by embedded questions in the box. Have students note which introduce statements and which ones are questions. Then have students skim the punctuation in the example statements and questions throughout the chart.
- Focus on the fourth explanation and example sentences. On the board, write

  Where is everyone?

  I wonder where everyone is.

  Ask *Which sentence is softer?* (the second) Elicit additional examples.
- Finally have students look at the Remember note to review the word order of embedded questions. Read the explanation and call on students to read the example sentences.

A On a separate sheet of paper . . .

- Have students skim the exercise items. Ask *Are we going to be embedding yes / no or information questions?* (yes / no questions) Then have students study the phrases that will introduce each embedded question. Ask *Which items will be questions and which will be statements?* (3, 5, 6, are questions; 1, 2, 4 are statements)
- Have students work individually to write the sentences. Circulate and assist as needed.
- Ask them to compare answers with a partner. Go over any questions as a class. Ask *Could* whether *be replaced by* if *in items 1, 2, and 6?* (yes) *Could* if *be replaced by* whether *in items 3, 4, 5?* (yes). Invite students to restate the sentence with the alternate word. Stress that *if* and *whether* have the same meaning.

B On a separate sheet of paper . . .

- Have students skim the exercise items. Are we going to be embedding yes / no or information questions? (information questions) Then have students study the phrases that will introduce each embedded question. Ask *Which items will be questions and which will be statements?* (1, 2, 4, 5, 6 are statements; 3 is a question).
- Have students work individually to write the sentences. Circulate and assist as needed.
- Ask them to compare answers with a partner. Go over any questions as a class.

C On a separate sheet of paper . . .

- Tell students they will be looking for errors in each sentence: specifically, errors in word order and punctuation. Model the first item on the board. Write the statement and call on a student to make the correction (word order: . . . what you usually say . . .). Ask *Is the punctuation correct?* (yes)
- Have students work individually to correct the sentences.

Count and non-count nouns

- Write chocolate, water, advice. Ask *Are these count or non-count nouns?* (non-count) Explain that non-count nouns can be made countable by placing certain words before them. Ask a student to read the first explanation and example sentence. Call on volunteers to attach quantifiers to the words on the board and make sentences (Possible answers: I drank a little water. Can I have some chocolate? I got a lot of advice from Gerald).
- Read the second explanation. Have students read the example sentences. Write on the board fruit, bread, thunder. For comparison, ask students to suggest sentences with those words as non-count nouns. (Possible answers: Fruit is good for you; I don't eat bread; I'm scared of thunder.)
- Have students skim the phrases. With a partner, have students create pairs of sentences—one sentence using a phrase + non-count noun, and another sentence using just the non-count noun. (For example, I would like to order a cup of coffee. If I drink coffee after dinner, I can't sleep.) Have groups share their sentences.
- Read the fourth explanation in the Grammar box. Have students skim the phrases and nouns. Elicit an example sentence for each phrase and write them on the board. (Possible answers: He gave his son a piece of advice about paying his bills on time. I think it's important to have a sense of humor, don't you? His offer was an act of kindness. The country is in a state of confusion.) Next, have students suggest sentences using the same noun in an uncountable sense. Write them on the board to compare. (Possible answers: It's easy to give advice and hard to follow. Humor has health benefits. The whole town talks about his kindness. The doctor said I might experience confusion after taking the medication.)
- Read the last explanation in the Grammar box. Have students read the nouns used in both a countable and an uncountable sense. Elicit an example sentence for each noun used in a countable sense and uncountable sense and write these on the board. Answer any remaining questions students have.

Option: [+15–20 minutes] Tell students to keep their books closed. Divide the class into two teams. Alternate giving teams a non-count noun from one of the charts. Have students use the noun with a phrase to make it countable. (Possible answer: sugar; a box of sugar) Use a selection of 15 to 25 nouns, depending on available time. Give one point for each correct phrase + noun. The team with the most points wins.

D On a separate sheet of paper . . .

- Have students skim the underlined non-count nouns in each sentence. Tell them to think about meaning. Then have them rewrite the statements using phrases to make the nouns countable. Circulate and assist, referring students to the grammar chart as needed.
- Have students compare answers with a partner. Then go over any questions as a class.

E Choose the best word . . .

- Have students cover the sentences with a piece of paper and scan the list of words in the box. Ask *Which non-count nouns might these words be combined with?* (Possible answers: an act of insanity; a bar of chocolate; a glass of water; a piece of candy; a sense of danger; a state of innocence)
- Then have students complete the exercise individually. Have them compare answers with a partner.

Challenge: [+15–20 minutes] Elicit sentences using the phrases from the exercise with other nouns. (Possible answer: Jan helped me move the heavy piece of furniture.)

Unit 4

Grammar for Writing: more conjunctions and transitions

- Have students read the Remember note to review the uses and punctuation of coordinating conjunctions, subordinating conjunctions, and transitions. Have students scan the chart vertically to see examples of each conjunction or transition.
- Then tell pairs to read through the chart horizontally and create example sentences with the conjunctions and transitions that are not already used in the examples in the chart. If students have difficulty, suggest example sentences on the board for reference.
- Note that *As a consequence* (under To express cause or result, Transitions) is taught in U8 Writing; *All the same* and *On the other hand* (under To show contrast, Transitions) are taught in U10 Writing section.

A On a separate sheet of paper . . .

- Have students scan the connecting words in the exercise and identify which are subordinating conjunctions and which are transitions. (1. while: SC, in contrast: T; 2. although: SC, despite that: T; 3. in addition to: SC, furthermore: T; 4. unless: SC, otherwise: T; 5. now that: SC, as a result: T)
- To review, ask *What punctuation is used with subordinating conjunctions?* (When a subordinating conjunction introduces a dependent clause that starts a sentence, the clause is followed by a comma.) *What punctuation is used with transitions?* (A transition is followed by a comma. It can be preceded by a semicolon.)
- Have students rewrite the sentences individually. Then have them compare answers with a partner.

Cleft sentences: more on meaning and use

- Read the first explanation under Cleft sentences with What. Call on volunteers to read the example exchanges. Point out how in each second sentence the original verb is repeated with a clarification. Ask a student *Would you like to go to a museum this weekend?* If necessary, write the sentence on the board. Invite the student to clarify what he or she would actually like. (Possible answer: Actually, what I'd really like is to go to a concert this weekend.)
- Read the second explanation under Cleft sentences with It. Call on two volunteers to read the first example exchange. Then, in pairs, have students read each exchange to each other, focusing on who, what, when, where, why. Point out that even though the third exchange clarifies *when* something happened, you use *that*.

Answers to Exercise A

Answers will vary but may include the following:

1. a. While John is a bit of a perfectionist, his brothers are pretty easygoing.
   b. John is a bit of a perfectionist; in contrast, his brothers are pretty easygoing.
2. a. Although Nicole has always struggled with being disorganized, she has made a lot of progress recently.
   b. Nicole has always struggled with being disorganized; despite that, she has made a lot of progress recently.
3. a. My boss tends to be very negative in addition to getting angry too quickly.
   b. My boss tends to be very negative; furthermore, he gets angry too quickly.
4. a. Unless I stop procrastinating, I won't ever finish the class assignment on time.
   b. I need to stop procrastinating; otherwise, I won't ever finish the class assignment on time.
5. a. Now that Carla has been trying not to be so controlling at work, she gets along better with her colleagues.
   b. Carla has been trying not to be so controlling at work; as a result, she gets along better with her colleagues.

B Clarify what B said . . .

- Have students skim the statements and identify the tense of each verb phrase (1. simple present; 2. simple past; 3. simple past; 4. simple past; 5. modal + continuous). Tell students to be careful to maintain the same tense when creating the cleft. If necessary, model the first item. Ask *What pronoun do we need in B's answer?* (I) Write on the board What I'm excited about is . . .
- Have students work in pairs to complete B's responses.
- Go over the answers as a class. Call on pairs to role-play the conversations.

C Write cleft sentences . . .

- Have students skim the statements and determine if the sentence clarifies *who, what, when, where,* or *why* (1. what; 2. who; 3. that; 4. why; 5. where). Tell students to also identify the tense of each verb phrase (1. simple present; 2. simple past; 3. simple future; 4. simple present; 5.simple present). Remind them to maintain the same tense when creating the cleft.
- Have students work in pairs to complete B's responses.
- Go over the answers as a class. Call on pairs to role-play the conversations.

Unit 5

Indirect speech: review and expansion

- Have a volunteer read the first explanation. Then have pairs take turns reading each example, first in direct speech and then in indirect speech.
- Elicit additional affirmative and negative examples of the imperative in direct speech. Write these on the board. Then call on volunteers to put these into indirect speech. Listen for correct changes to the infinitive as well as *not* + infinitive for negative statements.
- Finally, call on a student to read aloud the information in the Remember note.
- Have students read the second explanation and then study the pairs of sentences, focusing on the pronouns.
- Write the following chart and sentences on the board:

Direct Speech	Indirect Speech
1. Nancy said, "I'm never too busy to complain to you about how busy I am."	
2.	He said he hoped I understood and that he didn't want to repeat the assignment.

Have students change the first sentence from direct to indirect speech, and the second from indirect to direct speech. (1. Nancy said she's never too busy to complain to me about how busy she is. 2. He said, "I hope you understand. I don't want to repeat the assignment.")

A On a separate sheet of paper . . .

- Ask students *What type of statements are the sentences in quotation?* (imperative) Elicit that these need to be changed to the infinitive in indirect speech. Hint to students to be careful of pronouns and possessives.
- After students do the exercise individually, have them compare answers with a partner.
- Then bring the class together and go over any questions.

Answers to Exercise A

1. Marian advised Claire to turn the TV on at 9:00 because there was a funny movie on.
2. Dr. Baker advised his patient not to let emotional tension make him sick.
3. She told me to be a good sport and laugh about it.
4. Fred instructed his son not to laugh at that joke because it was disgusting.
5. An old saying advises us to laugh first, cry later.
6. Lucas told us to never touch the green button on the printer.
7. Mr. Franklln's neighbor told him to take the penguin to the zoo the next day.
8. Nick said not to ask how the meeting had gone.

B On a separate sheet of paper . . .

- Have volunteers read the conversations. Ask *What changes will you need to make when you write these conversations in indirect speech?* (There will be changes in verb forms, pronouns, and possessives.)
- Have students rewrite the conversations individually. Then have students compare answers with a partner.
- Bring the class together and go over any questions.

Challenge: [+15–20 minutes] Have pairs write their own short conversations. Then combine pairs into groups of four and have each pair read their conversation. Have the pair that is listening restate what the other pair said to each other.

Say, tell, and ask

- Call on a student to read the Remember note. Focus in on the two example sentences with *said*. Stress that when a listener is mentioned, *to* must be used. On the board, write:

  Lina said to us that she is very grateful.

  Lina said that she was very grateful.

- Ask *What is the difference between these sentences?* (in the first sentence the listener is mentioned—*us*; in the second sentence the listener is not mentioned)
- Focus on the Be careful! note. Elicit the possible corrections to the sentences. (He said told the manager. . .; He said to the manager. . .; He said that he completely. . .; He told us that he completely. . .; He told the manager. . .; He said to the manger. . .; He asked the manager if. . .; He asked if. . .)

Answers to Exercise B

1. Maria said Jack's cartoon was great and that his drawing was so funny. Jack answered that Maria's was hilarious, too, and that it really cracked him up.
2. Katherine said that she was not sure if that tablet was Allison's. Allison replied that it was definitely hers and thanked Katherine.
3. Richard said that his paper on the health benefits of humor had just been published in a medical journal. I told him that I was happy for him and would appreciate it if he could give me a copy.
4. Kim told Ben that she had bought a new MP3 player last week. Ben said that he knew because he had seen it on her desk. He thought it looked much better than her old one.
5. Sam said that he had gotten a lot of articles about humor on the Internet last weekend. Piri said that that was great. He asked Sam if he would let him read them when he had finished with them.

C Complete the sentences with . . .

- Tell students to skim the statements and have them note in which ones there is a listener mentioned. Remind students that *said* requires *to* when a listener is mentioned; *told* is just followed by the listener. Review that *ask* is followed by *if*.
- After students do the exercise individually, have them compare answers with a partner.
- Then bring the class together and go over any questions.

Grammar for Writing: other reporting verbs

- In pairs, have students study the variety of reporting verbs and the example sentences.
- Then tell them to test out other words from the list of More reporting verbs in place of the highlighted verbs. (For example: *Charles Wilder . . . remarks that things are definitely getting better.*)

D On a separate sheet of paper . . .

- Encourage students to look up verbs. Then have them work in pairs to rewrite the sentences.
- Bring the class together and have students share verbs they used to replace those in the exercise.

Challenge: [+15–20 minutes] Have students work in pairs to change the statements to direct speech. Remind students to pay attention to shifts in verb tenses and changes to pronouns and possessives.

1. "The president of Chile will be visiting Thailand next month." says the *Bangkok Post.*
2. "Major improvements have been made in schools across the country," said the minister of education yesterday.
3. "More should be done to alleviate world hunger," says the secretary of the United Nations.
4. "More research will have to be conducted," said the scientists who conducted the study.
5. "We won't do it again," said the children who wrote on the walls
6. "We will increase our coverage of the news in the Middle East," the BBC said.

Unit 6

The conditional: summary and extension

- Have students scan the first column to review the different types of conditionals.
- Focus on the factual conditional. Tell students to read the explanation about factual conditions that express a general or scientific fact. Elicit additional examples. (Possible answers: Classes are canceled if it snows heavily. If a pot is made of aluminum, a magnet doesn't stick to its surface.) Check that students use the simple present in both the if clause and the result clause. Then have students restate these sentences, replacing *if* with *when* or *whenever.* (. . . when OR whenever it snows heavily. When OR Whenever a pot is made . . .)
- Have a volunteer read the explanation for the second use of the factual conditional. On the board, write *If you will help me study, I will pass the exam.* Ask *Is this sentence correct?* (no) Have students correct the mistake. (If you help me study . . .) Point out that you cannot use a future form in the if clause.
- Next write on the board:

  If I knew the answer, I would help you.

  If I had known the answer, I would have helped you.

  Ask: *Are these sentences examples of the factual or the unreal conditional?* (unreal)

  Which sentence contains the present unreal conditional? (the first one) Keep the sentences on the board for use with discussion of the past unreal conditional.
- Tell students to read the explanation and example sentences for the present unreal conditional. Refer students to the first example sentence and ask:

  Do I have the time to explain the problem to you? (no)

  Under what condition would I explain the problem to you? (if I had the time)
- Continue referring to the two sentences on the board.

  Ask *Which sentence contains the past unreal conditional?* (the second one)
- Tell students to read the explanation and example sentences for the past unreal conditional. Refer students to the first example sentence and ask:

  Did they know about the storm? (no)

  Under what condition would they have taken a different flight? (if they had known about the storm)
- Finally, have students read the explanations for the mixed time frames. Ask students to create statements using the mixed conditional in relation to the present or to the past. (Possible answers: if I had understood the directions, I might not be lost now. If I knew how to repair my car, I wouldn't have called the service station.)
- Focus on Extension: other uses. Ask a student to read the first explanation. On the board, write *If Natalie calls, tell her the good news.* Have volunteers restate the if clause three different ways. (If Natalie should call; If Natalie happens to call; If Natalie should happen to call)
- Read the second explanation and example sentences to the class. Make sure students understand that inferences are deductions. Discuss the context of each situation. (Possible answers: Julie probably went to the party, so she saw what happened. Since you don't know the answer, I can tell you didn't do the homework. The results didn't come out yesterday, so they'll come out today. Since you haven't finished packing, you're going to miss your flight.)

Option: [+15–20 minutes] Write the following if clauses on the board. To review the factual, present unreal, and past unreal conditional, have students write a result clause for each clause. Then have them identify the type of conditional.

1. *If Phil leaves at 11:00, . . .*
2. *If I were you, . . .*
3. *If you put sugar in water, . . .*
4. *If they had called us, . . .*

(Possible answers: 1. he will come to class on time—factual; 2. I wouldn't buy that coat—present unreal; 3. the sugar dissolves—factual; 4. we would have picked them up—past unreal)

A Circle the correct word . . .

- Have students scan the if clauses and think about the possible verb forms that could be used in the result clauses. Then have students complete the exercise individually. Refer them to the chart on page 137 if they have difficulty.
- Have students compare answers with a partner. Bring the class together and have students identify each type of conditional sentence. (1. factual; 2. factual—scientific fact; 3. factual—the condition is less likely; 4. factual—the condition is less likely; 5. past unreal—to express relief; 6. past unreal; 7. conditional expressing inference; 8. present unreal; 9. mixed; 10. factual—the condition is less likely)

Challenge: [+15–20 minutes] For more practice, have pairs make up different result clauses for the if clauses in the exercise, and different if clauses for the result clauses. Have students share their sentences with the class.

