UNIT 1

Outlook and Behavior

PREVIEW

A FRAME YOUR IDEAS

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Ask students to look at the picture of the glass of water. Call on a volunteer to read the question on the glass. Poll the class and write the number of people who saw the glass as half full and half empty.
- Have a volunteer read the title of the article. Elicit from the class that an optimist is someone who is usually hopeful and believes that good things will happen; a realist is someone who accepts that life isn't always perfect and deals with problems practically; and a pessimist is a person who expects that bad things will happen. Then ask individual students *How do you see the world? Do you have a positive or a negative outlook?*
- Give students a few minutes to complete the quiz.
- Bring the class together and ask *Did the quiz confirm how you see yourself?*

LANGUAGE NOTE In English, the analogy of the glass being half full or half empty is used to describe someone's outlook on life in general or on a specific experience.

You win some, you lose some is an expression used to show that you accept that you weren't successful at something. It can also be used to show another person sympathy that something didn't work out. The abbreviated version is also used: *Win some, lose some.* A similar expression is *You can't win them all.*

B PAIR WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students work in pairs to compare quizzes and answer the questions.
- Bring the class together. Ask *Were you surprised to learn your partner's outlook on life? Do you have similar outlooks?*

LANGUAGE NOTE You may need to clarify the differences between the noun and adjective forms: *optimist, optimistic; realist, realistic; pessimist, pessimistic.*

- A person or perspective can be *optimistic, realistic,* or *pessimistic.*
- A person can be described as *an optimist, a realist,* or *a pessimist.*
- The abstract nouns are *optimism, realism,* and *pessimism.* For example, *Some optimism is always good.*

Option: [+5 minutes] Invite pairs to think up scenarios similar to those described in the quiz and ask each other how they would react. These can be made-up situations or examples from real life.

C GROUP WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Add up all student scores on the board, and divide by the number of people in the class to get the average class score.
- Then write On average, our class is _____.

Option: [+5 minutes] Ask *Did anyone score closely between optimist/realist or realist/pessimist?* Invite students to share if anyone has a combination of outlooks. Then ask *Do you think it's possible to adjust your outlook? For example, can you train yourself to be more positive if you usually have a negative outlook?*

D ▶1:02 SPOTLIGHT

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Before reading and listening to the conversation, write *Chikungunya* on the board. Ask *Has anyone heard of Chikungunya?* (a virus that spreads through mosquito bites; symptoms include fever, joint pain and swelling, headache, muscle pain, rash) *What other viruses are in the news recently?* (Answers will vary depending on geography and time available.)
- After students read and listen, check comprehension by asking *What is causing the viruses?* (global warming) *What kind of outlook does Leo have?* (pessimistic) *What kind of outlook does Nora have?* (realistic/optimistic) *Is Leo going to go to the company dinner at the outdoor restaurant? Why/Why not?* (No. He's afraid he might get Chikungunya.) *Is Nora going? Why/Why not?* (Yes. She is not worried.)

E UNDERSTAND IDIOMS AND EXPRESSIONS

Suggested teaching time:	10 minutes	Your actual teaching time:	

- To model the activity, invite a volunteer to read the first expression. Ask students to find it in Exercise D. Call on another volunteer to read Leo's part where he uses the expression. Then read the choices and elicit the answer. If necessary, explain that the previous sentence mentions so many mosquitos appearing due to warmer weather caused by global warming. Thus more viruses are unavoidable.
- 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 The idiom *roll with the punches* means to adapt to difficult situations as they occur. It is based on the boxing term *roll with the punches* where a fighter has to step aside while being hit to avoid getting a full blow. An abbreviated version for this idiom is *roll with it*.

The idiom *a sitting duck* refers to someone or something being open to attack. It refers to a duck floating on water; that is, a target for a predator or a hunter.

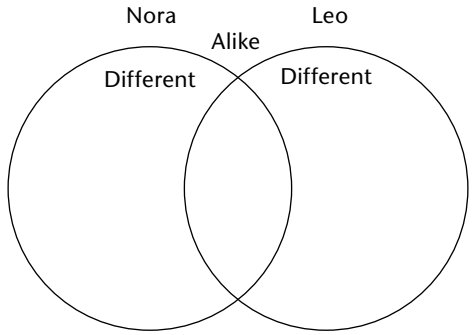
Option: [+5–10 minutes] Have pairs role-play the Spotlight conversation. Tell them they can choose the role of the person they are more like.

Challenge: [+15–20 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.

F COMPARE AND CONTRAST

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students discuss the questions in pairs.
- As students work, draw a comparison / contrast chart on the board:



- Have pairs copy the chart and fill in the circles with information that illustrates each person's point of view.
- Then bring the class together and call on volunteers to fill in the blanks (alike: Nora and Leo think the mosquito viruses are scary; Nora different: not too worried, rolls with the punches, it's part of life, wear long sleeves and hope for the best, will go to company dinner at outdoor restaurant; Leo different: thinks it's a matter of time until we get all kinds of new diseases, getting to him, won't go to company dinner at outdoor restaurant)
- On the board, write *Optimist, Pessimist, Realist*. Ask *Which label would you use for Leo?* (pessimist) *Which label would you use for Nora?* (realist) Poll the class to see who is more like Nora and who is more like Leo.

Option: [+5 minutes] Ask *How might an optimist approach the same topic?* (Possible answers: say everything will be fine, that this is a passing problem, no one will get hurt) Write all suggestions on the board.

Challenge: [+5–10 minutes] Divide the class into groups of three. Have students revise the role play to include a third person who gives an optimistic view of the topic.

SPEAKING ROLE PLAY

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

- Call on volunteers to read the four statements aloud. Then read the idioms and expressions from Exercise E and tell students to use them in their role plays.
- Point out that more than one answer may be possible. Tell students they can adjust an expression as needed (e.g., *This has started getting to me* to *This is getting to you, isn't it?*) As students work, circulate and assist as needed.
- Bring the class together and call on pairs to share a role play. After each one, ask *Did anyone use a different expression?* Invite that pair to share.

Option: [+5 minutes] Have pairs choose one of their role plays and continue it for several more exchanges. Tell them to incorporate any of the other idioms and expressions from Exercise E.

LESSON 1

GOAL Describe your personality

A ▶1:03 VOCABULARY

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

- Have students listen and read the adjectives to describe personality traits.
- Then have students listen and repeat the words chorally.
- To check comprehension, ask *What does* [easygoing] *mean*? Tell students to refer to the sentence(s) above each picture for the definition. Model the first answer if necessary: *Easygoing means that nothing bothers a person; he or she just rolls with the punches.*

LANGUAGE NOTE *Considerate* can reflect an affirmative action, as in being helpful to others. In that sense, it is almost a synonym of *helpful* or *polite*. However, *considerate* is also often used when one refrains from doing things that might annoy others, such as talking loudly on a cell phone in a quiet public place such as a train. For example, *Martha is very considerate. She doesn't play loud music when people around her are working.*

Trustworthy and *reliable* are similar in meaning, but *trustworthy* also suggests moral and ethical behavior. A trustworthy person is reliable, but is also truthful and honest and can be trusted with secrets and confidences.

Vocabulary-Building Strategies

B CLASSIFY THE VOCABULARY

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

- Call on a volunteer to read the list of other adjectives. Elicit definitions to check comprehension. Make sure students understand the words *liberal* (a person who favors progress or reform; a person who is willing to understand other people's ideas and opinions), *conservative* (a person who doesn't like change or new ideas), and *independent* (a person who is confident and able to do things by himself or herself).
- Ask students to complete the chart independently. Then have them compare charts with a partner. Circulate and assist as needed. Question students if they appear to have misplaced any of the adjectives. For example, ask *Why do you think being modest is negative? Do you think being rude can really be either positive or negative?* Invite students to explain their opinions on the words they put in the *Can be either* column.
- Draw a Venn Diagram on the board like the one in the book. Call on volunteers to fill in the chart. As students write each word, invite the class to respond if they agree. If there are words that students disagree on, write them in the *Can be either* column. Encourage students to present scenarios to support their opinions. For example, *Being serious is a good personality trait. But if a person is too serious, he or she may not know how to have fun and relax.*

C GRAMMAR

Suggested teaching time:	10 minutes	Your actual teaching time:	

- To review gerunds and infinitives, write SEE on the board. Ask *What is the infinitive form? What is the gerund form?* Write the words to see / seeing underneath.
- Have students read the Remember note. Remind students that a subject complement describes the subject after the verb *be* in a sentence. Point out the example in the chart. Provide an additional example if necessary: *My favorite sport is swimming.*
- Focus on the example sentences. To illustrate the various uses further, write the following on the board:

  My dream is <u>to run</u> in a marathon one day.
  <u>Running</u> is a good form of exercise.
  I enjoy <u>running</u> in the park.

- Ask students to identify the infinitive (*to run*) and gerund (*running*).
- Ask *In which sentence does the gerund or infinitive function as the subject?* (the second) *Direct object?* (the third) *Subject complement?* (the first)
- Ask students to read the second explanation and study the examples and incorrect uses.
- On the board, write:

  The job involves _____ (travel) to China.
  Laura agreed _____ (help) us.
  You never mentioned _____ (study) law.
  We didn't expect _____ (come) early.

  Above the examples write the corresponding labels:

  <u>Verbs followed only by gerunds</u>
  <u>Verbs followed only by infinitives</u>

- Point out that while some verbs can only be followed by gerunds or infinitives, others can take either. On the board, write:

  like continue can't stand

  Invite students to make statements using these verbs. Write some examples on the board. Reiterate that either a gerund or an infinitive is correct.
- Point out that some verbs can be followed by either a gerund or an infinitive; however, the meaning of the sentence might change. On the board, write:

  1. Owen stopped smoking.
  2. Owen stopped to smoke.

  Elicit the difference. (in sentence 1, Owen doesn't smoke anymore; in sentence 2, Owen stopped an activity to smoke) Write try and forget and elicit example sentences using a gerund and then an infinitive. Discuss the differences in meaning.

- Ask a student to read the explanation about prepositions. Write: *I'm interested in (take) a class.*
- Ask another student to read the explanation on the right about adjectives. Write: *I am happy (see) you.*

  Point out that an infinitive comes right after the adjective. For example, *I am happy to see you.* If there is a preposition after the adjective, then a gerund follows. For example, *I'm interested in taking a class.*
- Focus students' attention on the other uses of infinitives. Call on a volunteer to read the first rule and example. Write: *It's easy to forget a password.*
- Call on a volunteer to read the second rule and example. Write: *Mark got a second job to pay off his school loans.*
- Call on a volunteer to read the third rule and example. Write: *We didn't have enough time to eat before the show.*

Option: GRAMMAR BOOSTER *(Teaching notes p. T125)*

Inductive Grammar Activity

D ▶1:04 LISTEN TO ACTIVATE GRAMMAR

Suggested teaching time:	15 minutes	Your actual teaching time:	

- Pre-listening: Have students read the items and the words in the lists. Make sure they understand that each sentence will require an item from both List 1 and List 2.
- First listening: Pause after each statement to allow students time to choose the words and write the answers.
- Second listening: Have students listen again to check their work. Go over the answers as a class.