Unit 7

Article usage: summary

- Before students open their books, ask:

  What is the definite article? (the)

  What are the indefinite articles? (a, an)
- Focus on the use of articles in General statement. Call on a volunteer to read the explanation and example sentence under the heading Indefinite article. Then have another student read the explanations and the example sentences under the heading Definite article. Point out that, unlike the indefinite article, the definite article can be used with both count and non-count nouns. Finally, read aloud the explanations and example sentences under the heading No article.
- Have students look at the second row of the chart. Then ask *Would you use the indefinite article, the definite article, or no article for the first mention of a noun?* (the indefinite article or no article)
- On the board, create a chart like the following.

Singular count nouns	Plural count nouns	Non-count nouns
I found a lucky charm.	I have lucky charms.	I bought shampoo.
The lucky charm was in a box.	The lucky charms were in a box.	The shampoo is in the closet.

Have a student read aloud the explanations and example sentences, and write the example sentences in the first row on the board.

- Have students look at the third row of the chart in their book. Then ask *Would you use the indefinite article, the definite article, or no article for the second mention of a noun?* (the definite article) Ask a student to read the explanations and example sentences aloud, and write the example sentences in the second row on the board.
- Pointing to the chart on the board, review that singular count nouns use *a* for the first mention and *the* for the second mention. Plural count nouns use no article for the first mention and *the* for the second mention. Non-count nouns use no article for the first mention and *the* for the second mention.

Challenge: [+15–20 minutes] Bring English-language magazines to class (or print out appropriate materials from the Internet) and have pairs choose one article to focus on. Tell students to find examples of the article usage outlined in the chart. Have them highlight the examples and then share them with the class.

A On a separate sheet of paper . . .

- Tell students to read the paragraph through once before making the corrections. Then have them complete the exercise.
- Ask students to compare answers with a partner.
- Bring the class together, and have students explain the reasons for the corrections. (*Homes*: no article, general statement, plural count noun; *a small house*: article *a*, first mention, singular count noun; *The house*: article *the*, second mention, singular count noun; *a large kitchen, a living room*: article *a*, first mention, singular count nouns; *the living room*: article *the*, second mention, singular count noun; *The bedrooms*: article *the*, second mention, plural count noun; *help*: no article, general statement, non-count noun; *a party*: article *a*, first mention, singular count noun; *the house*: article *the*, second mention, singular count noun; *furniture*: no article, general statement, non-count noun)

Answers to Exercise A

Homes are expensive these days, but Peter got lucky and bought a small house last week. The house has two bedrooms and one bathroom.

It also has a large kitchen and a living room. Peter will use the living room as his home office. The bedrooms are in bad condition, and Peter will need help painting them. Then he wants to have a party so his friends can admire the house. Later Peter will buy furniture—when he saves some money!

Definite article: additional uses

- Have pairs read through the chart of additional uses of the definite article and the example sentences. Circulate and answer questions as needed.
- Then bring the class together. Elicit examples as follows: *Give some other examples of a noun that represents a unique thing.* (Possible answers: the equator; the universe; the sky; the president) *Give some other examples of a superlative adjective that makes a noun unique.* (Possible answers: the funniest joke; the oldest person; the most advanced computer) *Give some other examples of a context that makes a noun specific.* (Possible answers: the ideas in this essay; the food on this table)
- Continue eliciting examples from the class, as follows: *Give some other examples in which an adjective clause makes a noun specific.* (Possible answers: the report that's on the copier; the woman who came to the door)
- Have students suggest example sentences for the adjectives in the chart that represent a certain group of people. Remind them to use the definite article. (Possible answer: The poor in this city are eligible for food stamps.)

B Complete the paragraphs . . .

- After students complete the exercise individually, have them compare answers with a partner.
- Then bring the class together and go over the uses of the definite article. (1. the first men: adjective makes a noun unique; 2. the world: unique thing; 5. the wealthy: adjective represents a certain group of people; 7. The view: context makes the noun specific; 8. the sky: unique thing)

More non-count nouns with both a countable . . .

- Read the explanation in the Grammar box aloud. Then have partners take turns reading the pairs of example sentences.
- Elicit other non-count nouns that have both a countable and an uncountable sense, such as *noise, room,* and *work.* Ask partners to create sentences for each sense. (Possible answers: 1. A noise from the kitchen interrupted my studying. Too much noise can lead to hearing damage. 2. It's relaxing to sit in a room with a view of the ocean. There's no more room in this closet. 3. The museum has many works of art. Work takes up most of my day.)
- Bring the class together and have students share their sentences.

Option: [+15–20 minutes] Write these sentences on the board, and have students indicate whether the underlined non-count noun has a countable or an uncountable sense.

1. The team celebrated victory over its opponents.
2. I remember a time when I had fewer worries.
3. It's very difficult to overcome fear.
4. A college education was once more affordable.
5. Superstition used to be more common.

(Answers: 1. uncountable, 2. countable, 3. uncountable, 4. countable, 5. uncountable)

C Write a before a noun . . .

- After students complete the exercise individually, have them compare answers with a partner.
- Bring the class together and go over any questions.

Challenge: [+15–20 minutes] For more practice, have pairs write one sentence for each non-count noun in the Grammar box. Have them use either a countable or an uncountable sense and leave a space before the noun. Then have pairs swap papers and add articles where needed. Circulate and assist as needed.

Grammar for writing: Indirect speech with passive reporting verbs

- Read the explanation and focus on the first example sentence. Ask *What is the passive reporting verb* (are believed). *What is the infinitive phrase?* (to be false) Elicit the sentence in the active voice (People believe that most superstitions are false).
- Ask students to read the rest of the example sentences, noting the reporting verb and infinitive phrase.

D On a separate sheet of paper . . .

- Model item 1. Ask *Who or what is the receiver of the action?* (flying) *What is the reporting verb?* (believe) *What is it in the passive?* (isn't believed) Then elicit the full sentence and write it on the board: Flying isn't believed to be as safe as driving.
- Have students change the remaining exercise items in the passive. Circulate and assist as needed. Go over the answers as class.

Unit 8

Grammar for writing: emphatic stress

- Review that emphatic stress refers to drawing attention to a particular action or a verb in a sentence. Write I do hope you can come to review the structure from the unit. Then have a student read the explanation for another way to show emphatic stress. Read the example sentence for students to repeat after you. Put appropriate emphasis on the underlined word. Have students notice which parts of the auxiliary is underlined in each sentence.
- Write the following sentences on the board, and have volunteers come to the board and underline an auxiliary to show emphatic stress. Then have the student read the statement.

  I would like a new smart phone, but I can't afford it. (underline *would*)

  They hadn't told us they were coming for a visit. (underline *hadn't*)

  I am going to the concert. Jack got me a ticket. (underline *am*)
- Bring students' attention to the information and example sentence in the box. Review that *had better* is used to demonstrate urgency. Elicit additional examples with *had better* and write these on the board. Have students read the examples putting appropriate stress on *better*.

A Use the prompts . . .

- Tell students to first skim the items in parentheses and decide which ones can have the *do* auxiliary (1, 2, 4) Then have students complete the exercise.
- Bring the class together and go over the answer. Time permitting students can write the sentences with auxiliaries on the board. Point out that for item 4 both adding *do* or underlining *have* are possible answers.

Infinitive and gerunds . . .

- Have students read the first explanation in the Grammar box and the example sentences. Ask:

  Which sentence includes the subjunctive form? (the second one)

  What is the expression of urgency, obligation, or advisability? (It is essential)

  What is the verb? (find)

  What is the infinitive phrase in the first sentence? (to find)

- Write the following sentences on the board. Have students rewrite them, using an infinitive phrase instead of the subjunctive.

  1. It is crucial that Sarah not forget the concert tickets.
  2. It is necessary that we arrive at the airport two hours before our flight.
  3. It is desirable that you bring a gift to the party.

  (Answers: 1. It is crucial for Sarah not to forget . . . ; 2. It is necessary for us to arrive . . . ; 3. It is desirable for you to bring . . .)

- Have students read the second explanation and the example sentence. Return to sentences 1, 2, and 3 on the board and have students use an infinitive phrase without *for*, referring to people in general. This will require eliminating the specific people mentioned in the sentences: *Sarah, we, you* (1. It is crucial not to forget the concert tickets; 2. It is necessary to arrive at the airport two hours before our flight; 3. It is desirable to bring a gift to the party).

- Read aloud the final explanation, and have students skim the example sentence. Then write the following sentences on the board. Have students rewrite them, using a gerund phrase instead of the subjunctive.

  1. The directors proposed that the city build a new stadium.
  2. The professor suggests that students not postpone studying for the exam.
  3. He recommends that you meditate at least four hours a week.

  (Answers: 1. The directors proposed building . . . ; 2. The professor suggests not postponing . . . ; 3. He recommends meditating . . .)

B Rewrite each sentence . . .

- Have students scan the verbs and adjectives of urgency, obligation, and advisability and determine which ones will be followed by a gerund and which will be followed by an infinitive. (1. infinitive, 2. gerund, 3. gerund, 4. infinitive, 5. object before an infinitive OR gerund, 6. infinitive) If necessary, refer students to page 123 in the Reference Charts to review which verbs can be followed by a gerund or an infinitive.
- Then have students rewrite the sentences. Have students focus on items 4 and 6, and remind the class to change the pronoun as appropriate. (4. for us; 6. for her)
- Go over the answers as a class. Point out that items 1, 4, and 6 can be rewritten both with and without a pronoun. Remind students that infinitive or gerund phrases used without a pronoun refer to people in general. Note that it is also correct to use a possessive pronoun before a gerund phrase. See items 2, 3, and 5.

Unit 9

Grammar for Writing: when to use . . .

- Read the introduction in the Grammar box. Then divide the class into five groups. Assign each group one of the first five situations. Have groups read the situations in which the passive voice is preferred and the example(s).
- Invite groups to present their situation and the example(s) to the rest of the class.
- Finally, read the last situation and example to the class. Write two more example sentences on the board.

  1. Harriet King, who has also published four books on nutrition, wrote the article "Eating Less."
  2. The dealership, which has been getting numerous complaints about faulty seatbelts, recalled the new SUV model.

  Ask students to change the sentences to the passive voice to avoid clumsy sentence constructions. (1. The article "Eating Less" was written by Harriet King, who has also published four books on nutrition. 2. The new SUV model was recalled by the dealership, which has been getting numerous complaints about faulty seatbelts.)

Option: [+15–20 minutes] Have students look for examples of the passive voice in English-language magazines and newspapers or in Internet articles. Tell students to copy down or bring to class three examples and to note the situation in which the passive voice is used. (Possible answer: The museum tour has been canceled and rescheduled for next week. Situation 3)

A On a separate sheet of paper . . .

- To warm up, have students underline the agent in each sentence. (1. Construction workers; 2. People; 3. engineers, workers, engineers, engineers, factory; 4. We; 5. The reporter). Remind students that the agent is often unknown or unimportant. In these cases, it is not necessary to include the agent in the sentence in the passive voice.
- After students complete the exercise, bring the class together and call on volunteers for answers. Ask *In which sentence is an agent necessary? Why?* (Sentence 5 is the only sentence in which the agent is necessary. It is necessary because the agent has a long modifier: *whose investigation uncovered many shocking facts and a pattern of corrupt behavior.*)

Option: [+15–20 minutes] Ask students to skim the situations again and match each sentence in the exercise to the appropriate situation. (sentence 1: situation 1; sentence 2: situation 5; sentence 3: situation 2; sentence 4: situation 3; sentence 5: situation 6) Go over the answers as a class and review as necessary.

Unit 10

Phrasal verbs: expansion

- Review that a transitive verb is a verb that needs a direct object to complete its meaning. Ask a student to read the explanation in the Grammar box. Have students read the Remember note and study the pairs of example sentences.
- Write the following phrasal verbs on the board: *throw away, hand out, talk into, do over, cater to, count on.* Ask *Which phrasal verbs are always separated?* (talk into, do over) *Which phrasal verbs are separable, but don't have to be?* (throw away, hand out) *Which phrasal verbs are inseparable?* (cater to, count on) If necessary, refer students to the lists of transitive phrasal verbs on pages 124–125 in the Reference Charts.
- Have pairs use the phrasal verbs on the board in sentences in the passive voice. (Possible answers: The leftovers had to be thrown away because we forgot to put them in the fridge. Samples were handed out at the beginning of the presentation. I was talked into buying the product even though I didn't want it. The report had to be done over because the client was unhappy with it. The guests were catered to with great speed and care. I promised my employer that I could be counted on to complete the project on time.) Bring the class together and have pairs share sentences.
- To review transitive and intransitive meanings, point out that while a transitive verb needs a direct object to complete its meaning, an intransitive verb does *not* need a direct object.
- Have students read the explanation and the pairs of example sentences independently.
- On the board, write the phrasal verb *turn in*, and elicit sentences that show its transitive and intransitive meaning. (Possible answer: I turned in the application yesterday. Transitive meaning: submit. We're really tired, so we're going to turn in early. Intransitive meaning: go to bed.) If necessary, refer students to the lists of transitive and intransitive phrasal verbs on page 125 in the Reference Charts.
- Finally ask a volunteer to read the third explanation and have students study the example sentences. Have students name the direct object in each example. (1. members, 2. people, 3. this behavior, 4. my work)

Option: [+15–20 minutes] Have pairs look at the list of three-word phrasal verbs on page 126 in the Reference Charts and write two example sentences. Then have them share the sentences with the class. (Possible answers: Every evening, I sit down with the newspaper and try to catch up on the news. E-mail has made it easier to keep up with friends.)

Challenge: [+15–20 minutes] For more practice with transitive and intransitive meanings, write the following phrasal verbs on the board: *1. give up, 2. work out, 3. make up.* Have partners write pairs of sentences to illustrate the transitive and intransitive meaning. (Possible answers: 1. Tanya gave up eating chocolate as part of her diet. Transitive meaning: quit doing something. I give up! Intransitive meaning: quit. 2. I can't work out this problem. Transitive meaning: resolve a problem. Peter works out every day. Transitive meaning: exercise. 3. Even though they fight a lot, they make up quickly. Intransitive meaning: end an argument and reestablish a friendly relationship. I made up an excuse about being stuck in traffic. Transitive meaning: create a fictional story.) Have students share their sentences with the class.

A On a separate sheet of paper . . .

- Have students underline the phrasal verb in each sentence. (1. call off; 2. talked into; 3. covered up; 4. dropped off; 5. filled out; 6. paid off; 7. threw away; 8. handed out)
- Before students complete the exercise, remind them that transitive phrasal verbs are always inseparable in the passive voice.
- Go over the answers as a class. Point out that only sentence 5 requires an agent. Tell students that sentences 3 and 8 are correct with or without an agent. In these two cases, the agent provides additional and more precise information.

Option: [+15–20 minutes] Have students look at the phrasal verbs they underlined in the exercise. Ask *Which phrasal verb is always separable?* (2. talk someone into) Call on volunteers to restate all the sentences except 2 with the phrasal verbs *not* separated. (1. We have to call off the meeting. 3. They covered up the mistake. 4. She dropped off the children in front of the school. 5. One of the applicants filled out the form incorrectly. 6. I paid off the balance last month. 7. Someone threw away the document. 8. The speaker handed out pamphlets at the end of the presentation.)

B Underline the phrasal verb . . .

- After students do the exercise, bring the class together and elicit the direct object for each phrasal verb with a transitive meaning. (1. the photo, 4. smoking, 6. their parents, 8. a plan)
- Go over any questions.

Pronunciation Booster

Note about the Pronunciation Booster

Many will elect to do the Pronunciation Booster as self-study. If you choose to use the Pronunciation Booster as a classroom activity instead, included in these pages are teaching notes for the pronunciation presentations and exercises.

Unit 1

Sentence stress and intonation: review

- Have a student read the title of the box. Remind students that sentence stress refers to the words that are emphasized in a sentence. Intonation refers to the rising or falling tone the speaker uses.