Extra Grammar Exercises

E PAIR WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Divide the class into pairs and give them a few minutes to underline the verb, adjective, preposition, or expression before the blank. Point out that this will help them determine if a gerund or infinitive will follow.
- To model the exercise, copy item 1 on the board. Elicit from the class that a gerund follows the verb *avoid*. Tell students they can refer to Appendix "Verbs followed by a gerund" on page A3 for which form follows a specific verb and the grammar chart on page 5 to help figure out other uses of infinitives. Invite a volunteer to complete the question, or complete the question yourself.
- Give students a few minutes to write their questions. Circulate and assist as needed.
- Have pairs ask and answer each other's questions. Encourage students to answer in full sentences using the correct gerund or infinitive form.

NOW YOU CAN Describe your personality

A ▶1:05 CONVERSATION SPOTLIGHT

Suggested teaching time:	5 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:

- Use I'd say to share what you think.
- Use I don't see myself that way to show disagreement with the way someone described you.
- Use I see you as + an adjective to describe a person.
- Use tend to be to introduce adjectives to describe someone.
- Use seem to like to introduce things a person likes to do.

- Have students look at the photo and speculate about the man and woman. Ask *Where are these people? What are they doing? Do you think this is a business or a social situation?*
- Have students read and listen to the conversation.
- To check comprehension, ask *What word does the man use to describe his personality? (easygoing) Does the woman agree?* (No, she thinks he is serious.) *Does the man see himself as serious?* (no) *How does the man see the woman?* (as outgoing)

B ▶1:06 RHYTHM AND INTONATION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students listen and repeat chorally. Make sure they:
  - use falling intonation for *So how would you describe yourself?* (line 1) and *Why do you say that?* (line 9)
  - use rising intonation for *Me?* (line 2), *Easygoing?* (line 4), *You?* (line 8), and *You do?* (line 9)
  - use emphatic stress on *serious* (line 4) and *me* (line 7)
  - stress *can't* (line 6)

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 back to the lists of adjectives in Exercises A and B, Vocabulary, to help choose words to describe their personality.
- 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, *I'd say . . . , I see you as . . . , You tend to be . . .*

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 Don't Stop! Explain that this is an essential 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 the video, ask students how the model has been changed by the actors.

Conversation Activator: Speaking Booster

LESSON 2

GOAL Discuss someone's behavior

A ▶1:07 GRAMMAR SPOTLIGHT

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Ask students to look at the photos of the four people. Call on volunteers to read the names, ages, and cities where they live. Tell students that they will read how these people describe other people's behavior.
- Have students listen to the people speaking as they read along.
- To check comprehension, ask *Which two people describe positive behavior?* (Sarah Beth and Cindy) *Which two people describe negative behavior?* (Martina and Richard)
- Continue with the following questions:

  Why does Sarah Beth say her manager Chris is a sweetheart? (because he looks after his employees and wants them to be successful; and he's kind and understanding) *What problem does Martina have with her roommate Erika?* (She goes to school and has a part-time job, so she doesn't help out with chores.) *What kind of a person is Cindy's colleague Lily?* (She's outgoing and enjoys meeting face-to-face with her clients. She is also a team player and likes to help her colleagues.) *Why was Richard's drama teacher Mr. Mellon a tyrant?* (He was very strict about learning lines, and students hated him for that.)
- Have students listen to the people speaking again, noticing the spotlighted grammar. Ask *What form do you recognize in the spotlighted grammar?* (infinitives)

LANGUAGE NOTE *To pull one's weight* means to do one's fair share of work that is being done together by a group of people. *To take the fun out of something* means to make something not enjoyable.

B RELATE TO PERSONAL EXPERIENCE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have a volunteer read the phrases in the box. Tell students they will scan the descriptions for these words. Say *You don't have to read the whole article again, just look for the words.*
- Ask the class *Do any of these six phrases describe you?* Invite volunteers to share.
- Divide the class into pairs and have students talk about people they know with these characteristics. Have them provide examples.
- Time permitting, bring the class together and elicit one example for each of the labels.

Vocabulary-Building Strategies

C ▶1:08 LISTEN TO CLASSIFY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Pre-listening: Have students read the names and choices.
- First listening: Pause after each description to allow students to choose the correct answer(s). Point out that more than one item may be checked.
- Second listening: Have students listen again to check their work. Go over the answers as a class.

Option: [+5 minutes] Have students listen again and write down a supporting sentence for each correct answer. Have them compare answers with a partner. Bring the class together and call on volunteers to present their supporting sentences to the class. (1. workaholic: *She works around the clock, comes in early and stays late, a team player*; 2. tyrant and pain in the neck: *never lets up, not exactly easygoing, always asks me to work faster*; 3. pain in the neck*: jokes aren't funny, wants people to think he's smarter than he is, really annoying*)

D GRAMMAR

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

- Write the title of the grammar chart on the board: *Verbs That Require a Noun or Pronoun Before an Infinitive.* Tell students to look back at Exercise A, Grammar Spotlight, and underline each main boldfaced verb. (Sarah Beth: *wants, encourages, permits;* Martina: *asks;* Cindy: *invites;* Richard: *force, forbid, warn*) Focus students' attention on the noun or pronoun + infinitive that follows. For example, for Sarah Beth, *wants* is the main verb; *all of us* is the pronoun, and *to succeed* is the infinitive that follows.
- Have students read the Remember note at the top of the chart. To review active and passive voice, focus on the first example sentence under *Active* and the first example sentence under *Passive*. For the active statement, ask *Who ordered us to leave?* (he) For the passive statement, ask *Who ordered us to leave?* (it's unknown)
- Call on volunteers to read the rest of the example sentence pairs.
- On the board, write *I was invited to give a speech.* Then write *The University invited . . . a speech.* Elicit the missing form. (*me to give*)
- Call on a student to read the note on negative infinitives in the purple box. Point to the second example sentence under the *Active* / *Passive* heads in the main grammar chart to illustrate the placement of *not* in each sentence.
- Ask students to read the next explanation in the grammar chart. Have volunteers read the sentence pairs aloud. For each sentence ask *Is the focus on the speaker? If not, whom is the focus on?*
- Write *Lisa needs to go to the store.* versus *Lisa needs you to go to the store.* Elicit the difference. In the first sentence, Lisa will be going to the store; in the second sentence, she will be asking you to go to the store.

- Finally, have students look at the list of verbs. On the board, write *Ben allowed me to drive his car*. Call on volunteers to provide additional statements and write them on the board.

Option: [+5 minutes] Distribute the printed audioscript for Exercise C, Listen to Classify, or project it on the board from the ActiveTeach. Ask students to find examples of the target grammar—verbs with objects and infinitives. (conversation 1: *. . . and she's already persuaded us to do this complicated project* and *But is she going to expect everyone to work as much as she does?* conversation 2: *He always asks me to work faster;* conversation 3: *He seems to want people to think he's smarter than they are*)

Inductive Grammar Activity

E UNDERSTAND THE GRAMMAR

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Focus on the first item. Ask *Who is the performer of the action?* (the CEO) *What did he do?* (invited spouses of co-workers to attend the reception) Ask a volunteer to read the model answer.
- Have students work in pairs to complete the exercise. Circulate and assist as needed. If necessary, ask *Who is the performer of the action? What action occurred?*
- Call on a student to write the answer to item 3 on the board:

  The rules required employees to return from lunch at 2:00.
- For items 4 and 5, guide students to make necessary changes to the pronouns when they change from passive to active. Write these sentences on the board:

  Our manager encouraged us to tweet our questions to the speaker.

  The invitation advised them to be at the restaurant before 8:00 P.M.

Extra Grammar Exercises

F GRAMMAR PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Tell students they will make up their own answers in this exercise. Point out that they can write a pronoun or noun before the infinitive. Focus on the example sentence. Elicit another answer using a noun instead of the pronoun *us*. For example, *The change in the meeting schedule caused Mike to cancel his vacation.*
- Have students complete the exercise individually. Then have pairs compare answers. Circulate and assist as needed.

G PAIR WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Focus on the example sentence. On the board, write *Mark expects us to bring the food*. Point out the pronoun followed by an infinitive.
- For each item, tell students to identify the noun or pronoun amongst the words in parentheses (2. Ken; 3. you; 4. Kathy; 5. my assistant) and make sure it is followed by an infinitive.
- Give students a few minutes to complete the exercise. Then have students compare answers with a partner. Point out that item 2 can have multiple answers—the verb *ask* can appear as *have asked, will ask, am asking,* or *am going to ask*.

Option: [+5 minutes] In pairs, students role-play the short dialogues.

Option: PRONUNCIATION BOOSTER *(Teaching notes p. T141)*

Pronunciation Pair Work

NOW YOU CAN Discuss someone's behavior

A NOTEPADDING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Tell students they are going to talk about two people's personalities and behavior. Call on a volunteer to read the Recycle This Language box. Then ask students to look at the verbs in the chart at the top of the page. Finally, focus on the model description on the left. Point out the verb + pronoun + infinitive form (She encourages everyone to get along.). Tell students they will write similar descriptions on the notepad provided.
- Tell students that if they can't think of people they know, they can make them up. Time permitting, encourage students to write additional sentences. Circulate and assist as needed.

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 people. Encourage partners 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 themselves. Ask students to summarize the discussion in their own words. Ask if the students in the video spoke in detail, saying as much as they could. *Note:* You can print the script or you can view it on the video player on the ActiveTeach. It is recommended that students watch the video first without viewing the script.