Sentence stress

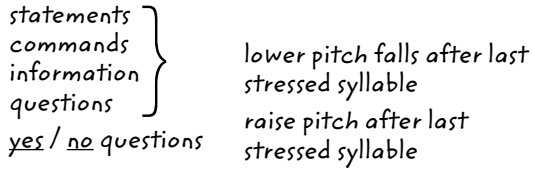
- Read aloud the first explanation about content words. Review that content words are words that carry the basic meaning of a sentence. Point out that capital letters are used to show which words are stressed.
- Have students read the categories and examples of content words in the Content words note. For further review, have students suggest additional words for each category.
- Read the first example sentence, putting stress on the capitalized content words, and have students repeat. Then ask volunteers to read the next two example sentences. Make necessary corrections, and have students repeat.
- Focus on the note about compound nouns. Make sure students understand that a compound noun is made up of two or more words. Have students read aloud the example sentences in the note, putting appropriate stress on the first word. Point out that the large dot above a capitalized word shows which syllable gets the most stress.
- Elicit additional compound nouns and write them on the board. (Possible answers: dream job, traffic jam, cell phone) Have volunteers say the compound nouns aloud, putting appropriate stress on the first word of each compound noun.

Intonation

- Have students read the first explanation. If necessary, review that pitch refers to how high or low a sound is.
- Point out that the last stressed word in a sentence is usually the last content word. Have students study the example sentences. Explain that a falling line indicates lower pitch. A rising line indicates higher pitch. Ask:

  What is the last stressed word in each sentence?
  (naturalist, experience, stopping, married)
  What type of sentence is each example?
  (statement, command, information question, yes / no question)

- Summarize on the board:



Call on volunteers to read each example sentence, using the correct intonation.

- Have students read the second explanation to themselves. Explain that an arrow pointing downward indicates a lengthened vowel and lowered pitch. An arrow pointing upward indicates a lengthened vowel and rising pitch.
- Call on volunteers to read the example sentences. Offer corrections as needed, and have students repeat. Make sure students hear how the last syllable is stressed in each of the sentences.

A ▶6:02 Listen and practice.

- First listening: Have students listen and study the examples.
- Second listening: Have students listen and repeat chorally.

Note: This procedure for first and second listening is repeated in each unit.

B ▶6:03 Listen and practice.

- First listening: Have students listen and study the examples.
- Second listening: Have students listen and repeat chorally.

C Circle the content words.

- Have pairs circle the content words. If necessary, remind students that content words are words that carry the basic meaning of a sentence. You may also want to review function words with your students: prepositions (in, to), conjunctions (and, but), determiners (an, some), personal pronouns (I, we), possessive adjectives (my, our), and auxiliary verbs (have + present or past participle, be + present or past participle). Function words are covered in *Summit 1,* page T141.
- Then have pairs take turns reading the sentences aloud.

▶6:04 Now practice reading . . .

- Have students read each sentence aloud and then listen for confirmation.

Note: To build students' confidence, make sure they have ample practice before reading. Students will say the item aloud when they hear the item number and then will hear the speaker say the same item immediately after.

D Circle the last stressed content word . . .

- Have students scan the sentences and underline the compound words. (1. travel agency; 3. tourism industry; 6. flight attendant) Then have students complete the exercise.
- Call on volunteers to identify each type of sentence as a statement, a command, an information question, or a yes / no question. (1. statement; 2. statement; 3. yes / no question; 4. information question; 5. command; 6. yes / no question; 7. yes / no question) Remind students that they will lower pitch after the last stressed syllable in statements, commands, and information questions, and raise pitch in yes / no questions.

▶6:05 Now practice reading . . .

- Have students read each sentence aloud and then listen for confirmation.

LANGUAGE NOTE In American English, it is common to hear neutral statements end with a rising intonation. For example,

A: *My son is studying to become a pilot.* ↗

B: *Oh, yeah?*

▶1:03 **Option: [+15–20 minutes]** To provide more practice, refer students to the conversation in Exercise E, Spotlight, on page 3 in the Student's Book. Have pairs read the conversation aloud, paying attention to the content words and intonation patterns for the different sentence types. Then have students listen to the conversation to compare their reading.

Pronunciation Pair Work

Unit 2

Emphatic stress and pitch to express emotion

- Read the explanation aloud. Elicit examples of emotions such as regret, happiness, anger, or confusion. Point out that the pitch used to express intensity of emotion varies with each individual speaker.
- Have students read the example sentences to themselves and identify the emotion each one expresses. (Possible answers: 1. regret; 2. distress; 3. anger or confusion; 4. disbelief or anger; 5. happiness; 6. gratitude)
- Call on volunteers to read the example sentences, using emphatic stress and higher pitch as appropriate. Make corrections as needed. Then call on different students to read the same sentences to show how individual pitch varies.

A ▶6:06 Listen and practice.

- Refer to the procedure for Exercise A on page T144.

B ▶6:07 Practice reading each sentence . . .

- First, have pairs read the sentences for content and identify the emotion each one expresses. (Possible answers: 1. concern or surprise; 2. concern; 3. regret or distress; 4. surprise or anger; 5. confusion; 6. anger or concern; 7. anger)
- Then have pairs take turns reading the sentences, using the appropriate intonation.
- Have students read each sentence aloud and then listen for confirmation.

Challenge: [+15–20 minutes] Write the following emotions on the board: *joy, disbelief, anger, gratitude, confusion*. Have pairs create sentences and read them aloud, using the appropriate intonation to express each emotion.

Pronunciation Pair Work

Unit 3

Vowel reduction to /ə/

- On the board, write /ə/. Explain that this is the schwa, or the pronunciation symbol for the sound *uh*. Have students repeat the sound after you. Point out that the schwa can be represented by any vowel. On the board, write the following words and underline the vowels as shown:

  a: a*l*uminum

  e: th*e*

  i: dec*i*mal

  o: intr*o*duce

  u: medi*u*m

  y: s*y*ringe

  Read each word aloud with the appropriate schwa, and have the class repeat.
- Write /u/ on the board. Explain that this is the pronunciation symbol for the sound *ooh*. Have students repeat the sound after you.
- Read the first explanation in the box aloud. On the board, write /tu/ and /tə/. Have students practice both pronunciations. Then call on volunteers to read the example sentences. Make corrections as needed, and have students repeat.
- Have students study the second explanation and the example sentence. Point out the schwa in the word *a* (in the phrase *to a friend*). Have a student read the sentence aloud. Make any necessary corrections, and ask the class to repeat chorally.
- Tell students to study the third explanation and the example sentences. Have students practice reading the two sentences in pairs. Then bring the class together, and have volunteers read the sentence both ways. Make any necessary corrections, and ask the class to repeat chorally.
- Read the last explanation aloud. Review that *have to* and *ought to* are modals. *Have to* means need to, and *ought to* means should. *Be going to* is a future form. Have students study the example sentences, noting the reduction of /u/ to /ə/ and the additional sound changes. Then call on volunteers to read the sentences aloud. Make any necessary corrections, and ask the class to repeat chorally.

A 6:08 Listen and practice.

- Refer to the procedure for Exercise A on page T144.

B Circle the words . . .

- Have pairs circle the words that they think have sounds that will be reduced. Refer them to the explanations in the box if they need help.
- Then have pairs practice reading the sentences aloud.

6:09 Now practice reading . . .

- Have students read each sentence aloud and then listen for confirmation.

Option: [+15–20 minutes] Write the following sentences on the board:

1. He wants to give the tickets to us.
2. I forwarded the message to him yesterday.
3. The letter was addressed to me.
4. They ought to go to Rome for a vacation.
5. We have to finish the report by tomorrow.
6. Jerry sent the manuscript to her house.
7. I'm going to look up this word in a dictionary.

Have volunteers come to the board and write the appropriate /tu/ or /tə/ above each instance of the word *to* and then read the sentence to the class. Tell students to explain when there are two possible ways of pronouncing *to* and to discuss other pronunciation changes in the sentence. (1. /tə/, /tu/; 2. /tə/ + /h/ OR /tu/ + /ə/; 3. /tə/; 4. /tə/, /tə/; 5. /tə/; 6. /tə/ + /h/ OR /tu/ + /ə/; 7. /tə/) Offer feedback as needed.

Pronunciation Pair Work

Unit 4

Shifting emphatic stress

- Ask a volunteer to read the explanation. Point out that the focus of a sentence can change depending on the emphatic stress you use.
- Invite a volunteer to read the first conversation with you. Have the student read Student A's line, and you read Student B's. Then have students repeat B's line chorally.
- Have pairs read the remaining conversations, alternating parts. Circulate and offer corrections as needed.
- Bring the class together and discuss the emphatic stress and its meaning in each conversation. (Conversations 1 and 2 focus on the adverbs *enough* and *too* to show how critical each person is of other people. Conversation 3 focuses on the pronoun *I'm* to emphasize which speaker is too critical. Conversation 4 focuses on the verb *think* to show that the person isn't sure whether he or she is too critical.)

A 6:10 Listen and practice.

- Refer to the procedure for Exercise A on page T144.

B Study each conversation . . .

- Instruct pairs to read the conversations, alternating parts. Tell them to use emphatic stress as shown.

6:11 Now practice reading . . .

- Have students read each response aloud and then listen for confirmation.
- For further practice, call on volunteers to read the conversations again, placing emphatic stress on different key words. Discuss how the focus of a sentence shifts when the emphatic stress is changed.

2:16 **Option: [+15–20 minutes]** To provide more practice, refer students to the conversation in Exercise E, Spotlight, on page 39 in the Student's Book. Have pairs read the conversation aloud, placing emphatic stress on key words. Tell students to underline the words they put stress on. Then have them listen to the conversation to compare their reading.

Pronunciation Pair Work

Unit 5

Intonation of sarcasm

- On the board, write *sarcasm*. Ask *What is the meaning of* sarcasm? (saying the opposite of what you mean)
- Write on the board *Nice shirt*. Read it aloud two ways, first with raised pitch to convey pleasure and then with flattened pitch and at a slower pace to convey sarcasm. Ask *How can you tell if a comment is sarcastic?* (Flattened pitch and a slower pace convey sarcasm.)
- Have a volunteer read the explanation aloud. Then have pairs practice reading the sets of example sentences, contrasting their pitch and pace to convey pleasure and sarcasm. Circulate and offer suggestions if students have difficulty.
- Ask pairs of volunteers to read their contrasting sentences to the class.

LANGUAGE NOTE Point out that, while there are tips for the intonation of sarcasm, there is no one correct way to communicate a sarcastic remark. While one person may be overtly sarcastic, another may be much more subtle, possibly to the point of leaving the listener uncertain whether or not the speaker is being serious.

CULTURE NOTE Body language, such as rolling one's eyes or making a facial expression, may also accompany a sarcastic remark. In addition to pitch, body language helps the listener interpret sarcasm.

A 6:12 Listen and practice.

- Refer to the procedure for Exercise A on page T144.

B 6:13 Practice saying each statement . . .

- Have partners practice reading the pairs of statements, using the appropriate intonation for pleasure and for sarcasm.
- Have students read each pair of statements aloud and then listen for confirmation.

Option: [+15–20 minutes] For more practice, have pairs tell each other jokes. Have students respond with one of the sentences from Exercise B. The intonation of the response should indicate whether the listener thought the joke was funny or not.

Challenge: [+15–20 minutes] Have pairs create short conversations using the intonation of sarcasm. For example,

A: *Nice job on that presentation.* [sarcastic tone]

B: *I know. It was horrible, wasn't it? I really had no time to prepare.*

Invite pairs to present their conversations to the class. After each presentation, ask students to use a different intonation to make the sarcastic remark express pleasure.

Pronunciation Pair Work

Unit 6

Regular past participle endings

- Write the following on the board:

  zzzzzzz

  sssssss

  Tell students to put their fingers on their Adam's apple at the front of their throat and repeat the *zzzzzzz* and *sssssss* sounds after you. Ask *What difference do you notice between the two sounds?* (There is vibration with the *zzzzzzz* sound. There is no vibration with the *sssssss* sound.) Tell students that the *zzzzzzz* sound is called a voiced sound and the *sssssss* sound is called a voiceless sound. Clarify the difference between voiced and voiceless sounds: Your vocal cords vibrate for voiced sounds but don't vibrate for voiceless sounds.
- Read aloud the example verbs in the box whose base form ends with a voiced sound, and have the class repeat with their books closed. Make sure students hear the /d/ sound of the *-ed* ending and feel the vibration of the voiced sound. Then read aloud the example verbs whose base form ends with a voiceless sound, and have the class repeat. Make sure students hear the /t/ sound of the *-ed* ending and notice the absence of vibration with the unvoiced sound.
- Have students open their books and read the first explanation in the box. Then ask a volunteer to read the second explanation about voiced sounds. Call on students to pronounce the voiced sound at the end of each base form. Then have them repeat each verb after you.
- Ask a volunteer to read the third explanation about voiceless sounds. Call on students to pronounce the voiceless sound at the end of each base form. Then have them repeat each verb after you.
- Read the final explanation aloud. Have students repeat each word after you. Focus on the linking of the /t/ or /d/ sound with the *-ed* ending.
- Have students look at the chart of Voiced sounds and Voiceless sounds. Suggest or ask pairs to suggest a regular verb whose base form ends in each sound. Point out that the list of voiced vowel sounds does not include all the voiced vowel sounds. (voiced consonant sounds: rob, rig, breathe, love, raise, rouge, change, farm, clean, ring, fire, call; voiced vowel sounds: There are few high-frequency verbs that end in the short vowel sounds. /i/ ski, /ei/ play, /ɔ/ thaw, /oʊ/ veto, /u/ view; voiceless sounds: hop, like, tooth, roof, kiss, finish, match) Then have pairs say the past participles aloud to each other, making sure their partner can hear the difference between the voiced and voiceless sounds at the end of each base form.
- To check students' understanding, write the following words on the board:

  laughed, stated, yelled, tamed, missed, loaded

  Read the words with the correct pronunciation of the *-ed* ending, and have students repeat. (laughed: /t/, stated: /ɪd/, yelled: /d/, tamed: /d/, missed: /t/, loaded: /ɪd/) If students are unsure, have them focus on the final sound of each base form. Review that the final sounds in the base forms of *yelled* and *tamed* are voiced, and the *-ed* ending is pronounced /d/. The final sounds in the base forms of *laughed* and *missed* are unvoiced, and the *-ed* ending is pronounced /t/. The final sounds in the base forms of *stated* and *loaded* are pronounced /t/ and /d/, and the *-ed* ending is pronounced /ɪd/.

Reduction in perfect modals

- Have students study the explanation and the example sentences. Call on volunteers to read the sentences aloud, reducing the perfect modals. Tell students to pay attention to the pronunciation of the past participles as well, distinguishing among *-ed* endings pronounced as /d/, /t/, or /ɪd/. If necessary, review that the final sound in the base form of *renewed* is voiced, so the *-ed* ending is pronounced /d/. The final sound in the base form of *needed* is /d/, so the *-ed* ending is pronounced /ɪd/. The final sound in the base form of *missed* is voiceless, so *the-ed* ending is pronounced /t/. Make corrections as needed.
- Direct attention to the Perfect modals note. Read each perfect modal aloud to show reduction of the auxiliary *have*. Ask students to repeat.
- Elicit sentences using the perfect modals listed + a past participle. Encourage students to use regular past participles with *-ed* endings (rather than irregular verbs like *gone*) for additional pronunciation practice. As an example, write the following sentence on the board:

  I could have walked home, but I was too late.

A ▶6:14 Listen and practice.

- Refer to the procedure for Exercise A on page T144.

B ▶6:15 Listen and practice.

- Refer to the procedure for Exercise A on page T144.

C Circle the correct pronunciation . . .

- First, have students focus on the sound at the end of each base form. Then have them circle the correct pronunciation of the *-ed* ending.
- After pairs practice saying each word, bring the class together and answer any questions. If necessary, refer students to the first box on page 147. To review the pronunciation of the *-ed* ending following the sounds /t/ and /d/ and voiced and voiceless sounds.

▶6:16 Now practice saying . . .

- Have students say each word aloud and then listen for confirmation.

D ▶6:17 Practice saying each sentence . . .

- Have students scan the sentences and underline the perfect modals. (1. wouldn't have; 2. might have; 3. could have; 4. wouldn't have; 5. might not have) Then have them look at the past participle that follows each perfect modal and circle the past participles that end in *-ed*. (2. avoided, 4. missed)
- Tell pairs to practice saying the sentences aloud, paying attention to the reductions and the pronunciation of the *-ed* endings.
- Have students read each sentence aloud and then listen for confirmation.

Pronunciation Pair Work

Unit 7

Linking sounds

- On the board, write /z/, /s/, and /ɪz/. Elicit or produce the sound of each symbol. Then call on volunteers to read the words in each column of the Remember note. Correct pronunciation as needed. If necessary, have students repeat the final sound in each word to hear the difference in the endings. Then read the explanation in the Remember note aloud.
- Have students study the first explanation and the example sentences. Read each sentence aloud, and have students repeat chorally.
- Tell students to study the second explanation and the example sentences. Read each sentence aloud, and have students repeat chorally.