LESSON 3

GOAL Compare perspectives on world problems

A LISTENING WARM-UP

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have a volunteer read the lesson title. Ask *What does* perspective *mean?* (the way you think about something, especially as influenced by your personality and experiences)
- Write *epidemics, terrorism, crime* on the board. Elicit the meanings. (*Epidemic* refers to a large number of cases of a disease that take place at the same time; *terrorism* is the use of violence such as bombing or shooting to intimidate people in order to achieve political demands; *crime* is illegal behavior or activities.)
- Have students write each of the three words somewhere on the arrow, depending how much they worry about the topics.
- Ask students to compare answers in pairs. Then poll the class. Ask *Which issues do you worry about a lot? A little? Not at all?*
- Point to the word *perspectives* in the lesson title and say *You all have been sharing your perspective on your topics. How much you worry about these topics is influenced by the person you are and by your experiences.*

Option: [+5 minutes] Invite students to support their reasons for their level of worry with examples from their experience. For example, *I worry about epidemics a lot. My friend traveled to Brazil and contracted the Zika virus. It was very scary. These diseases are dangerous.*

B ▶1:09 LISTEN FOR MAIN IDEAS

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

- Pre-listening: Have students predict what the three conversations might be about. (Probably perspectives on epidemics, terrorism, and crime)
- First listening: As students listen, pause after each speaker to allow students time to write the answer.
- In pairs, have students compare answers.
- Second listening: Have students listen again to check their answers. Then bring the class together to confirm answers.

Option: [+5 minutes] Draw a long arrow like the one in Exercise A, Listening Warm-Up, labeling it *not at all* on the left and *a lot* on the right. Ask *Where on the line is each person's level of worry? Do you agree with each person? Why or why not? Do you understand their perspectives?*

Challenge: [+5 minutes] Write the following line from the first conversation: *All this crime is a symptom of the whole breakdown in culture*. Underline *breakdown in culture.* Ask *What does* breakdown *mean?* (failure, falling apart) Then ask *What does* symptom *mean?* (a sign that a serious problem exists) Ask *What is the sign that culture is failing?* (crime) Have students share their opinions on the statement.

Listening Strategies

C ▶1:10 LISTEN FOR DETAILS

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

- Pre-listening: Focus students' attention on the answer choices. Elicit that *ND* means "not discussed." Have students read the questions to themselves. If they think they know the answer from the previous listening, tell them they can pencil in the answer.
- Listening: As students listen, pause after each speaker to allow students time to choose their answers.
- Have students listen again to check their answers. Go over the answers as a class.

Option: [+5 minutes] Focus students' attention on the statements that are marked *F* and *ND.* In pairs, have them respond to these statements. Ask *Do you agree or disagree?*

D UNDERSTAND MEANING FROM CONTEXT

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Tell students they will figure out the meaning of various expressions in the conversations. Call on volunteers to read the quote in each item out loud.
- Have students listen and circle the correct letter. Then play the audio again for students to check their answers.
- Ask students to compare answers with a partner. Circulate and assist as needed. Then bring the class together and go over the answers.

Challenge: [+5–10 minutes] Divide the class into pairs. Assign each pair one or two quoted expressions. Invite pairs to create short dialogues using the expressions.

E GROUP WORK

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.
- Have students look back at the arrow they labeled in Exercise A, Listening Warm-Up. Ask *Has your perspective changed since listening to these points of view?* Have students discuss in their groups. Then bring the class together and invite volunteers to share.

Option: [+5 minutes] Write the words practical, optimistic, realistic on the board. Ask students *Do you think these outlooks are healthy? Why? Why not? Which of these outlooks do you have? Give an example.* Have them discuss their opinions in pairs.

NOW YOU CAN Compare perspectives on world problems

A NOTEPADDING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Invite students to look at the pictures and labels. Check that students understand that *political corruption* refers to dishonest and illegal behavior by a person in power; *global warming* refers to a general increase in world temperatures as a result of an increase of carbon dioxide around Earth; *drug trafficking* is the buying and selling of drugs; and *public sanitation* refers to removing trash and waste in order to keep places free from dirt, infection, etc.
- Ask *Have any of these problems been in the news lately? Are these issues you worry about? Why? Why not?*
- Give students a few minutes to write down problems and the reasons they worry about them.

LANGUAGE NOTE Although the terms *global warming* and *climate change* are often used interchangeably, they are not the same thing. Global warming leads to climate change.

B DISCUSSION

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

- Invite students to walk around the class comparing topics with classmates. Tell them to form groups of three around the same or similar topics.
- Once groups are formed, direct students' attention to the Recycle This Language box. Invite volunteers to read the expressions. Explain that students should use these expressions during their group discussion.
- To guide group work, on the board, write:

  Discuss the problem.

  Explain why you worry about it.

  Give details of experiences you or people you know have had with it.

  What can be done about the problem?
- Circulate as students work. Encourage them to recycle language from the lesson.
- Bring the class together and invite groups to share.

Option: [+5 minutes] Ask each group *How does the level of concern on the topic vary in your group? What type of outlooks do the people in your group have?* (Possible answers: realistic, practical, optimistic, pessimistic)

 **Discussion: Speaking Booster**

LESSON 4

GOAL Discuss creative ways to achieve a goal

A READING WARM-UP

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask a volunteer to read the question. On the board, write *person's attitude → solve problem / achieve a goal*. Provide a scenario, for example, losing one's job. Ask *How might an optimist / realist / pessimist approach the problem?* (Possible answers: an optimist would remain positive and begin looking for a new job right away; a realist might acknowledge that finding a new job may not be easy but would do everything necessary to get the process started; a pessimist might lose energy being angry or depressed or be worried about having lost the job and then as a result be less focused on looking for a new job)
- Invite all students to share views. Then as a class decide which attitude(s) might be the most effective in improving the situation.

B ▶ 1:11 READING

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

- Invite students to look at the photo and the title of the article. Ask *What does* save the day *mean?* (to provide a solution to a problem) Invite students to speculate what type of a problem related to this photo could have been resolved by Facebook.
- 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 was Phil Cooper's mistake?).
- Bring the class together. Have volunteers share their answers to the focus question. (Possible responses: He placed the camera on top of the car and then drove off. The camera wasn't in its case, which had his name and address on it.)

LANGUAGE NOTE *To take the cake* means to be particularly bad. *To stash* means to store. *A snoop* is a person who looks around a place secretly hoping to find out information about someone. *A burst of creative thinking* means suddenly having a great idea.

Reading Strategies

C DETERMINE THE MAIN IDEA

Suggested teaching time:	5 minutes	Your actual teaching time:	

- If necessary, review that the main idea of an article is the most important idea. Call on volunteers to read each statement. After each one ask *Is the statement true?* (yes, for each one) Then have students mark the one that encompasses the main idea.
- Invite students to share what they marked. Point out that although items 1 and 3 are true statements and comment on the problem, item 2 demonstrates how the problem was resolved.

Option: [+5 minutes] Focus students' attention on the title of the article. Ask *Does the title suggest the main idea of the article?* (Yes, the title "Facebook Saves the Day" suggests that the article is about a problem that is resolved thanks to Facebook, which indeed it is.)

Extra Reading Comprehension Questions

D UNDERSTAND MEANING FROM CONTEXT

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Call on volunteers to read the words. Ask students to take a few minutes to decide if the words have positive or negative connotations. Tell them not to write anything down yet.
- Tell students to scan the article for the words. Remind them that when they scan they don't have to read the whole article again, just look for the specific words.
- Then bring the class together. Ask students what in the context led them to infer the meaning of each word. For example, for *absent-minded*, the fact that Phil left the camera on top of the car and drove away would suggest that he wasn't paying attention to his actions, which is the meaning of *absent-minded*.

E SUMMARIZE

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

- Write *summary* on the board. Elicit that a summary is the author's ideas restated in your own words. It gives the overall main idea of the article and a few important details. Ask *Do you write your own opinion in a summary?* (no, just what is stated)
- Divide the class into pairs. On the board, write:

  What happened?
  Where did it happen?
  To whom?

- Have students work with a partner to summarize the story. Tell them to refer to the questions on the board to guide them. Circulate and assist as necessary.
- Bring the class together and ask one pair to present their summary. Write their sentence(s) on the board. Elicit any outstanding important details. Question any information that may not be necessary to the summary. Check that there are no opinions included.

Challenge: [+5 minutes] Invite students to think about the fact that Adam Secrest posted the picture on Facebook. Ask *Do you think someone might have a problem with what he did? Why?* (Possible answer: Someone might not have wanted a picture of their kids posted online.) *What would you have done if you were Adam Secrest and found the camera?*

Extra Challenge Reading Activity

F ▶ 1:12 WORD STUDY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- On the board, write careful and careless, underlining the suffixes. Point out to students that a suffix is a letter or letters added to the end of a word. Understanding suffixes can help students determine a word's meaning. Point out that *-less* means "without." The suffix *-ful* means "with." As a result, it is clear by looking at the word *careful* that it's positive and the word *careless* that it's negative. They are antonyms.
- Write the word thought on the board twice. Ask a student to add the suffix *-less* to the word. Ask *What does this mean?* (without thought) Ask another student to add the suffix *-ful* to the second word. Ask *What does this mean?* (with thought)
- Have students read and listen to the words. Have them write a sentence for one word of each pair. Encourage them to alternate writing sentences for words with the suffixes *-ful* and *-less*.
- Have students compare answers with a partner. Tell them to experiment changing suffixes in their sentences and see how the meaning changes.

Challenge: [+5 minutes] Divide the class into pairs. Individually, have students write a short description of a person around one of the adjectives in the list, to elicit one of the adjectives. Model an example: *My friend Angela has applied for three jobs. Last week she had two interviews that went well. She thinks she might get one of the jobs. She is __ .* Then have pairs read the descriptions to each other and elicit the answers.

Vocabulary-Building Strategies

G WORD STUDY PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask a student to read the Be careful! note.
- Call on other volunteers to read the adjective pairs and example sentences.
- Tell students to work in pairs to discuss the difference in meaning. Point out that if they tried to replace the *-ful* adjective with a *-less* adjective, the sentence wouldn't make sense.

Option: [+5 minutes] Invite pairs to make up additional sentences for the sentence pairs to demonstrate the difference in meaning.

Challenge: [+5 minutes] Point out also that for some words only the *-ful* or the *-less* suffix can be used. Write these on the board: countless, endless, homeless, peaceful, playful, priceless, successful, truthful, worthless. In pairs, have students study these words. Tell them to look up any definitions they are not sure of.

NOW YOU CAN Discuss creative ways to achieve a goal

A NOTEPADDING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Write the word goal on the board. Elicit the meaning. (something that you want to achieve in the future)
- Call on volunteers to read the list of goals.
- In pairs, have students brainstorm ways the various goals could be achieved. Remind students to be creative, as Adam Secrest was.

LANGUAGE NOTE A *good cause* is a charitable activity, not for profit; *an organ donor* is someone who is willing to give someone else an organ upon death, or while alive, if the organ can be spared.

Challenge: [+5 minutes] Invite students to imagine how these various goals would have been approached twenty years ago before computers, e-mail, and social media. In pairs, have students revisit the various topics. Bring the class together and discuss.