Option: [+15–20 minutes] For additional practice in linking the /z/ sound to the first sound in the word that follows, write on the board:

Superstitions about animals are popular in this country.

I recycled the bottles last night.

Have students repeat. For additional practice in linking the /s/ and /ɪz/ sounds to the first sound in the word that follows, write on the board:

The dog sleeps on the kitchen floor.

My shirt matches my shoes.

Have students repeat.

A ▶6:18 Listen and practice.

- Refer to the procedure for Exercise A on page T144.

B ▶6:19 Practice reading each sentence . . .

- First, have students scan the sentences and underline the plural nouns and third-person singular verbs. Tell students to circle the sounds in each sentence that should be linked and then practice reading the sentences with a partner. (Linking sounds are indicated by underlining. 1. brings good; 2. babies born; 3. means you; 4. protects against; 5. keeps a; 6. superstitions can; 7. claims to, allows people; 8. fears are; 9. believes in, avoids black, carries a)
- Have students read each sentence aloud and then listen for confirmation.

Challenge: [+15–20 minutes] On the board, draw the following chart:

/z/, /s/, /ɪz/ + vowel	/z/, /s/, /ɪz/ + consonant

First, have pairs find and circle examples of linking sounds in Exercise A. Then have students write the examples and the ones they circled in Exercise B in the chart.

Pronunciation Pair Work

Unit 8

Emphatic stress with auxiliary verbs

- Read the first line. Then model the first conversation with a volunteer, the teacher reading A and the student reading B. If necessary, correct emphasis. Then read the B line again and have students repeat. Ask *Does the person confirm or contradict?* (The person confirms that Carrie Mulligan has a successful acting career.)
- Call on pairs to read the next three conversations. After each one, ask *Does the person confirm or contradict?* (Only the fourth conversation contradicts: *I really DON'T like coffee.*)
- Then read the Remember note and model the conversation with a volunteer. To illustrate adding the auxiliary *did* in the simple past tense, write on the board:

A: You didn't like the movie, did you?

B: Actually, I DID like it.

Option: [+15–20 minutes] Have students work in pairs to make up mini-conversations, following the models in the Pronunciation Chart. Then have them read the conversations to the class, using emphatic stress to confirm or contradict.

A ▶6:20 Listen and practice.

- Refer to the procedure for Exercise A on page T144.

B 6:21 Practice responding . . .

- First, have students scan the sentences and underline the auxiliary verb in each response.
- Have students read each response and then listen for confirmation.

Option [+5 minutes] In pairs, have students read the dialogues using correct emphatic stress in the response.

Pronunciation Pair Work

Unit 9

Reading aloud

- To introduce the topic, ask:
  What's the difference between reading aloud to an audience and reading to oneself? (Possible answer: When you read to yourself, you focus on understanding the text rather than on making sure others understand it.)
  Do you prefer to read or listen to someone read? Why?
- Read the explanation to the class. Then have students read it to themselves. Ask *Did you understand more when you read the explanation to yourselves or when I read it to you? Why do you think that is?*
- Have pairs practice reading the example selection to each other, using a regular rhythm, making fewer reductions, pausing at all punctuation, and separating thought groups. Point out that the single slash (/) in the selection indicates a pause within a sentence or between sentences.
- Bring the class together, and invite a volunteer to read the selection. Ask students to give feedback on the clarity of the reading. Suggest corrections, and have students repeat after you.

A 6:22 Listen to the selection . . .

- After listening to the selection, have pairs practice reading it to each other.

B 6:23 Practice reading each selection . . .

- First, have students use single slashes (/) to mark necessary pauses in the selections, following the example in the box.
- Then have pairs practice reading the selections to each other. Remind students to use a regular rhythm and to make appropriate pauses.
- Have students read the first selection aloud. Then play the selection so students can listen for confirmation. Repeat with the second selection.

Challenge: [+15–20 minutes] For more practice reading aloud, have pairs choose either the article "Envisioning the Future" on page 100 or "Ordinary People with Big Ideas" on page 104 in the Student's Book. Tell pairs to read the article aloud to each other, pausing at all punctuation and between thought groups. Remind students to state the title separately with falling intonation. Circulate and assist as needed. Then have students listen to each article, to compare with their reading. If there is time, create groups of four and have pairs read their articles to each other.

Pronunciation Pair Work

Unit 10

Intonation of tag questions

- Tell students to study the first explanation and example sentences. Then have pairs practice reading the sentences to each other, using correct intonation. Explain that the falling arrow indicates falling intonation. Circulate and offer feedback as needed.
- Have students study the second explanation and example sentences. Then have pairs practice reading the sentences to each other, using correct intonation. Explain that the rising arrow indicates rising intonation. Circulate and offer feedback as needed.
- Write the following sentence on the board:

  That's really wonderful, isn't it?

  Read the sentence two ways: First, say both the statement and tag question with falling intonation, and then say the statement with falling intonation and the tag question with rising intonation. Ask *What does each intonation convey?* (The first intonation pattern anticipates agreement, and the second expects an answer.)
- To check understanding, read the example sentences to the class, varying intonation for anticipated agreement and for an expected answer. Have students identify the meaning each intonation expresses.

A ▶6:24 Listen and practice.

- Refer to the procedure for Exercise A on page T144.

B ▶6:25 Listen to the following tag questions . . .

- To review, ask:
  What intonation do you use in a tag question to anticipate agreement? (Both statement and tag question are said with falling intonation.)
  What intonation do you use when you expect an answer to a tag question? (The statement is said with falling intonation, and the tag question is said with rising intonation.)
- Before students listen, have them read the items and note the check boxes.
- Then have students listen to the tag questions and check the correct boxes.
- Tell students to compare answers with a partner. Then go over the answers as a class.

▶6:25 Now practice saying . . .

- Have students say each tag question aloud and then listen for confirmation.

C ▶6:26 Practice saying each tag question . . .

- Have pairs practice saying each tag question two ways, using appropriate intonation.
- Then have students read each tag question aloud two ways and then listen for confirmation.

Pronunciation Pair Work

Pronunciation Booster

Note about the Pronunciation Booster

Many will elect to do the Pronunciation Booster as self-study. If you choose to use the Pronunciation Booster as a classroom activity instead, included in these pages are teaching notes for the pronunciation presentations and exercises.

Unit 1

Sentence stress and intonation: review

- Have a student read the title of the box. Remind students that sentence stress refers to the words that are emphasized in a sentence. Intonation refers to the rising or falling tone the speaker uses.

Sentence stress

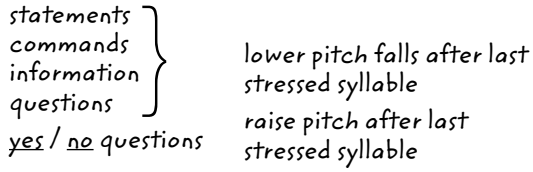
- Read aloud the first explanation about content words. Review that content words are words that carry the basic meaning of a sentence. Point out that capital letters are used to show which words are stressed.
- Have students read the categories and examples of content words in the Content words note. For further review, have students suggest additional words for each category.
- Read the first example sentence, putting stress on the capitalized content words, and have students repeat. Then ask volunteers to read the next two example sentences. Make necessary corrections, and have students repeat.
- Focus on the note about compound nouns. Make sure students understand that a compound noun is made up of two or more words. Have students read aloud the example sentences in the note, putting appropriate stress on the first word. Point out that the large dot above a capitalized word shows which syllable gets the most stress.
- Elicit additional compound nouns and write them on the board. (Possible answers: dream job, traffic jam, cell phone) Have volunteers say the compound nouns aloud, putting appropriate stress on the first word of each compound noun.

Intonation

- Have students read the first explanation. If necessary, review that pitch refers to how high or low a sound is.
- Point out that the last stressed word in a sentence is usually the last content word. Have students study the example sentences. Explain that a falling line indicates lower pitch. A rising line indicates higher pitch. Ask:

  What is the last stressed word in each sentence?
  (naturalist, experience, stopping, married)
  What type of sentence is each example?
  (statement, command, information question, yes / no question)

- Summarize on the board:



Call on volunteers to read each example sentence, using the correct intonation.

- Have students read the second explanation to themselves. Explain that an arrow pointing downward indicates a lengthened vowel and lowered pitch. An arrow pointing upward indicates a lengthened vowel and rising pitch.
- Call on volunteers to read the example sentences. Offer corrections as needed, and have students repeat. Make sure students hear how the last syllable is stressed in each of the sentences.

Pronunciation table

These are the pronunciation symbols used in *Summit 2*.

Vowels

Symbol	Key Word	Symbol	Key Word
i	b**ea**t, f**ee**d	ə	b**a**n**a**n**a**, **a**mong
ɪ	b**i**t, d**i**d	ɚ	sh**ir**t, m**ur**d**er**
eɪ	d**a**te, p**ai**d	aɪ	b**i**te, cr**y**, b**uy**, **eye**
ɛ	b**e**t, b**e**d	aʊ	**ou**t, h**ow**
æ	b**a**t, b**a**d	ɔɪ	v**oi**ce, b**oy**
ɑ	b**o**x, **o**dd, f**a**ther	ɪr	b**eer**
ɔ	b**ough**t, d**o**g	ɛr	b**are**
oʊ	b**oa**t, r**oa**d	ɑr	b**ar**
ʊ	b**oo**k, g**oo**d	ɔr	d**oor**
u	b**oo**t, f**oo**d, st**u**dent	ʊr	t**our**
ʌ	b**u**t, m**u**d, m**o**ther		

Consonants

Symbol	Key Word	Symbol	Key Word
p	**p**ack, ha**pp**y	z	**z**ip, plea**s**e, goe**s**
b	**b**ack, ru**bb**er	ʃ	**sh**ip, ma**ch**ine, sta**t**ion, spe**c**ial, discu**ss**ion
t	**t**ie	ʒ	mea**s**ure, vi**s**ion
d	**d**ie	h	**h**ot, **wh**o
k	**c**ame, **k**ey, **qu**ick	m	**m**en, so**m**e
g	**g**ame, **g**uest	n	su**n**, **kn**ow, **pn**eumonia
ʧ	**ch**urch, na**t**ure, wa**tch**	ŋ	su**ng**, ri**ng**ing
ʤ	**j**u**dg**e, **g**eneral, ma**j**or	w	**w**et, **wh**ite
f	**f**an, **ph**otogra**ph**	l	**l**ight, **l**ong
v	**v**an	r	**r**ight, **wr**ong
θ	**th**ing, bre**th**	y	**y**es, **u**se, m**u**sic
ð	**th**en, bre**th**e	ɾ	bu**tt**er, bo**tt**le
s	**s**ip, **c**ity, **ps**ychology	t̚	bu**tt**on

Pronunciation Booster

The Pronunciation Booster is optional. It provides a pronunciation lesson and practice to support speaking in each unit, making students' speech more comprehensible.

UNIT 1

Sentence stress and intonation: review

Sentence stress

Remember: Content words are generally stressed in a sentence.

I've **ALWAYS DREAMED** about **BEING** a **PHOTOGRAPHER**.
You've been **TALKING** about **DOING** that for **YEARS**!
Have you **EVER THOUGHT** about a **CAREER** in **LAW**?

Intonation

Lower pitch after the stressed syllable in the last stressed word in statements, commands, and information questions. Raise pitch after the last stressed syllable in yes/no questions.

I love the outdoors, so I've decided to become a naturalist. What's stopping you?

Tell me something about your experience. Have you made plans to get married?

If the last syllable in the sentence is stressed, lengthen the vowel and lower pitch. In yes/no questions, lengthen the vowel and raise pitch.

I just gave notice at the bank. Have you decided on a career?

Content words

nouns	photographer, Robert, career
verbs	think, study, discuss
adjectives	important, young, successful
adverbs	carefully, ever, recently
possessive pronouns	ours, yours, theirs
demonstrative pronouns	this, that, these
reflexive pronouns	myself, yourself, ourselves
interrogative pronouns	who, what, why

In compound nouns, stress only the first word.

She has just been accepted to a top **BUSINESS school**.
Have you made any progress with your **JOB search**?

A ▶6:02 **Listen and practice.**

1 I've always dreamed about being a photographer.
2 You've been talking about doing that for years!
3 Have you ever thought about a career in law?

B ▶6:03 **Listen and practice.**

1 I love the outdoors, so I've decided to become a naturalist.
2 Tell me something about your experience.
3 What's stopping you?
4 Have you made plans to get married?
5 I just gave notice at the bank.
6 Have you decided on a career?

C **Circle the content words.**

1 It was very difficult for Dan to hide his disappointment.
2 He was rejected by two law schools.
3 What does he plan to do now?
4 He just accepted a position teaching math at the university.
5 MediLabs has an opening for a junior lab specialist.

▶6:04 **Now practice reading each sentence aloud. Listen to compare.***

D **Circle the last stressed content word in each sentence.**

1 He wants to start his own travel agency.
2 I don't really know how to get started.
3 Do I need to have experience in the tourism industry?
4 Why are you looking for a change?
5 Tell me about your plans for the coming year.
6 Do you want to become a flight attendant?
7 Have you applied for that job?

DIGITAL PAIR WORK

▶6:05 **Now practice reading each sentence aloud, using the intonation patterns you have learned. Listen to compare.***

UNIT 2

Emphatic stress and pitch to express emotion

Use emphatic stress and higher pitch on content words to indicate intensity of emotion.

I'm **SO SORRY**!
I'm **REALLY UPSET**!
What do you **MEAN**?
How could you **DO** that?
What **GREAT NEWS**!
Thank you **SO MUCH**!

A ▶6:06 **Listen and practice.**

1 I'm so sorry!
2 I'm really upset!
3 What do you mean?
4 How could you do that?
5 What great news!
6 Thank you so much!

B ▶6:07 **Practice reading each sentence aloud, using intonation to express emotion. Listen to compare.***

1 **JOHN**, what **HAPPENED**?
2 You look **WORRIED**.
3 I feel **JUST TERRIBLE**!
4 How did **THAT** happen?
5 Why didn't you slow **DOWN**?
6 We could have been **KILLED**!
7 How could you **SAY** that?

DIGITAL PAIR WORK

*NOTE: Whenever you see a listening activity with an asterisk (*), say each word, phrase, or sentence in the pause *after* the number. Then listen for confirmation.

A ▶6:02 Listen and practice.

- First listening: Have students listen and study the examples.
- Second listening: Have students listen and repeat chorally.

Note: This procedure for first and second listening is repeated in each unit.

B ▶6:03 Listen and practice.

- First listening: Have students listen and study the examples.
- Second listening: Have students listen and repeat chorally.

C Circle the content words.

- Have pairs circle the content words. If necessary, remind students that content words are words that carry the basic meaning of a sentence. You may also want to review function words with your students: prepositions (in, to), conjunctions (and, but), determiners (an, some), personal pronouns (I, we), possessive adjectives (my, our), and auxiliary verbs (have + present or past participle, be + present or past participle). Function words are covered in *Summit 1,* page T141.
- Then have pairs take turns reading the sentences aloud.

▶6:04 Now practice reading . . .

- Have students read each sentence aloud and then listen for confirmation.

Note: To build students' confidence, make sure they have ample practice before reading. Students will say the item aloud when they hear the item number and then will hear the speaker say the same item immediately after.

D Circle the last stressed content word . . .

- Have students scan the sentences and underline the compound words. (1. travel agency; 3. tourism industry; 6. flight attendant) Then have students complete the exercise.
- Call on volunteers to identify each type of sentence as a statement, a command, an information question, or a yes / no question. (1. statement; 2. statement; 3. yes / no question; 4. information question; 5. command; 6. yes / no question; 7. yes / no question) Remind students that they will lower pitch after the last stressed syllable in statements, commands, and information questions, and raise pitch in yes / no questions.

▶6:05 Now practice reading . . .

- Have students read each sentence aloud and then listen for confirmation.

LANGUAGE NOTE In American English, it is common to hear neutral statements end with a rising intonation. For example,

A: *My son is studying to become a pilot.* ↗

B: *Oh, yeah?*

▶1:03 **Option: [+15–20 minutes]** To provide more practice, refer students to the conversation in Exercise E, Spotlight, on page 3 in the Student's Book. Have pairs read the conversation aloud, paying attention to the content words and intonation patterns for the different sentence types. Then have students listen to the conversation to compare their reading.

Pronunciation Pair Work

Unit 2

Emphatic stress and pitch to express emotion

- Read the explanation aloud. Elicit examples of emotions such as regret, happiness, anger, or confusion. Point out that the pitch used to express intensity of emotion varies with each individual speaker.
- Have students read the example sentences to themselves and identify the emotion each one expresses. (Possible answers: 1. regret; 2. distress; 3. anger or confusion; 4. disbelief or anger; 5. happiness; 6. gratitude)
- Call on volunteers to read the example sentences, using emphatic stress and higher pitch as appropriate. Make corrections as needed. Then call on different students to read the same sentences to show how individual pitch varies.

A ▶6:06 Listen and practice.

- Refer to the procedure for Exercise A on page T144.

B ▶6:07 Practice reading each sentence . . .

- First, have pairs read the sentences for content and identify the emotion each one expresses. (Possible answers: 1. concern or surprise; 2. concern; 3. regret or distress; 4. surprise or anger; 5. confusion; 6. anger or concern; 7. anger)
- Then have pairs take turns reading the sentences, using the appropriate intonation.
- Have students read each sentence aloud and then listen for confirmation.

Challenge: [+15–20 minutes] Write the following emotions on the board: *joy, disbelief, anger, gratitude, confusion*. Have pairs create sentences and read them aloud, using the appropriate intonation to express each emotion.

Pronunciation Pair Work

Unit 3

Vowel reduction to /ə/

- On the board, write /ə/. Explain that this is the schwa, or the pronunciation symbol for the sound *uh*. Have students repeat the sound after you. Point out that the schwa can be represented by any vowel. On the board, write the following words and underline the vowels as shown:

  a: a*l*uminum

  e: th*e*

  i: dec*i*mal

  o: intr*o*duce

  u: medi*u*m

  y: s*y*ringe

  Read each word aloud with the appropriate schwa, and have the class repeat.
- Write /u/ on the board. Explain that this is the pronunciation symbol for the sound *ooh*. Have students repeat the sound after you.
- Read the first explanation in the box aloud. On the board, write /tu/ and /tə/. Have students practice both pronunciations. Then call on volunteers to read the example sentences. Make corrections as needed, and have students repeat.
- Have students study the second explanation and the example sentence. Point out the schwa in the word *a* (in the phrase *to a friend*). Have a student read the sentence aloud. Make any necessary corrections, and ask the class to repeat chorally.
- Tell students to study the third explanation and the example sentences. Have students practice reading the two sentences in pairs. Then bring the class together, and have volunteers read the sentence both ways. Make any necessary corrections, and ask the class to repeat chorally.
- Read the last explanation aloud. Review that *have to* and *ought to* are modals. *Have to* means need to, and *ought to* means should. *Be going to* is a future form. Have students study the example sentences, noting the reduction of /u/ to /ə/ and the additional sound changes. Then call on volunteers to read the sentences aloud. Make any necessary corrections, and ask the class to repeat chorally.

A 6:08 Listen and practice.

- Refer to the procedure for Exercise A on page T144.

B Circle the words . . .

- Have pairs circle the words that they think have sounds that will be reduced. Refer them to the explanations in the box if they need help.
- Then have pairs practice reading the sentences aloud.

6:09 Now practice reading . . .

- Have students read each sentence aloud and then listen for confirmation.

Option: [+15–20 minutes] Write the following sentences on the board:

1. He wants to give the tickets to us.
2. I forwarded the message to him yesterday.
3. The letter was addressed to me.
4. They ought to go to Rome for a vacation.
5. We have to finish the report by tomorrow.
6. Jerry sent the manuscript to her house.
7. I'm going to look up this word in a dictionary.

Have volunteers come to the board and write the appropriate /tu/ or /tə/ above each instance of the word *to* and then read the sentence to the class. Tell students to explain when there are two possible ways of pronouncing *to* and to discuss other pronunciation changes in the sentence. (1. /tə/, /tu/; 2. /tə/ + /h/ OR /tu/ + /ə/; 3. /tə/; 4. /tə/, /tə/; 5. /tə/; 6. /tə/ + /h/ OR /tu/ + /ə/; 7. /tə/) Offer feedback as needed.

Pronunciation Pair Work

Unit 4

Shifting emphatic stress

- Ask a volunteer to read the explanation. Point out that the focus of a sentence can change depending on the emphatic stress you use.
- Invite a volunteer to read the first conversation with you. Have the student read Student A's line, and you read Student B's. Then have students repeat B's line chorally.
- Have pairs read the remaining conversations, alternating parts. Circulate and offer corrections as needed.
- Bring the class together and discuss the emphatic stress and its meaning in each conversation. (Conversations 1 and 2 focus on the adverbs *enough* and *too* to show how critical each person is of other people. Conversation 3 focuses on the pronoun *I'm* to emphasize which speaker is too critical. Conversation 4 focuses on the verb *think* to show that the person isn't sure whether he or she is too critical.)

UNIT 3

Vowel reduction to /ə/

Remember: The /u/ sound in the function word to is often reduced to /ə/ in spoken English.

We tried **to** cheer him up. /tə/
They were scared **to** death. /tə/
It was starting **to** get me down. /tə/
You just need **to** give it a little more time. /tə/

Do not reduce the /u/ sound when to comes before another /ə/ sound.

/tə/ /tu/
She was trying **to e-mail** a message **to a** friend.

When to occurs before her or him, you can say it two ways (Note the change in syllable stress, too):

Use /tə/ and pronounce /h/ → I sent it **to her** yesterday. /tə'hər/
Use /tu/ and drop /h/ → I sent it **to her** yesterday. /'tuər/

In the phrases have to, ought to, and be going to, /u/ generally reduces to /ə/, and there are often other sound changes.

I didn't **have to** walk very far. /hæftə/
You really **ought to** be careful next time. /ɔṭə/
We're definitely **going to** take a cell phone on our next trip. /gʌnə/

Function words

prepositions	of, from, at, to
conjunctions	and, but, or
determiners	a, the, some
personal pronouns	he, she, they
possessive adjectives	my, her, their
auxiliary verbs	have [+ past participle]
	be [+ present participle]

Be careful! When an auxiliary verb is negative or used in short answers, it is generally stressed.

I **CAN'T GO**. He **WON'T LIKE** it.
No, they **DON'T**. Yes, I **HAVE**.

A ▶6:08 **Listen and practice.**

1 We tried to cheer him up.
2 They were scared to death.
3 It was starting to get me down.
4 You just need to give it a little more time.
5 She was trying to e-mail a message to a friend.
6 I sent it to her yesterday.
7 I sent it to her yesterday.
8 I didn't have to walk very far.
9 You really ought to be careful next time.
10 We're definitely going to take a cell phone on our next trip.

B **Circle the words in the following sentences that you think contain sounds that will be reduced, according to what you have learned about vowel reduction.**

1 I'm learning (to) sail my ship.
2 They had sent (an) SOS text message from (a) cell phone to (a) friend in London.
3 They got several messages telling them (to) be strong.
4 The helicopters had been unable (to) take off because (of) the severe weather.
5 You ought (to) tell your brother that you can't talk (to) him right now.
6 Don't let it get (to) you.
7 I'm going (to) refuse (to) give up.
8 We have (to) keep trying, no matter how tired we are.

DIGITAL PAIR WORK

▶6:09 **Now practice reading each sentence aloud and listen to compare.***

UNIT 4

Shifting emphatic stress

You can shift stress within a sentence to change emphasis. Place emphatic stress on key words to get your meaning across.

A: I think I'm too critical of other people.
B: Really? I don't think I'm critical **ENOUGH**.

A: I think I'm too critical of other people.
B: I don't see you that way at all. **I'M** too critical.

A: I don't think I'm critical enough.
B: Really? I think I'm **TOO** critical.

A: I think I'm too critical of other people.
B: Really? Not me ... At least I don't **THINK** I'm too critical.

A ▶ 6:10 **Listen and practice.**

1 I don't think I'm critical **ENOUGH**.
2 I think I'm **TOO** critical.
3 **I'M** too critical.
4 I don't **THINK** I'm too critical.

B **Study each conversation, paying attention to emphatic stress.**

1 "You know what my problem is? I'm a perfectionist."
RESPONSE: Well, **I'M** just the opposite.
2 "You know what my problem is? I'm a perfectionist."
RESPONSE: Not me. I'm just the **OPPOSITE**.
3 "What set Sam off this morning?"
RESPONSE: I have no idea. But he's **ALWAYS** angry about **SOMETHING**.
4 "Why did Sam tell Paul off in front of everyone?"
RESPONSE: It's just the way he is. He's always **ANGRY** about something.
5 "Why was Judy so angry this morning?"
RESPONSE: I don't know. I've **NEVER** seen her lose her cool like that.
6 "Can you believe how angry Judy was this morning?"
RESPONSE: Not really. I've never seen her lose her cool like **THAT**.

DIGITAL PAIR WORK

▶ 6:11 **Now practice reading each response aloud, using emphatic stress as shown. Listen to compare.***

UNIT 5

Intonation of sarcasm

Saying the opposite of what you mean in order to show that you don't think a joke is funny is a type of sarcasm. When someone thinks a joke is funny, the response is usually said with raised pitch. The same response can convey sarcasm if it is said with flattened pitch and at a slower pace.

Pleasure	Sarcasm
How funny! (= It's funny.)	How funny. (= It's not funny.)
That's hysterical! (= It's funny.)	That's hysterical. (= It's not funny.)
That's terrific! (= It's great.)	That's terrific. (= It's not great.)
I love it! (= It's great.)	I love it. (= It's not great.)

A ▶ 6:12 **Listen and practice.**

1 How funny! / How funny.
2 That's hysterical! / That's hysterical.
3 That's terrific! / That's terrific.
4 I love it! / I love it.

B ▶ 6:13 **Practice saying each statement two ways, first with intonation showing pleasure and then sarcasm. Listen to compare.* (Note that your choices may differ from what you hear on the audio.)**

1 That's hilarious! / That's hilarious.
2 That's so funny! / That's so funny.
3 What a funny story! / What a funny story.
4 That's great! / That's great.
5 That's too much! / That's too much.
6 That really made me laugh! / That really made me laugh.

DIGITAL PAIR WORK

A 6:10 Listen and practice.

- Refer to the procedure for Exercise A on page T144.

B Study each conversation . . .

- Instruct pairs to read the conversations, alternating parts. Tell them to use emphatic stress as shown.

6:11 Now practice reading . . .

- Have students read each response aloud and then listen for confirmation.
- For further practice, call on volunteers to read the conversations again, placing emphatic stress on different key words. Discuss how the focus of a sentence shifts when the emphatic stress is changed.

2:16 **Option: [+15–20 minutes]** To provide more practice, refer students to the conversation in Exercise E, Spotlight, on page 39 in the Student's Book. Have pairs read the conversation aloud, placing emphatic stress on key words. Tell students to underline the words they put stress on. Then have them listen to the conversation to compare their reading.

Pronunciation Pair Work

Unit 5

Intonation of sarcasm

- On the board, write *sarcasm*. Ask *What is the meaning of* sarcasm? (saying the opposite of what you mean)
- Write on the board *Nice shirt*. Read it aloud two ways, first with raised pitch to convey pleasure and then with flattened pitch and at a slower pace to convey sarcasm. Ask *How can you tell if a comment is sarcastic?* (Flattened pitch and a slower pace convey sarcasm.)
- Have a volunteer read the explanation aloud. Then have pairs practice reading the sets of example sentences, contrasting their pitch and pace to convey pleasure and sarcasm. Circulate and offer suggestions if students have difficulty.
- Ask pairs of volunteers to read their contrasting sentences to the class.

LANGUAGE NOTE Point out that, while there are tips for the intonation of sarcasm, there is no one correct way to communicate a sarcastic remark. While one person may be overtly sarcastic, another may be much more subtle, possibly to the point of leaving the listener uncertain whether or not the speaker is being serious.

CULTURE NOTE Body language, such as rolling one's eyes or making a facial expression, may also accompany a sarcastic remark. In addition to pitch, body language helps the listener interpret sarcasm.

A 6:12 Listen and practice.

- Refer to the procedure for Exercise A on page T144.

B 6:13 Practice saying each statement . . .

- Have partners practice reading the pairs of statements, using the appropriate intonation for pleasure and for sarcasm.
- Have students read each pair of statements aloud and then listen for confirmation.

Option: [+15–20 minutes] For more practice, have pairs tell each other jokes. Have students respond with one of the sentences from Exercise B. The intonation of the response should indicate whether the listener thought the joke was funny or not.

Challenge: [+15–20 minutes] Have pairs create short conversations using the intonation of sarcasm. For example,

A: *Nice job on that presentation.* [sarcastic tone]

B: *I know. It was horrible, wasn't it? I really had no time to prepare.*

Invite pairs to present their conversations to the class. After each presentation, ask students to use a different intonation to make the sarcastic remark express pleasure.

Pronunciation Pair Work

Unit 6

Regular past participle endings

- Write the following on the board:

  zzzzzzz

  sssssss

  Tell students to put their fingers on their Adam's apple at the front of their throat and repeat the *zzzzzzz* and *sssssss* sounds after you. Ask *What difference do you notice between the two sounds?* (There is vibration with the *zzzzzzz* sound. There is no vibration with the *sssssss* sound.) Tell students that the *zzzzzzz* sound is called a voiced sound and the *sssssss* sound is called a voiceless sound. Clarify the difference between voiced and voiceless sounds: Your vocal cords vibrate for voiced sounds but don't vibrate for voiceless sounds.
- Read aloud the example verbs in the box whose base form ends with a voiced sound, and have the class repeat with their books closed. Make sure students hear the /d/ sound of the *-ed* ending and feel the vibration of the voiced sound. Then read aloud the example verbs whose base form ends with a voiceless sound, and have the class repeat. Make sure students hear the /t/ sound of the *-ed* ending and notice the absence of vibration with the unvoiced sound.
- Have students open their books and read the first explanation in the box. Then ask a volunteer to read the second explanation about voiced sounds. Call on students to pronounce the voiced sound at the end of each base form. Then have them repeat each verb after you.
- Ask a volunteer to read the third explanation about voiceless sounds. Call on students to pronounce the voiceless sound at the end of each base form. Then have them repeat each verb after you.
- Read the final explanation aloud. Have students repeat each word after you. Focus on the linking of the /t/ or /d/ sound with the *-ed* ending.
- Have students look at the chart of Voiced sounds and Voiceless sounds. Suggest or ask pairs to suggest a regular verb whose base form ends in each sound. Point out that the list of voiced vowel sounds does not include all the voiced vowel sounds. (voiced consonant sounds: rob, rig, breathe, love, raise, rouge, change, farm, clean, ring, fire, call; voiced vowel sounds: There are few high-frequency verbs that end in the short vowel sounds. /i/ ski, /ei/ play, /ɔ/ thaw, /oʊ/ veto, /u/ view; voiceless sounds: hop, like, tooth, roof, kiss, finish, match) Then have pairs say the past participles aloud to each other, making sure their partner can hear the difference between the voiced and voiceless sounds at the end of each base form.
- To check students' understanding, write the following words on the board:

  laughed, stated, yelled, tamed, missed, loaded

  Read the words with the correct pronunciation of the *-ed* ending, and have students repeat. (laughed: /t/, stated: /ɪd/, yelled: /d/, tamed: /d/, missed: /t/, loaded: /ɪd/) If students are unsure, have them focus on the final sound of each base form. Review that the final sounds in the base forms of *yelled* and *tamed* are voiced, and the *-ed* ending is pronounced /d/. The final sounds in the base forms of *laughed* and *missed* are unvoiced, and the *-ed* ending is pronounced /t/. The final sounds in the base forms of *stated* and *loaded* are pronounced /t/ and /d/, and the *-ed* ending is pronounced /ɪd/.

Reduction in perfect modals

- Have students study the explanation and the example sentences. Call on volunteers to read the sentences aloud, reducing the perfect modals. Tell students to pay attention to the pronunciation of the past participles as well, distinguishing among *-ed* endings pronounced as /d/, /t/, or /ɪd/. If necessary, review that the final sound in the base form of *renewed* is voiced, so the *-ed* ending is pronounced /d/. The final sound in the base form of *needed* is /d/, so the *-ed* ending is pronounced /ɪd/. The final sound in the base form of *missed* is voiceless, so *the-ed* ending is pronounced /t/. Make corrections as needed.
- Direct attention to the Perfect modals note. Read each perfect modal aloud to show reduction of the auxiliary *have*. Ask students to repeat.
- Elicit sentences using the perfect modals listed + a past participle. Encourage students to use regular past participles with *-ed* endings (rather than irregular verbs like *gone*) for additional pronunciation practice. As an example, write the following sentence on the board:

  I could have walked home, but I was too late.

A ▶6:14 Listen and practice.

- Refer to the procedure for Exercise A on page T144.

B ▶6:15 Listen and practice.

- Refer to the procedure for Exercise A on page T144.

C Circle the correct pronunciation . . .