B DISCUSSION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Divide the class into groups of three or four and one-by-one have groups choose one goal for discussion.
- Tell groups to choose one person to take notes. Each person in the group should contribute his or her ideas from Exercise A, Notepadding, for their topic. Encourage students to respond to each other's suggestions. Have them agree on the best way to achieve the goal.
- Bring the class together and have groups share their goal and how they intend to achieve it. Invite feedback from the class.

OPTIONAL WRITING [+20–30 minutes]

- Tell students to collect their notes and write down any additional ideas discussed by their group.
- As students work, write an outline on the board for students to follow:

  Topic sentence:
  Detail:
  Detail:
  Detail:
  Concluding sentence:

- Tell students they can incorporate examples from real life to show similar successful ways goals have been achieved.
- Collect student work and provide feedback. Or if all students complete the task, pairs can exchange and give each other feedback.

Challenge: [+20–30 minutes] For more writing practice, students can take the paragraph and develop it into a full essay that provides steps on how to achieve the particular goal of their choice.

WRITING Paragraph structure: Review

A WRITING SKILL STUDY THE RULES.

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

- Have students read the rules and writing model to themselves.
- To check comprehension, ask *What does a paragraph consist of?* As students respond, summarize the information on the board:

  paragraph = topic sentence + supporting sentences + concluding sentence

- Ask *What does the topic sentence introduce?* (the topic and focus of the paragraph: that workaholics lead unbalanced lives) *What are the supporting sentences?* (Invite students to read the sentences sandwiched between the topic and concluding sentences out loud.) *Does the author of the paragraph give a personal example?* (Yes, about his father.) *How does the information about the father support his topic sentence?* (It shows how workaholics lead unbalanced lives.)
- Focus on the concluding sentence. Ask a student to read it aloud. Then ask *Does it restate the topic sentence or summarize the paragraph?* (It summarizes the paragraph.)

B PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Give students time to read the statements. Say *Try to identify the concluding sentence.* Hint there is a phrase that indicates the statement is a summary (*to sum up* in item 5). Then have students find the topic sentence and supporting sentences. Let students check answers with a partner.
- Circulate to spot check that students identified the supporting sentences correctly. Then tell pairs to try to put the supporting sentences in the proper order so that they flow logically in the paragraph.
- Have students write the paragraph in order on a piece of paper.
- Point out that the topic and concluding sentences mirror each other—the former stating how *intelligent people are sometimes lazy people,* and the latter stating *sometimes intelligent people use their intelligence to get out of doing work.*

C PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Invite a volunteer to read the first paragraph. Tell students to follow along carefully. Then have students reread the paragraph and identify the topic sentence and the concluding sentence.
- Ask *What is the author stating in the topic sentence?* (that all terrorist acts, whatever their form, senselessly target innocent people to achieve maximum pain, fear, and disruption) *What does he say in the concluding sentence?* (will be just a matter of time before he or someone he knows is harmed in a terrorist act)
- Invite a volunteer to read the second paragraph. Tell students to follow along carefully. Then have students reread the paragraph and identify the topic sentence and the concluding sentence.
- Ask *What is the writer of the paragraph stating in the topic sentence?* (that he tends not to worry about things other people worry about, like war, epidemics, and natural catastrophes) *What does he say in the concluding sentence?* (that while it's good to take some precautions, we have to roll with the punches)

Option: [+5 minutes] Use each paragraph to practice identifying supporting sentences. For paragraph 1, ask *What are the three supporting sentences* (In one type of act . . . many people at once.) *What do these sentences support?* (different forms of terrorist acts)

For Paragraph 2, ask *What are the four supporting sentences?* (An individual person . . . optimistic outlook.) *What do these sentences support?* (why it's pointless to worry about war, epidemics, and natural catastrophes)

D APPLY THE WRITING SKILL

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

- Direct students to the paragraph about epidemics in Exercise C and have them read it. Tell them it will serve as a model to help them write about a world problem that worries them as they describe their outlook and attitude about the problem.
- On the board, write:

  1. Choose a world problem that worries you.
  2. What is your outlook on the problem?

- Have students write a topic sentence.
- Then have them brainstorm ideas to support their outlook on the problem. Circulate and help students as they gather their ideas. Refer students to the Writing Process Worksheet to help walk them through the writing process and peer review.
- Encourage students to use the Self-Check in the Student Book to go over the paragraphs they wrote.

Writing Process

REVIEW

Digital Game

A ▶ 1:13

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

- First listening: Have students listen to the three speakers and decide what events in the news each one is talking about. Go over the answers as a class. (speaker 1: problems affecting the world—wars, natural disasters, poverty, terrorism; speaker 2: the economic situation; speaker 3: the rising unemployment rate)
- Second listening: Pause after each conversation to allow students time to decide on the speaker's outlook on life.
- Go over the answers as a class.

Challenge: [+5 minutes] Have students listen to the speakers again and write information that supports their answers. (Possible responses: 1. John is a pessimist. He can't get over what's happening. He believes things are getting worse. 2. Susan is a realist. She has taken action, but she's not stressing out over the problem. She believes things may get better. 3. Matt is an optimist. He thinks things will work out in the end. When a door closes, another one always opens.)

B

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Clarify the task. Tell students that the statements were made by the speakers in Exercise A and that they should decide who could have said each one.
- Have students complete the task individually then compare answers with a partner. Go over the answers as a class and have students support their answers. (Possible responses: 1. This statement must have been made by Susan because she is a realist. Realists are practical people. They see problems and try to deal with them. 2. This statement must have been made by John because he's a pessimist. Pessimists see difficulty in everything. 3. This statement must have been made by Matt. Matt is an optimist. Optimists always see the glass half full. They have a positive outlook.)

Option: [+5 minutes] Invite students to share which line they would be most likely to say.

C

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Give students a few minutes to scan the words and recall the meanings. If they need to review, refer them to page 4 for *easygoing* and *outgoing*. Point out that the word *reliable* appears in the definition for *trustworthy* on the same page. For *helpful* refer students to page 11, Exercise G.
- Once students have written their definitions, have them compare answers with a partner.

D

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To review, brainstorm adjectives to describe personalities and write the words students think up on the board (e.g., sweetheart, wise guy, brain, people person, workaholic, team player, tyrant). Review the behavior of various personality types.
- With stronger students, you can erase the words from the board and have students fill in the blanks from memory.
- Have students compare their answers with a partner. Then go over the answers as a class.

Option: [+5–10 minutes] In pairs, have students role-play the short dialogues. Invite them to continue for several more exchanges.

E

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students look at Exercise F and Exercise G Word Study on page 11. Elicit the meaning of *-ful* (with) and *-less* (without). Remind students of cases where pairs of words are not opposite equivalents.
- Give students a few minutes to read the sentences and decide what word they need for each, referring to the lists on page 11 as needed.
- Bring the class together and go over the answers.

Option: [+5 minutes] Ask students to look at the words. Ask which word in the exercise *does not* mean the opposite when *the suffix* is changed to the opposite. (helpless → helpful) Elicit a sentence with *helpful*. (Possible answer: It can be helpful to see a doctor when you are depressed.) Then elicit a sentence for the other words with a suffix change. (Possible answers: In the past, dental treatment was painful. The Internet was useless in helping me find that rare book. The future is hopeless. I felt powerless when I got the sad news.)

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

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 2

Music and Other Arts

PREVIEW

A FRAME YOUR IDEAS

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Have a volunteer read the title of the unit. Ask *What are examples of arts other than music?* (dance, theater, literature, visual arts such as painting, photography, film, etc.)
- Tell students they will focus on music in this lesson. Have a volunteer read the title of the survey. Ask *What do you think musical memories are?* (memories related to music) Focus students' attention on the images of the people. Ask *What are they doing?* (The girls are singing, the couple is dancing, the person is composing music, and the band is performing.) Point out that these are examples of music memories.
- Give students a few minutes to complete the survey. Tell them they might include the same artist more than once. Tell them that if they can't answer a question, they can skip it.
- Have students tell a partner about the songs and artists they listed, and why each one is memorable.

LANGUAGE NOTE A *survey* is a set of questions asked to a large number of people in order to find out about their opinions or behavior.

Option: [+5 minutes] On the board, write *music memories*. Ask students *Is there music or a song that you associate with a special event or person? Is there any artist or song that reminds you of your childhood? Did anyone ever sing to you?*

B ▶1:14 VOCABULARY

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

- Call on a volunteer to read the words in the box on the side. Tell students to work in pairs to find the words in the survey and use the context to explain them.

LANGUAGE NOTE The *beat* is the rhythm of a piece of music; *lyrics* are the words of a song; *a melody* is the order of notes in a musical piece; *sound* refers to the particular style or quality of an artist's or group's music; and *voice* is the quality of sound produced when one sings.

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

1. danceable
2. catchy
3. annoying
4. moving
5. interesting
6. innovative
7. extraordinary
8. top-notch

Point out that each of the words is explained within the survey items. Tell students to underline the explanation for each word. Model item 1: *that made you want to get up and move to the music.* Circulate and assist. Then bring the class together and elicit answers (2. catchy: *you couldn't get the music out of your head*; 3. annoying: *that drove you crazy every time you heard it*; 4. moving lyrics: *you got emotional every time you heard the words*; 5. interesting lyrics: *that made you really think about the song's meaning*; 6. innovative sound: *unlike anything you'd heard before*; 7. extraordinary: *that blew you away*; 8. top-notch *one of the most talented artists ever*)

Vocabulary-Building Strategies

Answers for Exercise B

Answers will vary but may include the following:

The *beat* is the rhythm of a piece of music; a *melody* is the order of notes in a musical piece; *lyrics* are the words of a song; *sound* refers to the particular style or quality of an artist's or group's music; and *voice* is the quality of sound produced when one sings; a performance is entertaining of an audience, for example by playing music or acting a play.

C PAIR WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Call on a volunteer to read the quoted statement. Tell students *Look at your survey and decide which performers you'd like to see in the future.*
- In pairs, have students share and explain why. Write the following on the board to help elicit reasons why students like the specific performers:

  the beat
  the melodies
  the lyrics
  the sound
  the voice

- Invite students to respond to their partner's choice, indicating if they would like to see those performers as well.
- Bring the class together and list student preferences on the board. See if there is a group or singer particularly popular among the students.

D ▶ 1:15 SPOTLIGHT

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Have students look at the photo. Ask *Where are these people?* (at work, in a conference room) Have students read and listen to the conversation.
- To check comprehension, ask:

  What are the three co-workers trying to decide? (what to do that evening)

  What options do they have? (*The Phantom of the Opera*, *Swan Lake*, and a museum)

  What do they end up deciding? Why? (the museum; Paul doesn't want to go see *Phantom* or *Swan Lake*)
- Write exhibit, play, movie, ballet on the board. Elicit examples discussed for each. (modern American art; *The Phantom of the Opera; Swan Lake*)

CULTURE NOTE *The Phantom of the Opera* is a famous musical with music by Andrew Lloyd Webber. It is based on a French novel by Gaston Leroux (published in 1911) about a composer who haunts the Grand Paris Opera House. The story has also been made into many films.
Swan Lake is a well-known ballet composed by Tchaikovsky in 1875–1876; it's a tragic love story about a princess that is turned into a swan.

Option: [+5 minutes] Invite students to share if they've seen *The Phantom of the Opera* or *Swan Lake,* or if they have attended a modern art exhibit. Continue to discuss other musicals, ballets, and art exhibits students have seen.

E UNDERSTAND IDIOMS AND EXPRESSIONS

Suggested teaching time:	5 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 them match each expression with the correct usage.
- Have students compare answers with a partner, returning to Exercise D 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 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. For item 1, write Sandy, Amalia, Paul on the board. Elicit each person's point of view on seeing *Phantom*.
- Point out that a possible answer for item 2 is that Paul is from Chicago, and the exhibit is of American painters.

Answers for Exercise F

1. Sandy has seen the movie *The Phantom of the Opera*, but she would like to see it live; Amalia has seen it on stage, but she wouldn't mind seeing it again; Paul saw it ten years ago, but he isn't interested in seeing it again.
2. Sandy thinks the art exhibit might be just right for Paul because he had suggested that maybe there's a museum that stays open late.

SPEAKING PAIR WORK

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

- On the board, write 1, 2, 3, 4, 5. Say *You are going to rate different events on a scale of 1 to 5, 1 being the least enjoyable and 5 being the most enjoyable.* Ask a volunteer to read the quote. Review the meaning of *not my thing* and *right up my alley* and write these on the board for students to use in their dialogues.
- Have students work in pairs to rate and discuss the various events.
- Bring the class together and poll the class for the most enjoyable and least enjoyable events.

Option: [+5 minutes] To categorize the various events, ask:

Which events are related to music? (a rock concert, a classical music concert, a jazz performance)

dance? (a modern dance performance, a ballet)

art? (an art exhibit)

other performance? (a comedy show, a play, a musical)

Students can offer additional examples for the various categories.

LESSON 1

GOAL Describe how you've been enjoying the arts

A ▶1:16 GRAMMAR SPOTLIGHT

Suggested teaching time:	5–10 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. Point out that they will read about how these people are enjoying the arts.
- Ask the following questions:

  How is Amy enjoying the arts? (She's been seeing a lot of live theater.)

  What is live theater? (theater where performers act for an audience, often on a stage; not a film)

  Where is she traveling in the near future? (to New York City)

  How has Fabiano been enjoying the arts? (He's been going to the art museum.)

  How often has he been going there? (about every month)

  What does he do there? (He sees what's new and visits the library.)

  Where is the Antiques Market? (outside the library)

  How has Nicole been enjoying the arts? (She's been listening to music all the time.)

  What specifically does Nicole use music for? (to wake up, to get herself moving at the gym, to unwind after work, as well as be productive at work)
- Have students listen to the people again, noticing the spotlighted grammar. Ask *What form do you recognize in the spotlighted grammar?* (present perfect continuous)

CULTURE NOTE *Les Misérables* is the world's most popular musical. It is based on a French historical novel by Victor Hugo, published 1862. The Big Apple is a nickname for New York City that dates to the 1920s when it was used by sports writer John J. Fitzgerald.

B MAKE PERSONAL COMPARISONS

Suggested teaching time:	5 minutes	Your actual teaching time:	

- In pairs, have students discuss the question—either how they are similar or completely different from these people.
- Bring the class together. Write *theater, music, art exhibits* on the board. Poll students' interests and see which is the most popular category.

Option: [+5 minutes] Write the following expressions from Nicole's description on the board: *wake me up, get me moving, help me unwind,* and *make me more productive.* Invite students to discuss what type of music they would listen to in the various scenarios. Then ask *Would you NOT listen to any music in any of the scenarios?*

C GRAMMAR

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

- Ask a student to read the first explanation in the grammar chart. Write the first statement on the board: *She's been practicing ballet for years.* Underline the form and review that you use *have / has + been* + present participle. Ask *Is she practicing ballet now?* (yes) *Did she practice it in the past?* (yes) *Will she likely be practicing it in the future?* (yes)
- Call on volunteers to read the remaining statement and the questions that follow. Write these on the board. To quiz student understanding of form, say *Change the statements into questions* (Has she been practicing ballet for years? Have you been listening to classical music since you were a kid?) Then say *Make up answers for the questions under Questions in the present perfect continuous.* (Possible answers: Yes, I have been playing the piano for a long time. *or* No, I haven't been playing the piano for a long time. My son has been painting portraits since he was 12.)
- Ask a volunteer to read the second explanation. Refer to the model sentences on the board and ask students to identify similar words and phrases. (*for years, since I was a kid, for a long time*)
- Point out, as noted in the explanation, that these words are also used in present perfect. Refer to the side note in the purple box to review the uses of the present perfect continuous. Ask a volunteer to read the first part. Write a few of the sentences side by side to stress that the meaning is the same:

  She's been practicing ballet for years. She's practiced ballet for years.

  Reiterate that each sentence means that she practiced in the past, is currently practicing, and will likely practice in the future.
- To highlight how the present perfect differs from the present perfect continuous, ask a volunteer to read the second part of the side note. Write on the board *She's already practiced ballet this week.* Ask *Did she practice ballet this week?* (yes) *Is she still practicing ballet now?* (No, she's finished.) *Will she practice ballet in the future?* (We don't know.)

Option: GRAMMAR BOOSTER *(Teaching notes p. T126)*

Inductive Grammar Activity

D NOTICE THE GRAMMAR

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students find an example of the present perfect continuous in the Spotlight on page 15. Ask *Does it describe an action that has finished?* Write the question on the board and elicit the answer. (No, it continues to the future.)

Extra Grammar Exercises

E UNDERSTAND THE GRAMMAR

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Model the exercise with item 1. Write on the board: *He's played with their band for almost ten years.* Ask a volunteer to rewrite the statement in the present perfect continuous. Ask *Is the sentence correct?* (yes) *Does changing the tense change the meaning?* (no) Tell students to check the box.
- Have students check the boxes of the sentences in which the present perfect continuous can be used. You can hint to students that if they see words like *already, yet, before,* or *ever* (as outlined in the side note in the grammar chart), the sentence cannot be written in the present perfect continuous.
- After students check the items, have them compare answers with a partner. Circulate to answer any questions. Then have students rewrite on a piece of paper the sentences that can be changed.

F GRAMMAR PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Before students begin, have them scan the exercise items for the following words that you write on the board: *already, yet, before,* and *ever*. Ask *What do these words indicate?* (that the question will be in the present perfect describing a finished action)
- Tell students to look at the context carefully to decide which form is necessary.
- Ask students to compare answers with a partner. Circulate and assist as needed.
- Bring the class together and go over the answers. If necessary, clarify that items 1 and 6 describe a recent continuous action that has just ended.

Option: [+5 minutes] In pairs, have students practice reading the dialogues to each other.

Challenge: [+5 minutes] Tell students to focus on items 1, 3, 4, and 6. Ask *Does the action continue into the future in any of the items?* (1. No, because speaker B is done with the tablet. 3. Yes, speaker B may continue checking. 4. Yes, she's heading home now, but she may work late again in the future. 6. No, they're moving now.)

Option: PRONUNCIATION BOOSTER *(Teaching notes p. T142)*

Pronunciation Pair Work

NOW YOU CAN Describe how you've been enjoying the arts

A NOTEPADDING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Tell students they are going to talk about their recent experiences with the arts.
- Call on two volunteers to read the example sentences. Ask *What form is used in the first sentence in each section?* (present perfect continuous)
- Encourage students to use words in their notes like *lately, recently,* and *these days* from the grammar chart.
- Write a list of expressions from the lessons so far for students to refer to and use. For example:

  it's not my thing
  it's right up my alley
  I'm hard to please
  it's nothing to write home about
  helps me unwind
  gets me moving

- Check in as students notepad and offer feedback and tips as necessary.

B DISCUSSION ACTIVATOR

Suggested teaching time:	10 minutes	Your actual teaching time:	

Discussion Activator Video

- Divide the class into pairs and have students use their ideas from Exercise A, Notepadding, to talk about how they've been enjoying the arts. Encourage the pairs to ask each other questions and provide details and examples. The goal is to say as much as they can.
- For more support, play the Discussion Activator Video before students do this activity themselves. Ask if the students in the video spoke in detail, saying as much as they could. *Note:* You can print the script or you can view it on the video player on the ActiveTeach. It is recommended that students watch the video first without viewing the script.

LESSON 2

GOAL Express a negative opinion politely

A ▶1:17 VOCABULARY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To warm up, ask a volunteer to read the speech bubble in red. Elicit the meaning of *no offense* (I don't mean to offend or insult you) Ask *Is this a polite way to express a negative opinion?* (yes)
- Have students read and listen to the negative descriptions of music.
- Then have students listen and repeat the words chorally.
- To quiz comprehension, ask *What does sentimental mean?* Point to the answer in parentheses. (overly emotional or romantic) Repeat the same question for each word.

LANGUAGE NOTE Focus on the list of *Also* words. Quiz meaning by saying definitions and calling on volunteers to say the words:
stupid, or not serious (silly)
very rude, likely to upset someone else (offensive)
strange or unusual (weird)
making a lot of noise (loud)
uninteresting (boring)
making you feel a little angry (annoying)
making you feel sad (depressing)

Vocabulary-Building Strategies

B ▶1:18 LISTEN TO ACTIVATE VOCABULARY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Pre-listening: Have students read each item and possible answers. Ask *Do you know any of these artists or musical styles?* If yes, ask *How would you answer these questions?*
- First listening: Pause after each conversation to allow students time to choose an answer.
- 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.

Conversation 1: When you're *not a fan of something* you don't like it very much. *Don't get me wrong* means don't misunderstand. *Way too much feeling* means much too emotional or sentimental. If something *leaves you cold* it causes you not to feel any emotion. *Moving* means that something makes you feel emotion. *To do something just for the money* means that you just want to get rich doing something; you're not interested in anything deeper.

Conversation 2: *Pop* refers to modern popular music. *Too pop* means the song or artist has too many characteristics of popular music for his / her taste. *To be way ahead of* something means to have a big lead on something.

Conversation 3: *A classic* is something that has been admired for a long time.

Conversation 5: *Ouch* is an exclamation used when something hurts. If you say *ouch* in response to something in a conversation, this indicates that the comment is strong and upset or offended you.