- First, have students focus on the sound at the end of each base form. Then have them circle the correct pronunciation of the *-ed* ending.
- After pairs practice saying each word, bring the class together and answer any questions. If necessary, refer students to the first box on page 147. To review the pronunciation of the *-ed* ending following the sounds /t/ and /d/ and voiced and voiceless sounds.

▶6:16 Now practice saying . . .

- Have students say each word aloud and then listen for confirmation.

UNIT 6

Voiced sounds		Voiceless sounds
/b/	/i/	/p/
/g/	/ɪ/	/k/
/ð/	/eɪ/	/θ/
/v/	/ɛ/	/f/
/z/	/æ/	/s/
/ʒ/	/ɑ/	/ʃ/
/ʤ/	/ɔ/	/ʧ/
/m/	/oʊ/	/t/
/n/	/ʊ/	
/ŋ/	/u/	
/r/	/ʌ/	
/l/	/d/	

Regular past participle endings

There are three pronunciations of the past participle ending -ed, depending on the final sound of the base form of the verb.

With voiced sounds (except /d/)

When the base form ends with a voiced sound, pronounce the -ed ending as /d/.

moved canceled described stayed agreed

With voiceless sounds (except /t/)

When the base form ends with a voiceless sound, pronounce the -ed ending as /t/.

helped asked crushed watched

HOWEVER: When the base form ends with the sound /t/ or /d/, pronounce the -ed ending as a new syllable, /ɪd/ or /əd/. In American English, the final sound before the -ed ending is always /ɾ/, no matter whether the base form ended in the sound /t/ or /d/. Link /ɾ/ with the -ed ending.

wai ted → /weiɾɪd/ nee ded → /niɾɪd/
re por ted → /rɪpɔrɾɪd/ in clud ed → /ɪnkluɾɪd/

Reduction in perfect modals

The auxiliary have in perfect modals is generally reduced. The /h/ is dropped and /æ/ is reduced to /ə/.

/wʊɾəv/
If I'd looked at the expiration date, I **would have** renewed my passport.
/maɪɾəv/
If I weren't Japanese, I **might have** needed a visa to enter the country.
/wʊɾənəv/
If we'd left on time, we **wouldn't have** missed our flight.

Perfect modals

would have
could have
should have
might have
may have
} + [past participle]

A ▶6:14 **Listen and practice.**

1 moved **2** canceled **3** described **4** stayed **5** agreed **6** helped **7** asked **8** crushed **9** watched **10** waited **11** reported **12** needed **13** included

B ▶6:15 **Listen and practice.**

1 If I'd looked at the expiration date, I would have renewed my passport.
2 If I weren't Japanese, I might have needed a visa to enter the country.
3 If we'd left on time, we wouldn't have missed our flight.

C **Circle the correct pronunciation of each -ed ending.**

1 avoided	(/ɪd/)	/t/	/d/	**9** promised	/ɪd/	(/t/)	/d/
2 looked	/ɪd/	(/t/)	/d/	**10** covered	/ɪd/	/t/	(/d/)
3 summarized	/ɪd/	/t/	(/d/)	**11** added	(/ɪd/)	/t/	/d/
4 arrived	/ɪd/	/t/	(/d/)	**12** changed	/ɪd/	/t/	(/d/)
5 owed	/ɪd/	/t/	(/d/)	**13** reported	(/ɪd/)	/t/	/d/
6 ruined	/ɪd/	/t/	(/d/)	**14** discussed	/ɪd/	(/t/)	/d/
7 kicked	/ɪd/	(/t/)	/d/	**15** investigated	(/ɪd/)	/t/	/d/
8 refunded	(/ɪd/)	/t/	/d/	**16** enjoyed	/ɪd/	/t/	(/d/)

▶6:16 **Now practice saying each word aloud and listen to compare.***

D ▶ 6:17 **Practice saying each sentence aloud, paying attention to reductions. Listen to compare.***

DIGITAL PAIR WORK

1 If I'd put my passport in my briefcase, it wouldn't have gotten lost.
2 If you'd checked the luggage limits, you might have avoided extra charges.
3 If my friend's luggage hadn't gotten stolen, he could have gone on the sightseeing tour.
4 I probably wouldn't have missed my flight if I had come on time.
5 If they'd taken a few simple precautions, their luggage might not have gotten stolen.

UNIT 7

Linking sounds

Link plural noun endings to the first sound in the word that follows.

Superstitions about animals are very common. /supər'stɪʃənzəbaʊt/
Some say rats leaving a ship will cause it to sink. /ræt̚'slivɪŋ/

Link third-person singular endings to the first sound in the word that follows.

A belief in a superstition often results in fear. /rɪ'zʌltsɪn/

Remember: There are three different sounds for the endings of plural nouns and third-person singular verbs.

/z/	/s/	/ɪz/
diamonds	results	promises
superstitions	sharks	noises
bottles	types	matches
believes	beliefs	wishes
dreams	sleeps	judges

A ▶ 6:18 **Listen and practice.**

1 Superstitions about animals are very common.
2 Some say rats leaving a ship will cause it to sink.
3 A belief in a superstition often results in fear.

B ▶ 6:19 **Practice reading each sentence aloud, paying attention to the linking sounds you have learned. Listen to compare.* (Note that your choices may differ from what you hear on the audio.)**

DIGITAL PAIR WORK

1 A frog brings good luck to the house it enters.
2 Babies born with teeth become extremely selfish.
3 An itchy nose means you'll have a fight.
4 A lucky charm protects against the evil eye.
5 She keeps a large bowl of water near the front door.
6 Superstitions can be found in every culture.
7 A company claims to have invented a machine that allows people to talk with their pets.
8 Some fears are hard to overcome.
9 My sister believes in ghosts, avoids black cats, and carries a lucky charm in her pocket.

UNIT 8

Emphatic stress with auxiliary verbs

Use emphatic stress on an auxiliary verb to confirm or contradict.

A: Do you think Carrie Mulligan has a successful acting career?
B: I think so. She **IS** getting a lot of lead roles these days.

A: I wonder if I should take French lessons.
B: Great idea! I think you **SHOULD** learn French.

A: Have you eaten at the Blue Moon Café before?
B: Actually, I think I **HAVE** eaten there before.

A: Jan says you love coffee. Is that true?
B: Not at all. I really **DON'T** like coffee.

Remember: The auxiliary do needs to be added for emphatic stress in affirmative statements in the simple present or past tense.

A: Jan says you love coffee. Is that true?
B: Yes, it is. I really **DO** like coffee.

A ▶ 6:20 **Listen and practice.**

1 She **IS** getting a lot of lead roles these days.
2 I think you **SHOULD** learn French.
3 Actually, I think I **HAVE** eaten there before.
4 I really **DON'T** like coffee.
5 I really **DO** like coffee.

D ▶6:17 Practice saying each sentence . . .

- Have students scan the sentences and underline the perfect modals. (1. wouldn't have; 2. might have; 3. could have; 4. wouldn't have; 5. might not have) Then have them look at the past participle that follows each perfect modal and circle the past participles that end in *-ed*. (2. avoided, 4. missed)
- Tell pairs to practice saying the sentences aloud, paying attention to the reductions and the pronunciation of the *-ed* endings.
- Have students read each sentence aloud and then listen for confirmation.

Pronunciation Pair Work

Unit 7

Linking sounds

- On the board, write /z/, /s/, and /ɪz/. Elicit or produce the sound of each symbol. Then call on volunteers to read the words in each column of the Remember note. Correct pronunciation as needed. If necessary, have students repeat the final sound in each word to hear the difference in the endings. Then read the explanation in the Remember note aloud.
- Have students study the first explanation and the example sentences. Read each sentence aloud, and have students repeat chorally.
- Tell students to study the second explanation and the example sentences. Read each sentence aloud, and have students repeat chorally.

Option: [+15–20 minutes] For additional practice in linking the /z/ sound to the first sound in the word that follows, write on the board:

Superstitions about animals are popular in this country.

I recycled the bottles last night.

Have students repeat. For additional practice in linking the /s/ and /ɪz/ sounds to the first sound in the word that follows, write on the board:

The dog sleeps on the kitchen floor.

My shirt matches my shoes.

Have students repeat.

A ▶6:18 Listen and practice.

- Refer to the procedure for Exercise A on page T144.

B ▶6:19 Practice reading each sentence . . .

- First, have students scan the sentences and underline the plural nouns and third-person singular verbs. Tell students to circle the sounds in each sentence that should be linked and then practice reading the sentences with a partner. (Linking sounds are indicated by underlining. 1. brings good; 2. babies born; 3. means you; 4. protects against; 5. keeps a; 6. superstitions can; 7. claims to, allows people; 8. fears are; 9. believes in, avoids black, carries a)
- Have students read each sentence aloud and then listen for confirmation.

Challenge: [+15–20 minutes] On the board, draw the following chart:

/z/, /s/, /ɪz/ + vowel	/z/, /s/, /ɪz/ + consonant

First, have pairs find and circle examples of linking sounds in Exercise A. Then have students write the examples and the ones they circled in Exercise B in the chart.

Pronunciation Pair Work

Unit 8

Emphatic stress with auxiliary verbs

- Read the first line. Then model the first conversation with a volunteer, the teacher reading A and the student reading B. If necessary, correct emphasis. Then read the B line again and have students repeat. Ask *Does the person confirm or contradict?* (The person confirms that Carrie Mulligan has a successful acting career.)
- Call on pairs to read the next three conversations. After each one, ask *Does the person confirm or contradict?* (Only the fourth conversation contradicts: *I really DON'T like coffee.*)
- Then read the Remember note and model the conversation with a volunteer. To illustrate adding the auxiliary *did* in the simple past tense, write on the board:

A: You didn't like the movie, did you?

B: Actually, I DID like it.

Option: [+15–20 minutes] Have students work in pairs to make up mini-conversations, following the models in the Pronunciation Chart. Then have them read the conversations to the class, using emphatic stress to confirm or contradict.

A ▶6:20 Listen and practice.

- Refer to the procedure for Exercise A on page T144.

B 6:21 Practice responding . . .

- First, have students scan the sentences and underline the auxiliary verb in each response.
- Have students read each response and then listen for confirmation.

Option [+5 minutes] In pairs, have students read the dialogues using correct emphatic stress in the response.

Pronunciation Pair Work

Unit 9

Reading aloud

- To introduce the topic, ask:
  What's the difference between reading aloud to an audience and reading to oneself? (Possible answer: When you read to yourself, you focus on understanding the text rather than on making sure others understand it.)
  Do you prefer to read or listen to someone read? Why?
- Read the explanation to the class. Then have students read it to themselves. Ask *Did you understand more when you read the explanation to yourselves or when I read it to you? Why do you think that is?*
- Have pairs practice reading the example selection to each other, using a regular rhythm, making fewer reductions, pausing at all punctuation, and separating thought groups. Point out that the single slash (/) in the selection indicates a pause within a sentence or between sentences.
- Bring the class together, and invite a volunteer to read the selection. Ask students to give feedback on the clarity of the reading. Suggest corrections, and have students repeat after you.

A 6:22 Listen to the selection . . .

- After listening to the selection, have pairs practice reading it to each other.

B 6:23 Practice reading each selection . . .

- First, have students use single slashes (/) to mark necessary pauses in the selections, following the example in the box.
- Then have pairs practice reading the selections to each other. Remind students to use a regular rhythm and to make appropriate pauses.
- Have students read the first selection aloud. Then play the selection so students can listen for confirmation. Repeat with the second selection.

Challenge: [+15–20 minutes] For more practice reading aloud, have pairs choose either the article "Envisioning the Future" on page 100 or "Ordinary People with Big Ideas" on page 104 in the Student's Book. Tell pairs to read the article aloud to each other, pausing at all punctuation and between thought groups. Remind students to state the title separately with falling intonation. Circulate and assist as needed. Then have students listen to each article, to compare with their reading. If there is time, create groups of four and have pairs read their articles to each other.

Pronunciation Pair Work

B ▶6:21 **Practice responding to each speaker, using emphatic stress on the auxiliary verb. Listen to compare.***

1 "I think Olivia's a great cook."

RESPONSE: I agree. She does make great food.

2 "Your husband doesn't dance very well."

RESPONSE: That's true. He really doesn't dance well.

3 "Can you eat seafood?"

RESPONSE: Actually, I can't eat seafood. I'm allergic to it.

4 "Your cousins are hysterical!"

RESPONSE: I agree. They really do tell a lot of funny jokes.

5 "Ana's report is late again."

RESPONSE: Well, she does tend to procrastinate.

6 "Does Gary have a head for figures?"

RESPONSE: No. But he is taking a math class on Tuesday evenings.

7 "I think it's time to tell everyone you're going to quit."

RESPONSE: You're right. I should tell them sooner rather than later.

8 "Have you made up your mind yet? "

RESPONSE: No. But I have been thinking about it.

DIGITAL PAIR WORK

UNIT 9

Reading aloud

Because it's more difficult to understand language when it is read rather than spoken in conversation, read with a regular rhythm and use fewer sound reductions. If there's a title, state it separately with falling intonation. Pause at all punctuation. Separate sentences into thought groups, pausing after each. Pause slightly longer between sentences.

Envisioning the Future
In the 1960s, / only large institutions, / such as banks, / corporations, / and the military, / had computers. // They were expensive, / slow, / and very large– / requiring a special air-conditioned room– / and access to them was limited / to only a few people. // In the 1970s, / computer prices came down / and then small businesses began to use them. // Nevertheless, / in 1977, / the CEO and founder of Digital Equipment, / Kenneth Olsen, / predicted that computers would never be used in the home.

A ▶6:22 **Listen to the selection. Then practice reading it aloud.**

Envisioning the Future
In the 1960s, only large institutions, such as banks, corporations, and the military, had computers. They were expensive, slow, and very large—requiring a special air-conditioned room—and access to them was limited to only a few people. In the 1970s, computer prices came down and then small businesses began to use them. Nevertheless, in 1977, the CEO and founder of Digital Equipment, Kenneth Olsen, predicted that computers would never be used in the home.

B ▶6:23 **Practice reading each selection aloud. Then listen to compare.* (Note that your choices may differ from what you hear on the audio.)**

1 Birth of the Personal Computer
In the early 80s, Steve Jobs and Bill Gates introduced the personal computer—the Macintosh and the IBM PC, respectively—which made computing at home possible. In 1983, Jobs gave a speech about the future, in which he predicted that, for most people, a great deal of time would be spent interacting with personal computers. He also predicted that, within ten years, computers in the office and at home would be connected so people would be able to use them to communicate.

2 Predicting Social Media
In 1999, Gates predicted that small devices would be carried around by everyone so that they could get instant information and stay in touch with others. He also claimed that, by the early twenty-first century, Internet communities would have been formed, based on one's interests or to connect with friends and family.

DIGITAL PAIR WORK

UNIT 10

Intonation of tag questions

When a tag question follows a statement to which a speaker anticipates agreement, both the statement and the tag question are said with falling intonation. The main stress in the tag question falls on the auxiliary verb and not on the pronoun. Note that there is generally no pause at the comma.

It's really shocking, isn't it?

It's not really surprising, is it?

It really makes you feel angry, doesn't it?

They'll come up with a solution, won't they?

She didn't speak out against that project, did she?

When the tag question represents a genuine question to which the speaker expects an answer, the statement is said with falling intonation, but the tag question is said with rising intonation.

It's really shocking, isn't it?

It's not really surprising, is it?

It really makes you feel angry, doesn't it?

They'll come up with a solution, won't they?

She didn't speak out against that project, did she?

A ▶ 6:24 **Listen and practice. (Each sentence is said two ways.)**

1 It's really shocking, isn't it?
2 It's not really surprising, is it?
3 It really makes you feel angry, doesn't it?
4 They'll come up with a solution, won't they?
5 She didn't speak out against that project, did she?

B ▶ 6:25 **Listen to the following tag questions. Check to indicate if each one anticipates agreement or expects an answer.**

	Anticipates agreement	Expects an answer
1 That's really appalling, isn't it?	☑	☐
2 He's worried about his children, isn't he?	☑	☐
3 It really makes you feel good, doesn't it?	☑	☐
4 It wasn't really true, was it?	☐	☑
5 They're going to do something about that problem, aren't they?	☐	☑
6 It's not really important, is it?	☑	☐
7 You heard that on TV, didn't you?	☐	☑
8 You'll support us, won't you?	☐	☑

▶ 6:25 **Now practice saying each tag question aloud and listen to compare.***

C ▶ 6:26 **Practice saying each tag question two ways, first to express anticipated agreement and then to express a genuine question. Listen to compare.***

1 It really makes you stop and think, doesn't it?
2 They're concerned about global warming, aren't they?
3 The president's economic policy is effective, isn't it?
4 The benefits of globalization are very clear, aren't they?
5 The benefits of globalization aren't very clear, are they?
6 There's no turning back, is there?