C APPLY THE VOCABULARY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask a volunteer to read the comment in quotes. Ask *How does the sentence introduce an opinion* (*In my opinion; I hate to say it but*) Ask *Does anyone know Phil Collins? Do you agree with the comment?*
- Write *in my opinion; I hate to say it; no offense, but* for students to refer to. In pairs, have them describe singers and bands they don't like using the Vocabulary in Exercise A. Remind them to also use words from the *Also* list in Exercise A if appropriate. Circulate and assist.
- Bring the class together and call on students to share the singers and bands they discussed. Write these on the board. Invite students to give their opinions on other singers or bands.

D GRAMMAR

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

- Call on a volunteer to read the grammar explanation. Write the first two example sentences on the board. Ask *How is the cleft sentence different?* (Strong emphasis is put on the fact that the person doesn't like traditional music.)
- Point out that in the last example sentence the action in the sentence is *made everyone cry.* The noun clause is created by taking *What* + *made everyone cry.* Write *What + made everyone cry* on the board. Then write another example: *The girl's deep voice surprised the audience.* Elicit a cleft sentence with *What* (What surprised the audience was the girl's deep voice.)
- Focus students' attention on the last sentence of the explanation: *Make sure the form of the verb* be *agrees with its complement.* Elicit the *be* verbs used in the cleft sentences. (*is, is, were, was*) Ask *Why does the third example sentence use a plural form of* be*?* (because *lyrics* is plural) *Why do the first two sentences use present forms of* be *and the second two sentences use past forms of* be*?* (Example sentences 1 and 2 are in the present: *I don't like, he doesn't understand*; example sentences 3 and 4 are in the past: *they really loved, the melody made.*)
- To check understanding, write the following sentences and elicit cleft sentences with *What*:
  I really enjoy Shakira's songs. (What I really enjoy are Shakira's songs.)
  I really enjoyed Shakira's concert last week. (What I really enjoyed was Shakira's concert last week.)

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

Inductive Grammar Activity

E NOTICE THE GRAMMAR

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students scan the conversation in Exercise D, Spotlight, on page 15 for an example of a cleft sentences with *What*. Ask *What does it emphasize?*

Extra Grammar Exercises

F GRAMMAR PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To warm up, call on a volunteer to read the first statement and write it on the board.

Ask *Which word or phrase will* What *replace*? Underline it:

I can't stand long classical music concerts.

Ask *What is the verb?* (can't stand) *Is it in the present or past?* (present) Write the sample answer on the board and underline *are*.

What I can't stand are long classical music concerts.

Ask *Why is the plural form used?* (because the complement *concerts* is plural)

- Call on a volunteer to read the remaining four items. After each one ask *Which word or phrase will* What *replace in the sentence?* (2. *Adele's overly sentimental lyrics;* 3. *Bono's voice;* 4. *a live Lady Gaga performance*; 5. *The song "I Gotta Feeling" by the Black Eyed Peas*) Have students underline these phrases.
- Have students complete the exercise. Remind them to use the correct present or past form of *be,* and to be sure it agrees with the complement. Circle *concerts* in the sample sentence on the board, and draw an arrow to *are*.

G PAIR WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To warm up, call on volunteers to read the statements. After each one ask *Which word or phrase will* What *replace in the sentence?* (1. *Jazz,* 2. *the loud beat in techno-pop,* 3. *A good melody,* 4. *Listening to my brother try to sing,* 5. *Dancing to the music of a great salsa band,* 6. *downloading songs by unknown new artists*) Have students underline these words and phrases. If students are confused by items 4–6, in which the phrases are introduced by gerunds, remind students that gerunds are derived from verbs but function as nouns.
- Have students work in pairs to restate the statements as cleft sentences. Remind them to make sure the form of the verb *be* agrees with the complement.

NOW YOU CAN Express a negative opinion politely

A ▶1:19 CONVERSATION SPOTLIGHT

Suggested teaching time:	5 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:

- Use to tell the truth and to be honest to state frankly what you think about something.
- Use I hate to say it, but to politely introduce a negative opinion.

- Have students look at the photo. Ask *Where are these people? What are they doing?*
- Have students read and listen to the conversation.
- To check comprehension, ask *Whose music does the woman like?* (Michael Bublé) *What does the man think about Michael Bublé?* (He's not crazy about him.) *Why?* (He doesn't like his sound; it's so commercial.)

B ▶1:20 RHYTHM AND INTONATION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students repeat chorally. Make sure they:
  - use rising intonation for *Are you as much of a Michael Bublé fan as I am?* (line 1), *Michael Bublé?* (line 3), *But you know who I really like?* (lines 7–8) *Sting?* (line 11)
  - use falling intonation for *How can you not like Michael Bublé?* (line 5) and *Who?* (line 9)
  - use emphatic stress on *what I don't like* (line 6)
  - stress *can you not* (line 5)
  - use apologetic tone when expressing negative opinions: *To tell the truth* (line 3); *To be honest* (line 6); *I hate to say it* (line 11)

C NOTEPADDING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask students to find one example of a cleft sentence with *What* in Exercise A. (What I don't like is his sound.)
- Tell students to list artists they like and make statements about what they like about these artists. Call on a volunteer to read the example answer. Elicit additional examples. Then let students work individually. Refer them to the vocabulary in Exercise A to talk about specifics of what they like.

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 to use the model in Exercise A, Conversation Spotlight, to role-play their own conversation with a partner.
- Refer students to the vocabulary in Exercise A on page 18 for negative descriptions of music as they respond to their partner's likes and dislikes.
- Reinforce the use of the spotlighted conversation strategies; for example, *To tell the truth, To be honest, I hate to say it.* Remind students to be polite when they disagree.

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 Don't Stop!

Conversation Activator: Speaking Booster

LESSON 3

GOAL Describe a creative personality

A ▶1:21 VOCABULARY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students listen to the words and study the definitions. Then ask students to listen and repeat the words chorally.
- To check comprehension, have volunteers use the words in sentences about people they know. Encourage them to give examples of this person's character or actions. For example, *My friend Ted is gifted. He can play the piano, guitar, and drums like a professional musician.*

Option: [+5 minutes] On the board, write *Do you think you have a creative personality? Why? Why not?* In pairs, have students discuss if they think they have a creative personality.

Vocabulary-Building Strategies

B READING WARM-UP

Suggested teaching time:	5 minutes	Your actual teaching time:	

- On the board, write *genius*. Ask *What is a genius?* (a person who has an extraordinarily high level of intelligence, mental skill, or ability) As a class, brainstorm names of some people who are considered geniuses. (Possible responses: Albert Einstein, Leonardo da Vinci, scientist Stephen Hawking, businessman Warren Buffet)
- In small groups, have students discuss the warm-up questions. Encourage them to give examples to support their opinions.
- Bring the class together and have volunteers share their opinions with the class.

Option: [+5 minutes] Ask *Do you know anyone who you think is gifted? Does this person have an eccentric or difficult personality?*

C ▶1:22 READING

Suggested teaching time:	15 minutes	Your actual teaching time:	

- Ask a volunteer to read the title of the article aloud. Write *Beethoven* on the board. Have students share what they know about Beethoven. (Possible answers: He was a famous German composer. He wrote nine symphonies—the Fifth Symphony is the best known.) Tell students they will read and listen to a short biography about Beethoven.
- 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 effect did Beethoven's personality have on his life?).
- In pairs, have students discuss the focus question. Then bring the class together and call on volunteers to share.

(Possible response: His strong personality made him an unpleasant person who often lost his temper and behaved selfishly. But it was also his strong personality that enabled him to fight the obstacles and keep working when he lost his hearing.)

LANGUAGE NOTE *Infamous* means well known for being bad; *aristocratic circles* refers to groups of people in the highest social class that had a lot of land and money; *temperament* is a person's character or personality; *to mutter* is to speak in a low incomprehensible voice; *to neglect* means to fail to look after something, or to pay little attention to something.

Option: [+5 minutes] The following activity can either be used as a listening activity or a reading activity. On the board, write:

Difficult personality
Eccentric behavior
Egotistical behavior

Point out that the biography gives specific examples illustrating each personality trait listed on the board. Have students listen for the examples and take notes. Go over the answers as a class. (*Difficult personality:* He once emptied a plate of food over a waiter's head; *Eccentric behavior:* He walked through the streets muttering to himself and stamping his feet; he neglected his personal appearance; *Egotistical behavior:* He stopped playing and walked away when people started talking while he was performing.)

Reading Strategies

D INFER INFORMATION

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

- Write the word *infer* on the board. Elicit the meaning. (to conclude something based on available information and facts) Call on a volunteer to read the first item and infer the year as a class. Focus students' attention on the first paragraph of the reading. Ask *Does the paragraph specify what year Beethoven moved away from Bonn to Vienna?* (no) *Can we figure out what year he moved to Vienna?* (yes) *How?* (We know he was born in 1770 and that he was 16 years old when he moved away, so if we add the two numbers we get the year 1786.)
- Have students work in pairs to infer the other information. You can hint to students which paragraph to focus on for each item. On the board, write *Item 2: Paragraph 6; Item 3: Paragraph 6; Item 4: Paragraph 7 and Paragraph 1.* Point out that unlike items 1, 2, and 4, which focus on numbers, item 3 focuses on carefully reading the context and inferring what made Beethoven cry.

Extra Reading Comprehension Questions

E IDENTIFY SUPPORTING DETAILS

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To warm up, ask a volunteer to read the various personality traits in the exercise. After each one, ask the class *Is it a positive or negative quality?* (1–4, positive; 5–8, negative)
- Tell students they will scan the article about Beethoven for the words and circle them. Review that when they scan they don't have to read the whole article again, just look for the specific words. (*gifted,* paragraph 1; *energetic,* paragraph 6; *imaginative,* paragraph 1; *passionate,* title, and then paragraph 5 has *passionately in love*; *eccentric,* paragraph 4; *difficult,* paragraph 2; *moody*, paragraph 3; *egotistical*, paragraph 2) Have students compare answers with a partner.
- Focus on the word *passionate* and point out that the word is used in the title as a reference to Beethoven's liking for and dedication to music; it is also used in paragraph 5 to talk about being passionately in love, which means to have strong feelings for someone.
- Let students work in pairs to write the examples. Then go over the answers as a class.

Answers for Exercise E

Answers will vary, but may include the following:

1. He composed his first piece of music by age 12.
2. He continued to write many pieces of music.
3. He wrote many unique compositions.
4. He asked several women to marry him.
5. He rarely bathed.
6. He dumped a plate of food on a waiter's head.
7. He would walk through the streets talking to himself.
8. If anyone talked during a concert, he would stop playing and leave.

F EXPRESS AND SUPPORT AN OPINION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Invite students to first discuss the questions in pairs. Then combine pairs into groups of four and have them discuss.
- Bring the class together and focus on item 1. Ask *Based on the article, do you think it's possible for a person to have a successful relationship with a creative personality?* Tell students to use examples from the text to support their opinions. (Possible answer: Maybe not; Beethoven completely neglected himself, and he probably wouldn't have been able to give the necessary attention to another person. His only focus was music.)

Challenge: [+5 minutes] Call on a student to read the last line of paragraph 6. On the board, write *he could see the roaring applause*. In pairs, have students describe what roaring applause looks like. Tell them to write their ideas down. Bring the class together and have pairs share.

Challenge: [+5 minutes] For homework, invite students to look up Beethoven's Ninth Symphony online and listen to all of it or parts of it. Tell them to re-read paragraph 6 about the composer's last performance, where he performed this piece completely deaf. Say *Imagine you are sitting in the audience. Write a few sentences describing your reaction.* Tell students they can use Vocabulary from Exercise A if they like.

Extra Challenge Reading Activity

NOW YOU CAN Describe a creative personality

A FRAME YOUR IDEAS

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students work individually to rate their personalities on the chart.
- Bring the class together and ask a volunteer to read the model out loud.
- Then, in pairs or groups, have students compare their ratings and make statements about themselves.

B DISCUSSION

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

- Have students look at the pictures. Ask *Which of these people are you familiar with? Which of the arts does each of these people represent?* (music, visual arts, acting)
- Call on volunteers to read the descriptions out loud. In pairs, have students continue describing these three artists. If students don't know enough about these people to provide details, they should research them on the Internet. Or they can choose other creative people.
- Encourage students to refer to the Vocabulary in Exercise A. Tell them to discuss both positive and negative qualities.
- Bring the class together and have pairs share who they spoke about and the people's qualities. At the end, ask *Do you think any of these people are considered a genius like Beethoven?*

OPTIONAL WRITING [+20–30 minutes]

- Have students choose a creative person and work individually to write a biography of this person. Refer students to the model about Beethoven. Remind students how the vivid examples showed Beethoven's positive and negative qualities (e.g., how he muttered and stamped his feet).
- Students can complete the writing assignment at home.

Option: [+5 minutes] Students can look up details about a famous person's positive and negative qualities. Remind students that whatever research they do, they must write it in their own words and write down the reference of the website where they found the information.

Option: [+5 minutes] The descriptions students write can then be peer-reviewed in class. Instruct students to read a classmate's assignment. On the board, write *Are there examples that demonstrate the person's positive and/or negative qualities?*

LESSON 4

GOAL Discuss the benefits of the arts

A LISTENING WARM-UP

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask a student to read the lesson title. Ask *What does the word* benefit *mean?* (advantage) Invite students to speculate what some benefits of the arts could be. (Possible answers: entertainment, relaxation, inspiration)
- Call on a volunteer to read the discussion question. On the board, write:

  children under emotional stress

  the elderly with memory problems
- Invite students to share ideas. Ask *Which of the arts do you think could help people with these problems?*

Option: [+5 minutes] Elicit some everyday situations that could be aided with the arts. (Possible answers: Stress can be alleviated with music. Watching a movie can help a person relax. Reading a book or a poem can cheer up a person. Looking at a piece of art can make a person feel good.)

B ▶1:23 LISTEN FOR MAIN IDEAS

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

- Pre-listening: Write *therapy* on the board. Make sure students know that *therapy* refers to the treatment of an illness or injury over a period of time. Tell students they will read how the arts are used as therapy.
- First listening: As students listen, pause after each speaker to allow students to write the answer.
- Second listening: Have students listen again to check their answers. Go over the answers as a class.

LANGUAGE NOTE The radio broadcast includes the following terms: *therapy* (noun), treatment of an illness or injury over a period of time; *therapist* (noun), a person trained to give a particular form of treatment; *therapeutic* (adjective), relating to the treatment or cure of an illness, for example, *therapeutic session* or *therapeutic situation* as mentioned in the listening.

art: the use of painting, drawing, sculpture etc. to represent things or express ideas:
arts: art, music, theatre, film, literature etc. all considered together

Listening Strategies

C ▶1:24 LISTEN FOR SUPPORTING INFORMATION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Pre-listening: First let students read the questions and see if they can predict the answers.
- First listening: Play the radio program, stopping at the end of each section so that students can choose their answer.
- Second listening: Play the program in its entirety for students to check their answers.
- Students can compare answers with a partner.

Option: [+5 minutes] Have students listen to Mark Branch talk about music therapy again. On the board, write the following questions. Have students read and think about the questions.

1. How does music affect us emotionally?
2. How does music affect us physically?

Play the audio once, then play it again and have students answer the questions. (1. A beat or a melody can affect how we feel, depending on whether it's loud or energetic, or quiet or soothing. 2. Music affects the way we breathe and how fast our heart beats.)

D ▶1:25 LISTEN TO TAKE NOTES

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Tell students they will listen to the interviews and write definitions for the words and phrases.
- Pre-listening: Have students read the words and phrases and write down what they think the words mean.
- First listening: Don't play the entire radio program, just the corresponding interview. Item 1 corresponds to the first interview, item 2 to the second, and item 3 to the third. Stop at the end of each one.
- Second listening: Play each audio again, giving students time to fill in any information.
- Bring the class together and have students compare answers.

Challenge: [+5 minutes] Ask students if they remember what broadcaster Andrew Harris said about next week's show. (Next week on the show they'll be looking at how some professionals are using the arts to help young students improve their performance at school.) Invite students to work in groups to speculate which arts might work in this scenario and suggest how they might be applied.

E APPLY IDEAS

Suggested teaching time:	5 minutes	Your actual teaching time:	

- On the board, write *music, drama, art.* Tell students there isn't one correct answer for each scenario. Even a combination of therapies might apply.
- Call on volunteers to read the situations. Then have students work in pairs to discuss and compare ideas.
- Bring the class together and have volunteers share answers. Ask *Which therapies seem like they could be applicable to most situations?* (music or art therapies) *Which ones wouldn't be appropriate where a person might have limited movement or pain?* (drama, and maybe art, depending where the pain is)

Option: [+5 minutes] Have students share which of the three therapies they think they would respond to best: music, art, or drama. Have pairs discuss their preferences. Then bring the class together and call on volunteers to share. On the board, write *Do you think someone with a shyer personality might prefer music or art therapy compared to a more outgoing person who might respond well to drama therapy?* Call on volunteers to share their opinions.

F WORD STUDY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- On the board, write I *was amazed*. and I *was amazing*. Ask *Do these sentences mean the same thing?* (no) *Why not?* (In the first sentence, something amazed me, or made me feel amazed. In the second sentence, I am describing that I myself was amazing.) Underline *amazed* and *amazing* and explain that these are participial adjectives.
- Call on a volunteer to read the first explanation in the Word Study box. Then direct students to the Participial adjectives list on the right. Review that base form + *-ing* is the present participle; base form + *-ed* is the past participle.
- Call on a student to read the second explanation and the first example sentence in the Word Study box. Then ask another volunteer to read the third explanation and example sentences.
- Return to the first set of example sentences and ask *Does* The patient is depressing *mean the same thing?* (no) *What about* I'm boring? (no) Then focus on the second set of example sentences and ask *Can we say* The book is depressed? *(no) Can a book be bored?* (no)
- Return students' focus to the lists of participial adjectives on the right. Have students listen and repeat.

Challenge: Say sentences to students using participial adjectives from the list and have them identify each sentence as correct or incorrect. If it is incorrect, elicit the correct answer. For example:

The movie was very entertained. (incorrect)

I am interested in ancient Egyptian art. (correct)

The music I was listening to was soothed. (incorrect)

The patient's response to therapy was not surprising. (correct)

I was pleasing with my new playlist. (incorrect)

I am annoyed by the artist's difficult personality. (correct)

If students have difficulty, write the sentences on the board.

 **Vocabulary-Building Strategies**

G WORD STUDY PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Give students a few minutes to read the sentences and choose the correct participial adjective forms.
- Then have students compare answers with a partner. Circulate and assist as needed.

Option: [+5 minutes] Ask students to rewrite each sentence using the other type of participial adjective. On the board, write 1. *Music can make language students feel relaxed*. Discuss how the sentence would have to be changed to use the participial adjective *relaxing*. (Possible answer: It is relaxing for language students to listen to music.) Have students work in pairs to transform all the sentences.

H WORD STUDY PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask a volunteer to read the example sentences. Ask *Which one is the present participial adjective and which is the past participial adjective?* (The first one is the present participial adjective.)
- Have students work in pairs to practice making sentences with the present participial adjectives and then restructuring them using past participial adjectives. If students have difficulty making and changing the statements verbally, tell them to write the sentences down.

Option: [+5 minutes] Call on pairs to share one of their sentences on the board, but with the participial adjective blanked. Then they call on volunteers to fill in the blanks correctly.

NOW YOU CAN Discuss the benefits of the arts

A NOTEPADDING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- On the board, write *music, art, dance, theater*. Ask students to work in pairs to make a list of benefits of the various arts in everyday life. Have them discuss with more specific examples. Ask a volunteer to read the model sentences on the notepad.
- Circulate as students work. Remind them to use the list of participial adjectives in Exercise F to help them.

B GROUP WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Invite each pair to write one of the benefits they came up with in Exercise A on the board and then share examples. Ask the class *Did anyone have the same benefit?* Elicit additional examples and comments from other students.
- Make sure each pair has had an opportunity to contribute. Listen for correct participial adjective usage.

 **Discussion: Speaking Booster**

WRITING Parallel structure: writing words in a series

A WRITING SKILL

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

- Write I like dancing, painting, and to sing. Ask *Is this sentence correct?* (no) Ask *Do you know why?* If students cannot answer, ask a volunteer to read the first explanation in the rules and the correct example sentence. Correct *to sing* in the sentence on the board.
- Write parallel structure on the board. Ask *What does* parallel *mean?* (similar; going in the same direction) Reread the second sentence of the first explanation *All words, phrases, or clauses should be in the same form.* Call on volunteers to read the three other example sentences.
- Have a volunteer read the second explanation and example sentence. To quiz understanding, ask a volunteer *What are three things you like to do in your free time?* Write the sentence on the board. Elicit corrections. If the students repeated *to* before each infinitive, elicit another way to list infinitives. (just mentioning the first *to*)
- Give students a few minutes to read the remaining two explanations and example sentences.

Ask students to work in pairs to practice forming parallel lists of three following the models in the chart. On the board, write:

gerunds
infinitives
passives
adjectives
nouns

Circulate and assist as needed.