DIGITAL PAIR WORK

Unit 10

Intonation of tag questions

- Tell students to study the first explanation and example sentences. Then have pairs practice reading the sentences to each other, using correct intonation. Explain that the falling arrow indicates falling intonation. Circulate and offer feedback as needed.
- Have students study the second explanation and example sentences. Then have pairs practice reading the sentences to each other, using correct intonation. Explain that the rising arrow indicates rising intonation. Circulate and offer feedback as needed.
- Write the following sentence on the board:

  That's really wonderful, isn't it?

  Read the sentence two ways: First, say both the statement and tag question with falling intonation, and then say the statement with falling intonation and the tag question with rising intonation. Ask *What does each intonation convey?* (The first intonation pattern anticipates agreement, and the second expects an answer.)
- To check understanding, read the example sentences to the class, varying intonation for anticipated agreement and for an expected answer. Have students identify the meaning each intonation expresses.

A ▶6:24 Listen and practice.

- Refer to the procedure for Exercise A on page T144.

B ▶6:25 Listen to the following tag questions . . .

- To review, ask:
  What intonation do you use in a tag question to anticipate agreement? (Both statement and tag question are said with falling intonation.)
  What intonation do you use when you expect an answer to a tag question? (The statement is said with falling intonation, and the tag question is said with rising intonation.)
- Before students listen, have them read the items and note the check boxes.
- Then have students listen to the tag questions and check the correct boxes.
- Tell students to compare answers with a partner. Then go over the answers as a class.

▶6:25 Now practice saying . . .

- Have students say each tag question aloud and then listen for confirmation.

C ▶6:26 Practice saying each tag question . . .

- Have pairs practice saying each tag question two ways, using appropriate intonation.
- Then have students read each tag question aloud two ways and then listen for confirmation.

Pronunciation Pair Work

Test-Taking Skills Booster

The Test-Taking Skills Booster is optional. It provides practice in applying some key logical thinking and comprehension skills typically included in reading and listening tasks on standardized proficiency tests. Each unit contains one Reading Completion activity and one or more Listening Completion activities.

*Note that the practice activities in the Booster are not intended to test student achievement after each unit. Complete Achievement Tests for ***Summit*** can be found in the ***Summit*** ActiveTeach.

UNIT 1

READING COMPLETION

Read the selection. Choose the word or phrase that best completes each statement.

Gender Roles

Until recently in the developed world, most married couples **(1)** ..... traditional roles, with the husband working outside the home and the wife taking care of the children and the house. Although many families still follow this tradition, those roles have become less iron-clad. A number of factors have contributed to this **(2)** ..... . **(3)** ..... , perhaps as a consequence of feminism, people have begun to believe that one's **(4)** ..... should not dictate one's role. **(5)** ..... , people feel they have "permission" to decide what they want to do in life. It's no longer **(6)** ..... for men to want to be the primary caregiver or homemaker. **(7)** ..... , many women would prefer to enter the working world instead of staying home. **(8)** ..... , a large number of women have achieved advanced academic and professional training, providing them with a significant earning potential.

On the other hand, factors other than personal choice have **(9)** ..... to the fluidity of gender roles. Life has become more expensive and it's **(10)** ..... for a family to exist on only one income, requiring married women to leave the home to earn money to help support the family. **(11)** ..... , the number of two-income households has grown exponentially. And despite the fact that women on average still earn less than men for the same job, their incomes have become an **(12)** ..... component of survival and prosperity in today's world. In similar fashion, a man's decision to stay home may not be voluntary. In the event he has lost his job, his decision to stay home might be one of necessity, not **(13)** ..... .

1	**A** rejected	**B** adopted	**C** gave	**D** needed
2	**A** change	**B** consequence	**C** continuation	**D** conflict
3	**A** Whereas	**B** While	**C** On the one hand	**D** On the other hand
4	**A** parents	**B** income	**C** gender	**D** age
5	**A** Despite this	**B** As a result	**C** Nevertheless	**D** Whereas
6	**A** beneficial	**B** advantageous	**C** harmful	**D** shameful
7	**A** Nevertheless	**B** Despite the fact	**C** By the same token	**D** First
8	**A** On the other hand	**B** Moreover	**C** For example	**D** Finally
9	**A** contradicted	**B** contributed	**C** coincided	**D** donated
10	**A** convenient	**B** difficult	**C** easy	**D** traditional
11	**A** Yet	**B** Even though	**C** Even if	**D** Consequently
12	**A** ordinary	**B** arbitrary	**C** unnecessary	**D** essential
13	**A** need	**B** habit	**C** choice	**D** logic

LISTENING COMPLETION

▶ 6:27 **You will hear a conversation. Read the paragraph below. Then listen and complete each statement with the word or short phrase you hear in the conversation. Listen a second time to check your work.**

The woman, Diane, is upset because she can't (1) ..... find her phone ..... . Her husband is trying to help her, and he asks her (2) ..... when ..... she saw it (3) ..... last ..... . She remembers that she used it (4) ..... to text ..... her friend Mark when she was (5) ..... in the car ..... . Her husband asks if she had been (6) ..... driving ..... when she texted Mark. Diane wants to know why that question is relevant, and her husband says that even though it's (7) ..... reckless ..... to text while driving, the main reason he asked was to help her figure out when she (8) ..... sent the text ..... . That question helps Diane remember that she had been downstairs (9) ..... in the parking garage ..... when she texted and that she had stuck (10) ..... the phone ..... in the grocery bag.

UNIT 2

READING COMPLETION

Read the selection. Choose the word or phrase that best completes each statement.

Where Values Come From

All of us live by a set of principles or beliefs that guide our actions and help us develop a sense of what is morally acceptable **(1)** ..... what is unacceptable behavior. But where do our values come from? According to psychologists, they develop throughout our lives and **(2)** ..... from a variety of sources, such as family, school, religious upbringing, the places we work in, **(3)** ..... as the media and music we watch and listen to.

For example, most of us learn from our parents to **(4)** ..... between right and wrong. When they read to us or tell us children's stories, we **(5)** ..... moral lessons about the consequences of good and bad behavior. **(6)** ..... we make mistakes or when we don't tell the truth, our parents correct us. Moreover, we learn from our parents' actions. Children **(7)** ..... how their parents relate to each other and handle social situations, and they always notice whether their parents are truthful or not.

(8) ..... , we are strongly affected by the views of our peers. Our friends, colleagues, and acquaintances "categorize" the people we know or who we hear about on the news—for example, who is unfriendly, who is generous, which politicians or celebrities are honest. Many people also believe their moral principles can be **(9)** ..... to their religious upbringing. Religion can provide a clear set of guidelines to live by that make it easier to distinguish between right and wrong.

1	**A** between	**B** from	**C** to	**D** about
2	**A** originate	**B** learn	**C** match	**D** populate
3	**A** known	**B** such	**C** as well	**D** as far
4	**A** activate	**B** distinguish	**C** enter	**D** educate
5	**A** absorb	**B** calculate	**C** inspire	**D** encourage
6	**A** Therefore	**B** Although	**C** Even if	**D** When
7	**A** observe	**B** disagree	**C** ignore	**D** compete
8	**A** Consequently	**B** As a result	**C** For instance	**D** Similarly
9	**A** described	**B** contributed	**C** attributed	**D** celebrated

LISTENING COMPLETION

▶ 6:28 **You will hear part of a report. Read the paragraph below. Then listen and complete each statement with the word or short phrase you hear in the report. Listen a second time to check your work.**

In the report, the speaker notes that celebrity philanthropists get lots of attention but also have their (1) .....critics..... . For example, an aid worker complains that bringing celebrities in to do humanitarian work is more (2) .....trouble..... it's worth. Why? Because celebrity philanthropists can be (3) .....self-centered..... and demanding. They also often do little to (4) .....learn about..... the people they came to help. On the other hand, supporters note that some celebrity philanthropists (5) .....pay their own..... way and don't ask for special (6) .....treatment..... . Another criticism of celebrity philanthropists, however, is that they sometimes spread a (7) .....false impression..... that places like Africa are hopeless and (8) .....helpless..... . Finally, some critics say celebrities (9) .....ignore..... local humanitarian efforts and provide increased opportunities for (10) .....corruption..... .

UNIT 3

READING COMPLETION

Read the selection. Choose the word or phrase that best completes each statement.

Avoiding Hearing Loss

Hearing plays a crucial role in all aspects of communication and learning. **(1)** ..... does even a small amount of hearing loss have a profound, negative effect on language development and comprehension, it **(2)** ..... affects the classroom learning of students who have difficulty hearing. **(3)** ..... deafness that occurs at birth or because of disease or injury, permanent **(4)** ..... to hearing can result from excessive exposure to noise. In fact, millions of people **(5)** ..... from this sort of hearing loss, called "noise-induced hearing loss." It is **(6)** ..... by damage to structures and / or nerve fibers in the inner ear. It can result from a one-time exposure to a very loud sound or from listening to loud sounds over an extended period of time. Unfortunately, noise-induced hearing loss cannot be medically or surgically **(7)** ..... .

So how can noise-induced hearing loss be **(8)** ..... ? In some cases it's impossible to avoid the **(9)** ..... exposure to one very loud sound, and some work environments are noisy. Nevertheless, there are many cases in which people can avoid voluntary exposure to loud sounds, and they **(10)** ..... . What are some steps anyone can take? Most importantly, identify the **(11)** ..... of loud sounds, such as lawnmowers, power tools, and music in your life. Next, adopt behaviors to protect hearing, such as avoiding or **(12)** ..... exposure to the loud sounds as much as you can. After that, make it a practice to automatically turn down the volume of music systems. Finally, when it's not feasible to avoid or **(13)** ..... loud sounds, use hearing protection devices. Such devices can reduce the noise to a safe level.

1	**A** Even though	**B** Not only	**C** If only	**D** Therefore
2	**A** yet	**B** in spite of this	**C** even if	**D** also
3	**A** Whenever	**B** Whereas	**C** Before	**D** Unlike
4	**A** aid	**B** damage	**C** benefits	**D** symptoms
5	**A** enjoy	**B** are helped	**C** result	**D** suffer
6	**A** aided	**B** caused	**C** benefitted	**D** cured
7	**A** caused	**B** corrected	**C** heard	**D** possible
8	**A** improved	**B** prevented	**C** treated	**D** confirmed
9	**A** fortunate	**B** accidental	**C** intentional	**D** obvious
10	**A** can	**B** might	**C** should	**D** do not
11	**A** effects	**B** sources	**C** problems	**D** consequences
12	**A** limiting	**B** combining	**C** making	**D** causing
13	**A** increase	**B** hope for	**C** create	**D** reduce

LISTENING COMPLETION

▶ 6:29 **You will hear a report. Read the paragraph below. Then listen and complete each statement with the word or short phrase you hear in the report. Listen a second time to check your work.**

Seol Ik Soo, a Korean (1) ..... tour guide ..... who was a passenger on a flight returning (2) ..... home to ..... South Korea (3) ..... from a trip to ..... China, was daydreaming about his wife as the plane prepared (4) ..... to land ..... . He and his wife had been married only (5) ..... one month ..... before and this was the first time they had been (6) ..... apart ..... . Suddenly, he saw a ball of (7) ..... fire ..... in the cabin of the plane and the plane (8) ..... crashed ..... . Luckily, Seol escaped through a hole in the crashed plane. From outside of the plane he could hear other passengers calling (9) ..... for help ..... . Instead of running away, Seol went back in to rescue others. No one knows exactly how many passengers Seol managed to carry out of the plane. There may have been (10) ..... as many as ..... ten. After it was all over, Seol was asked how he had managed to behave so heroically and he responded that he's sure he couldn't have done it in his (11) ..... right mind ..... .

UNIT 4

READING COMPLETION

Read the selection. Choose the word or phrase that best completes each statement.

Friendship

In the words of a famous song, friendship is "like a bridge over troubled water." In other words, you can always count on your friends' support when you need it the **(1)** ..... . Friends can tell when you're feeling **(2)** ..... , and they know whether or not you want to talk about it. They are thoughtful when it comes to your well-being, and they can **(3)** ..... according to your needs.

The truth is we need our friends to be dependable—through thick and thin. **(4)** ..... constantly trying to change you, good friends accept you as you are. And good friends roll with the punches. They get it that inside you're a good person with flaws, and that those shortcomings are part of who you are. **(5)** ..... , they know you make mistakes, and they forgive you for them, knowing you'll try to do better next time. And when people criticize you, friends stick up for you because even **(6)** ..... you're being difficult, friends are patient.

While you and your friends may have disagreements, you **(7)** ..... respect each other's opinions. Above all, you need to know that you can **(8)** ..... your friends with your secrets. If there's a problem between you, a friend will talk to you **(9)** ..... and not gossip about you with others. We can always count on our friends to be honest with us when others aren't. Friends don't keep things bottled up inside. Whenever there's an **(10)** ..... , they work things out together and move on.

1	A heaviest	(B) most	C least	D nearest
2	A ready	B cold	C energetic	(D) blue
3	A criticize	B argue	(C) adjust	D learn
4	(A) Rather than	B Whereas	C Despite	D Before
5	(A) Moreover	B Otherwise	C Whether or not	D Unfortunately
6	A despite	B especially	(C) when	D so
7	(A) should	B never	C don't	D might
8	A help	B save	(C) trust	D lend
9	A formally	B casually	C importantly	(D) directly
10	A accident	(B) issue	C attribute	D examination

LISTENING COMPLETION

A ▶6:30 **You will hear a description. Read the paragraph below. Then listen and complete each statement with the word or short phrase you hear in the description. Listen a second time to check your work.**

The woman says she sometimes feels (1) ...overwhelmed... because she's so (2) ...disorganized... . She says that when she puts things away, she then can't (3) ...find them... . She feels embarrassed to (4) ...have anyone over... because there's such a mess. So she asked her friend Alicia for help because Alicia's so (5) ...organized... . Alicia helped her (6) ...go through... all her stuff to decide what was important and what she could (7) ...throw away... .

B ▶6:31 **You will hear a description. Read the paragraph below. Then listen and complete each statement with the word or short phrase you hear in the description. Listen a second time to check your work.**

The woman is concerned about what she calls a problem with her (8) ...temper... . It's not a problem at (9) ...work... , but she worries when she gets really angry at her (10) ...kids... and starts (11) ...yelling... at them. She believes that, after a bad day at work, she's just (12) ...taking... it out on them. As a result, she took a workshop on (13) ...anger management... , where she learned that it's important to let off a little steam. So she took up (14) ...aerobics... three days a week. When she feels angry, exercising helps her (15) ...let go of... what's making her mad.

UNIT 5

READING COMPLETION

Read the selection. Choose the word or phrase that best completes each statement.

Laughter Yoga

The principle of Laughter Yoga is that you cannot be physically stressed and mentally relaxed at the same time. **(1)** ..... most forms of Yoga include body positions and exercises, Laughter Yoga is based on the physical activity of laughing, which relaxes the body and mind. Proponents of Laughter Yoga **(2)** ..... that it permits us to be more aware of the present **(3)** ..... dwelling on the past or worrying about the future. In short, it enables us to simply *be.*

Some **(4)** ..... that Laughter Yoga can be considered a new form of exercise. **(5)** ..... its proponents, it's a kind of internal jogging. Anyone can do it because, they say, everybody knows how to laugh. It is not necessary to tell jokes, have a sense of **(6)** ..... , or be happy in order to laugh. In fact, practitioners of Laughter Yoga are invited to "laugh for no reason," faking the laughter until it becomes real. It is **(7)** ..... that the physical action of laughing brings oxygen and certain body chemicals such as hormones to the body and the brain, thus fostering **(8)** ..... feelings and improving interpersonal skills. **(9)** ..... Laughter Yoga is practiced in groups, people leave each session laughing and feeling **(10)** ..... to each other. Believers in Laughter Yoga **(11)** ..... contend it can contribute to world peace. They say, "World peace first starts inside every one of us. We don't laugh because we are happy. We are happy because we laugh."

1	**A** Until	**B** While	**C** Whether	**D** If
2	**A** continue	**B** complain	**C** assert	**D** admit
3	**A** in addition to	**B** instead of	**C** in favor of	**D** along with
4	**A** tell	**B** ask	**C** claim	**D** wonder
5	**A** Even if	**B** Whenever	**C** Although	**D** According to
6	**A** anger	**B** humor	**C** happiness	**D** knowledge
7	**A** argued	**B** disputed	**C** required	**D** intended
8	**A** negative	**B** hopeless	**C** lucky	**D** positive
9	**A** Since	**B** All the same	**C** Even if	**D** Until
10	**A** separate	**B** connected	**C** different	**D** annoyed
11	**A** however	**B** nevertheless	**C** therefore	**D** besides

LISTENING COMPLETION

▶ 6:32 **You will hear a story. Read the paragraph below. Then listen and complete each statement with the word or short phrase you hear in the story. Listen a second time to check your work.**

The woman tells a story about her friend Mark, who loves to (1) play practical jokes. Mark decided to play a joke on his friend John, who was very (2) cheap and was always looking for (3) a bargain. One day, Mark spoke to (4) the manager of the Bargain Burger restaurant and asked her if she would (5) prepare two very large burgers. The manager said "Sure," and Mark paid her for them (6) in advance. Mark explained that he would bring (7) a friend for lunch and that the manager should (8) serve the huge burgers and put the regular low price on the check. When Mark and John finished eating, (9) the check came and John was pleasantly surprised at the low price of the burgers. So the (10) next day John invited a couple of his friends to Bargain Burger for the huge hamburgers. But when the burgers came to the table, they were the ordinary tiny little ones, which made John (11) look really stupid in front of his friends.

UNIT 6

READING COMPLETION

Read the selection. Choose the word or phrase that best completes each statement.

Wi-Fi Safety

Staying connected anywhere is relatively easy today. We almost always have smartphones, tablets, or laptops at the ready. And **(1)** ..... the availability of free Wi-Fi everywhere—in hotels, cafés, stores, even in parks—we feel empowered to act as we do at home. For instance, we can do our online banking and make online purchases anywhere with **(2)** ..... . On the one hand, easy connectivity is a great **(3)** ..... . But on the other, wishful thinking can lull us into a false sense of **(4)** ..... . It's important to remember that **(5)** ..... at home, where our Internet connections are securely encrypted, free public Wi-Fi away from home is not.

What are some of the possible **(6)** ..... of using unencrypted Wi-Fi? First, a thief might be able to access your credit card information and make online or in-store purchases, leaving you to pay the bill. Many such purchases, however, especially if they don't conform to your usual buying pattern, **(7)** ..... the credit card company that the purchaser isn't you. Luckily, the company can cancel your card to stop any further **(8)** ..... from being made. **(9)** ..... , but perhaps more importantly, thieves can **(10)** ..... your usernames and passwords, enabling them to access your bank accounts and withdraw money. Finally, in the worst-case scenario, they can steal your identity, leaving you to **(11)** ..... it at great trouble to you. So how can you **(12)** ..... yourself? In summary, although free public Wi-Fi seems convenient, send personal information only to sites that are fully encrypted, and avoid using any mobile apps that **(13)** ..... personal or financial information.

1	**A** in spite of	**B** since	**C** in addition to	**D** due to
2	**A** aggravation	**B** difficulty	**C** cash	**D** ease
3	**A** advantage	**B** disadvantage	**C** importance	**D** problem
4	**A** disadvantage	**B** the future	**C** security	**D** anxiety
5	**A** like	**B** similarly	**C** unlike	**D** as well
6	**A** reasons	**B** consequences	**C** points of view	**D** possibilities
7	**A** indicate	**B** avoid	**C** alert	**D** accuse
8	**A** purchases	**B** decisions	**C** claims	**D** conflicts
9	**A** Secondly	**B** By the same token	**C** After	**D** Before
10	**A** provide	**B** recover	**C** return	**D** steal
11	**A** recover	**B** relate	**C** return	**D** resist
12	**A** affect	**B** promote	**C** remove	**D** protect
13	**A** provide	**B** require	**C** resist	**D** donate

LISTENING COMPLETION

▶ 6:33 **You will hear part of a report. Read the paragraph below. Then listen and complete each statement with the word or short phrase you hear in the report. Listen a second time to check your work.**

Consider this situation: You are waiting patiently for your bags at (1) the baggage carousel . You see other travelers pick up their bags, but still yours are nowhere in sight. There are fewer and fewer bags until finally (2) the carousel stops . You wonder what happened to your bags and think perhaps they weren't transferred to your (3) connecting flight when you changed planes. Or maybe the missing luggage was sent to (4) the wrong destination . You go to the airline's (5) missing luggage counter to file a claim and hope the bags will (6) arrive on the next flight and be delivered to (7) your local address within a short time. If, on the other hand, the bags are permanently (8) lost or completely (9) destroyed , you will want to file a claim for damages. If you can document what you have lost, you will probably be reimbursed. But be aware that even if you have (10) sales receipts to prove the value of items in your luggage, you won't receive (11) the full amount you originally paid for your property. But you will definitely receive something.

UNIT 7

READING COMPLETION

Read the selection. Choose the word or phrase that best completes each statement.

Coping with Phobias

According to recent research, one in ten people worldwide has some kind of phobia or overwhelming **(1)** ..... . And even though phobias are **(2)** ..... , they are much more severe than the common garden-variety fear. But in what way?

For one thing, while most people can **(3)** ..... with most normal fears, a full-blown phobia is something people can't just put out of their mind. **(4)** ..... , phobics don't have much control over their phobias. As a result, they suffer from unpleasant physical and mental **(5)** ..... when confronted with what they fear. Such symptoms are similar to ones people experience when faced with real physical **(6)** ..... . **(7)** ..... , their heartbeat gets rapid, their throat goes dry, and their sweating increases. These unpleasant physical symptoms are intended to prepare people to **(8)** ..... harm in the face of real danger. However, the phobic, who isn't in any real physical danger, reacts in the same way. **(9)** ..... , phobics will go to great lengths to avoid what they fear and these extremely unpleasant physical responses. **(10)** ..... , there is hope for people with phobias despite their severity. In "cognitive behavioral therapy," or CBT, phobics are repeatedly **(11)** ..... to what causes the fear, which desensitizes them to it because nothing bad happens. If CBT doesn't work, "counter-conditioning" can teach patients to substitute a physical relaxation response when in the presence of what **(12)** ..... them. In summary, there is hope for phobics who get **(13)** ..... . The success rate of therapy is excellent.

1	A danger	(B) anxiety	C relaxation	D need
2	A talents	B harmful	(C) fears	D certain
3	A appreciate	B come down	(C) cope	D notice
4	A Fortunately	(B) In other words	C Similarly	D Even so
5	(A) symptoms	B fears	C benefits	D emotions
6	A relief	B pleasure	(C) danger	D symptoms
7	A Even so	(B) For example	C However	D Moreover
8	A undergo	(B) avoid	C cause	D receive
9	A However	B Because	C In contrast	(D) Consequently
10	A For example	B While	C Unfortunately	(D) Fortunately
11	(A) exposed	B allowed	C reduced	D increased
12	A relaxes	B helps	C angers	(D) frightens
13	A success	B failure	(C) treatment	D ready

LISTENING COMPLETION

A ▶6:34 **You will hear a conversation. Read the paragraph below. Then listen and complete each statement with the word or short phrase you hear in the conversation. Listen a second time to check your work.**

The man is reading about a way (1) to make big money in a short time. But the woman is doubtful and says it sounds (2) too good to be true . He disagrees and explains the scheme: You get a list of (3) names and addresses and then send (4) ten dollars to the last person on the list. Then you add (5) your name to the list. When someone else gets that list, the money (6) starts rolling in. The woman says that this is such an (7) obvious get-rich-quick scam.

B ▶6:35 **You will hear a conversation. Read the paragraph below. Then listen and complete each statement with a word or short phrase you hear in the conversation. Listen a second time to check your work.**

The woman says there's a company that has (8) a method for people to learn to speak a new language during the time when they're (9) sleeping / asleep . She thinks it's absolutely (10) impossible . The man, on the other hand, says he wouldn't (11) be so sure that it's impossible. He says he heard that some (12) students in a sleep-learning lab had (13) learned the basics of Russian in only one week.

UNIT 8

READING COMPLETION

Read the selection. Choose the word or phrase that best completes each statement.

Can We Increase Our Intelligence?

In a general sense, intelligence can be defined as the ability to learn, understand, and apply knowledge or skills. While many experts have argued that one's IQ score simply cannot be **(1)** ….. , others claim that these abilities can be maximized by exercising the brain. In their opinion, certain activities, **(2)** ….. reading regularly, doing puzzles daily, or learning a new language, may in fact improve our thinking skills, capacity to remember, and general knowledge. Furthermore, they make the point that IQ tests don't provide an adequate **(3)** ….. of real intelligence. In fact, they measure how one's level of academic achievement can be predicted but do not measure creativity or "street smarts"—the ability to **(4)** ….. with everyday life. Likewise, they are **(5)** ….. to measure one's potential for growth. Some experts suggest that other aspects of intelligence be considered as well—emotional intelligence being one example.

Moreover, Harvard University's Howard Gardner proposed that psychologists and educators **(6)** ….. the existence of at least seven distinct areas of intelligence. Two of these, linguistic and mathematical, are currently measured to some degrees by IQ tests. **(7)** ….. , another two, interpersonal and intrapersonal, are measured by EQ tests. He also proposed including visual-spatial intelligence. In addition, Gardner recommended that two other aspects of intelligence be **(8)** ….. : musical and physical. Gardner considers each of these intelligences to be areas of human potential; **(9)** ….. , they can be developed and increased.

1	**A** believed	**B** increased	**C** provided	**D** genetic
2	**A** such as	**B** from	**C** for instance	**D** to
3	**A** tool	**B** measurement	**C** improvement	**D** completion
4	**A** measure	**B** encounter	**C** face	**D** deal
5	**A** unable	**B** equipped	**C** incomplete	**D** designed
6	**A** contribute	**B** criticize	**C** acknowledge	**D** change
7	**A** Similarly	**B** As a result	**C** Because of this	**D** For instance
8	**A** recognized	**B** removed	**C** presented	**D** altered
9	**A** otherwise	**B** that is	**C** even so	**D** besides

LISTENING COMPLETION

▶ 6:36 **You will hear part of a lecture. Read the paragraph below. Then listen and complete each statement with the word or short phrase you hear in the lecture. Listen a second time to check your work.**

The lecturer says that a key argument in favor of (1) ….the environment…. being the source of extreme intelligence is that most geniuses don't have extremely (2) ….gifted…. ancestors. However, an argument in favor of the (3) ….opposite…. view is that talented families do (4) ….exist…. . They believe it shows that talent is (5) ….passed on…. through genes. One living example that supports this (6) ….theory…. is the story of the (7) ….mathematical genius…. Srinivasa Ramanujan, who was raised in a (8) ….poor village…. in India and had almost (9) ….no training…. in mathematics. In other words, he was (10) ….born with…. talent.

UNIT 9

READING COMPLETION

Read the selection. Choose the word or phrase that best completes each statement.

Protecting Wildlife and People's Livelihoods

Due to its **(1)** ..... rising population as well as unregulated development, Cambodia's wildlife habitats have been at risk. **(2)** ..... more and more poor, uneducated, and inexperienced farmers have taken up agriculture near the edges of Cambodia's shrinking forests, conflicts with Cambodia's wild Asian elephants have increased. An increasing number of hungry elephants have been searching for food near the edges of the forests. As a consequence, they have **(3)** ..... crops severely, forcing the farmers to kill the elephants in order to protect their livelihoods.

Tuy Sereivathana (known as Vathana), who grew up in the countryside, learned to respect both nature and the elephants. After choosing to study forestry at his university, he committed himself to the **(4)** ..... of Cambodia's natural resources and began working for the protection of the country's national parks. To begin with, Vathana focused his attention on understanding the **(5)** ..... the Cambodian farmers were facing. As a result, he came to the **(6)** ..... that the farmers needed to know more about the elephants' migration patterns and how to apply practical solutions for protecting their farms.

First, he helped them build electric fences. Then, he **(7)** ..... them how to use hot chili peppers and other native plants that elephants don't like in order to discourage the animals from eating their crops. Moreover, he **(8)** ..... the farmers to organize themselves to help each other guard their farms at night and to use fireworks and make other loud noises to scare the elephants off. Most **(9)** ..... , he helped farmers improve their farming techniques so they would have no reason to go farther into the elephants' habitat.

1	**A** simply	**B** respectfully	**C** rapidly	**D** likely
2	**A** As	**B** Provided that	**C** Unless	**D** Whether or not
3	**A** lost	**B** gathered	**C** damaged	**D** planted
4	**A** ecology	**B** conservation	**C** habitat	**D** education
5	**A** opportunities	**B** challenges	**C** tools	**D** families
6	**A** realization	**B** education	**C** occupation	**D** notification
7	**A** asked	**B** showed	**C** indicated	**D** developed
8	**A** ordered	**B** changed	**C** corrected	**D** advised
9	**A** importantly	**B** truthfully	**C** quickly	**D** interestingly

LISTENING COMPLETION

▶ 6:37 **You will hear part of a report. Read the paragraph below. Then listen and complete each statement with the word or short phrase you hear in the report. Listen a second time to check your work.**

Some experts believe the world's total population will increase through 2070. However, it will stabilize and will have (1) ..... stabilized ..... by that time. They also predict an (2) ..... increased ..... life expectancy and (3) ..... falling ..... birthrates. This will contribute to a (4) ..... continuing shift ..... toward aging populations worldwide, particularly in (5) ..... high-income ..... developed countries. According to newsweek.com, one in every six people will be (6) ..... seniors ..... over sixty-five by 2050. In fact, there will be (7) ..... twice as many ..... seniors as children. However, in Africa, the population of children under eighteen years old will (8) ..... increase by two-thirds ..... . These challenges will require more funding for children's (9) ..... education ..... and (10) ..... health care ..... resources for seniors. In addition, more (11) ..... food ..... will have to be produced for a growing population.

UNIT 10

READING COMPLETION

Read the selection. Choose the word or phrase that best completes each statement.

The Other Side of the Story

Although globalization has promised to benefit everyone with an increase in worldwide wealth and prosperity, critics argue that there is **(1)** ..... a widening gap between the rich and the poor. While corporations in some developed countries have outsourced both manufacturing and customer service jobs to developing countries overseas, workers who have lost those jobs **(2)** ..... to make ends meet. On the other hand, India's economy has reaped the **(3)** ..... of globalization with the establishment of call centers, where English-speaking staff provide 24/7 technical support by phone and Internet to customers all over the world. So, more people in India have **(4)** ..... good jobs and a steady income.

Even so, critics of globalization argue that **(5)** ..... free trade has made the world so competitive that criminal activities have flourished. While child labor is illegal in many countries, its practice has increased to fill manufacturing **(6)** ..... for gold and textiles. Recent news reports have exposed the use of slavery on merchant ships, where workers are mistreated and forced to work without receiving any wages. Even worse, due to the fact that there is little international **(7)** ..... regulation, some developing countries are becoming dumping grounds for hazardous industrial waste. In other countries, increased development has brought with it uncontrolled pollution, **(8)** ..... threatens public health and contributes to global warming.

(9) ..... , economic opportunities made possible by globalization have also encouraged government corruption. Some argue that a global economy has helped drug cartels and terrorists move people and materials across borders more easily.

1	**A** either	**B** instead	**C** contrast	**D** neither
2	**A** struggle	**B** demonstrate	**C** apply	**D** interview
3	**A** changes	**B** unemployment	**C** challenges	**D** benefits
4	**A** obtained	**B** lost	**C** searched	**D** desired
5	**A** unwanted	**B** unregulated	**C** inadequate	**D** decreased
6	**A** locations	**B** resources	**C** opportunities	**D** demands
7	**A** environmental	**B** illegal	**C** recognized	**D** agreement
8	**A** which	**B** so that it	**C** since it	**D** and
9	**A** For instance	**B** Even so	**C** As a result	**D** Unfortunately

LISTENING COMPLETION

A ▶ 6:38 **You will hear a report. Read the paragraph below. Then listen and complete each statement with the word or short phrase you hear in the report. Listen a second time to check your work.**

The woman says that consumers in (1) developing countries have been catching up with consumers in (2) developed countries in purchasing nonessential luxury goods. However, there is concern that the increase in (3) consumption of luxury goods will have a (4) negative impact on the environment. The director of research for Worldwatch warns that supplies of natural resources may (5) be threatened .

B ▶ 6:39 **You will hear a report. Read the paragraph below. Then listen and complete each statement with the word or short phrase you hear in the report. Listen a second time to check your work.**

The man reports that a recent survey conducted in more than (6) 44 countries shows that people continue to be concerned about (7) social and economic issues. Specifically, they worry about their country's (8) standard of living , deteriorating (9) working conditions , and the growing gap between the (10) rich and the poor . However, most respondents didn't blame these concerns on (11) globalization .