B ERROR CORRECTION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Give students a few minutes to correct the errors individually. Then have them compare answers with a partner.
- Circulate and assist as needed. Focus students' attention on the rules in the chart in Exercise A.

C PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Write the first item on the board. Elicit different ways to write this sentence. Write these on the board:

1. I like reading, listening to music, and going to the movies.
1. I like to read, listen to music, and go to the movies.

OR

I like to read, to listen to music, and to go to the movies.

- Give students time to do the exercise individually. Remind students that there may be more than one possible answer. Refer students to the rules in Exercise A.
- Have students compare answers with a partner. Circulate and assist as needed.
- Tell students to choose two or more statements which they will fill in with information about themselves. Return to the example on the board and rewrite the sentence with new information. For example, *I like hiking, swimming, and dancing.* Tell students that they will use information about themselves to write a paragraph describing their interests and personality.

Option: [+5 minutes] Time-permitting, students should complete any of the items they didn't replace above with information about themselves. They will be able to use this information in the writing skill in Exercise D.

Challenge: [+5 minutes] To practice parallel structure, students can think of a person they know and fill in the blanks with information about that person. For example, write on the board:

My sister Diana

1. She likes to swim, paint, and write poetry.
2. She's been a student, a swimmer, and a lawyer.

Have students complete the statements and then share with a partner.

D APPLY THE WRITING SKILL

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

- To warm up, have students look at the paragraph in Exercise B. Say *Find an example of the present perfect.* (*I have always been*) *Find an example of a cleft sentence with* What. (*What I think is*) *Find an example of a participial adjective.* (*this is very surprising*) *Is it a present or past participial adjective?* (present)
- On the board, write:

Lately I've been . . .
What I like is . . .
What I am like is . . .
I think *X* is . . . -ing
I'm . . . -ed by . . .

Tell students to use the structures on the board to write about themselves. Refer them to the vocabulary describing personality on page 4, Unit 1 and participial adjectives on page 23, Exercise F.

- Refer students to the Writing Process Worksheet to help walk them through the writing process and peer review.
- Encourage students to use the Self-Check in the Student Book to go over the paragraphs they wrote.
- Then ask *Did you include an example of the present perfect continuous? a cleft sentence with* What*? a participial adjective?*

Writing Process

REVIEW

Digital Game

A

1:27

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

- Pre-listening: Have students skim the list of musical artists. If they recognize any of them, invite them to say something about them.
- First listening: Have students listen to the conversation and check the speaker for each item that does NOT like the music.
- Second listening: Have students listen to each conversation again and write down what the person does not like about the group or artist.
- Have students compare answers with a partner.

Challenge: [+5 minutes] Invite students to listen a third time and write what the other person (unchecked in the exercise) LIKES about the group or artist. (1. The woman thinks One Direction are good performers. 2. The man likes anything Vanessa-Mae plays—pop or classical. 3. The man tells his friend he wishes he could sing like Josh Groban—he admires his voice. 4. The woman thinks Lady Gaga has a good beat. 5. The man thinks his music is as beautiful now as it was forty years ago.)

B

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To warm up, have students read the words in the box and write + above the positive qualities. (energetic, gifted, passionate). They should write − above the negative qualities. (eccentric, egotistical, moody)
- Tell students to complete the exercise individually. Then have them compare answers with a partner. Refer students to the vocabulary on page 20 to go over any definitions they don't remember.

C

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Write *already, yet, before, ever* on the board. To review, ask *Are these words associated with finished or ongoing actions?* (finished) *Do we use them in the present perfect or the present perfect continuous?* (present perfect) Have students scan the exercise items for these words. (1. *already*, 2. *yet*, 3. *before*, 5. *yet*) Hint to students to make corrections accordingly.
- In items 4 and 6 focus students' attention on the second sentence. Ask after each one *Is the action still ongoing?* (yes)
- Have students complete the exercise and compare answers with a partner.
- Bring the class together and ask *Are there any correct sentences?* (item 2) Elicit the present perfect (*hasn't seen*) and the present perfect continuous (*have been telling her*) in that sentence.
- Then have volunteers write the remaining corrected sentences.

D

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To warm up, call on volunteers to read the statements. After each one, ask *Which word or phrase will* What *replace in the sentence?* (1. *Life without the arts*, 2. *a band whose music is really commercial*, 3. *The beat*, 4. *music that has fun lyrics and a great melody*, 5. *anything that's playing on Broadway*) Have students underline these words and phrases.
- Have students rewrite the statements as cleft sentences. If necessary, model the first item. Write *What wouldn't be much fun _____ life without the arts.* Ask *What form of* be *do we need?* (is) Remind students that the form of the verb *be* has to agree with the complement, as well as be in the correct tense. Circulate and assist as needed.
- Tell students to compare answers with a partner. Discuss any issues as a class.

Challenge: On the board, write:

What wouldn't be fun . . .
What I don't like . . .
What made everyone feel like dancing . . .
What I like to listen to . . .
What you should go see . . .

Have students complete these statements in pairs using their own ideas. Tell them to use the correct singular or plural form of *be*, depending on what the complement is.

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

Money, Finance, and You

PREVIEW

A FRAME YOUR IDEAS

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

- Ask a volunteer to read the title of the article. On the board, write *Personal Spending Style*. Tell students they will take a test to find out more about the way they spend money. Then have them take the test individually.
- Bring the class together and write each of the three mottos found at the bottom of the test on the board:

  Easy come, easy go.

  Everything in moderation.

  Waste not, want not.

  Elicit each meaning, encouraging students to look at the context in which each motto is used. (*Easy come, easy go* refers to the belief that just as easily as something is acquired, it can be lost. The saying is often used after something has been lost. When you do something *in moderation*, it means that you don't do it too much. *Waste not, want not* means that if we don't waste what we have, we'll still have it and we won't need or "want" it in the future.)
- Ask *Did anyone write his or her own D answers?* Invite students to share.

LANGUAGE NOTE The saying *Everything in moderation, nothing in excess* dates back to the classical Greek philosopher Socrates. He believed that humans need to know how to find the middle ground and not go to any extremes. *To have a good head on your shoulders* is an idiom that means to be smart and capable of making good decisions.

Challenge: [+5 minutes] Invite students to write another scenario, using the questions in the self-test as a model. Tell them not to write choices. Then pair up students and have them swap questions and write their answers. Then have them share responses and discuss.

B ▶ 2:01 VOCABULARY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Write *a big spender, thrifty, a cheapskate* on the board. Let students read the definitions in the book to themselves.
- Have students listen and repeat.
- Point to *cheapskate* on the board and explain that the word has a negative connotation. To say that someone is *thrifty* is more positive. It indicates that the person is careful and wise with money. To call someone *a cheapskate* is a criticism that the person doesn't like to spend money because he or she is selfish and not generous. Direct students' attention to item 5 in the self-test in Exercise A. Ask a volunteer to read the question. Then say *Option C, asking others to treat you, would be a good example of a being a cheapskate*. Tell students to be sensitive with this word. If you were to tell someone directly that he or she is a cheapskate, it should probably be said jokingly, so as not to offend too much.
- Tell students to match the mottos in Exercise A with the vocabulary describing spending styles. (*Easy come easy go*, a big spender; *Everything in moderation*, thrifty; *Waste not, want not*, thrifty / a cheapskate)

C DISCUSSION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Write *a big spender, thrifty, a cheapskate* on the board again (if erased in previous activity). Point to each term on the board. Ask *Is it an adjective or a noun?* (*Big spender* and *cheapskate* are nouns. *Thrifty* is an adjective.) Illustrate possible positions of the adjective on the board: *Jack is thrifty. I don't know many thrifty people.*
- Have students discuss the questions from the book in pairs or small groups. Remind students that *cheapskate* has a negative connotation and is not interchangeable with the word *thrifty*.
- Circulate and listen for correct usage.

Option: [+5 minutes] Call on students to provide examples of cheapskates they talked about. Write these on the board. Then ask *Is this healthy behavior? Why might it be difficult to be the friend of a cheapskate (if you're not a cheapskate yourself)?* (Possible answer: You might end up paying for everything when you're together.)

D ▶2:02 SPOTLIGHT

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Before reading and listening to the conversation, have students look at the images. Ask *What are the father and son looking at?* (some kind of bike on the tablet.) Ask *What is unusual about the bike?* (the handlebars and the holder for the smart phone) *Do you think that such a holder is a wise construction?* (Possible answer: For the purpose of a GPS, it might be, but if it encourages bike riders to text or e-mail, or even watch videos while riding, it's probably not a good idea.)
- After students read and listen, check comprehension by asking *What does Brad want?* (a cool new bike that has a holder for a smart phone) *Does Brad use his smart phone while riding his bike?* (apparently yes, though he tries to hide the fact after revealing this to his dad); *What problems does Brad's dad see with the bike?* (the astronomical price and the ridiculous handlebars) *Will he buy Brad the bike?* (no) *Will he let Brad buy the bike himself* (Yes, but he tries to discourage him.)

Option: [+5 minutes] Ask students *Do you agree that Brad's dad should let him buy the bike? What would you do in this situation if Brad were your son?*

LANGUAGE NOTE Bring students' attention to the last sentence of the dad's second exchange: *And what's so special about it except for the ridiculous handlebars?—which should be illegal in my opinion . . .* Point out that this kind of add-on is common in speaking.

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 help figure out the meanings. Then have them match the expressions with the correct meaning.
- Have students compare answers with a partner, returning to Exercise D as needed to check any items they don't agree on.
- Bring the class together to go over any questions.

LANGUAGE NOTE In the idiom *save for a rainy day . . . , a rainy day* refers to a future time when a person might need something.

Option: [+5 minutes] Have students find each spotlighted idiom or expression in Exercise D and replace it with the definition from the matching. Tell students to make necessary changes in the sentence. Model the first item: *way over our budget—Even if this were a great bike, which it isn't, it's more than we can spend.*

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 their dialogues.

F THINK AND EXPLAIN

Suggested teaching time:	5 minutes	Your actual teaching time:	

- In pairs, have students answer the questions. Tell them to support their answers.
- As students work, write *a big spender*, *thrifty*, and *a cheapskate* on the board. Bring the class together and go over answers. You may need to remind students that at the beginning of the conversation Brad's dad commends him for saving his money. So he may see his son in more than one way.

Option: [+5 minutes] On the board, write *Do you think it could be a good lesson to let Brad buy the bike?* (Possible answer: Maybe. He might realize upon buying it that it was not a wise purchase and not do the same in the future.)

Challenge: [+5 minutes] Invite students to change the scenario so that the dad reacts as a big spender to the son's request, telling him that it is indeed a good purchase and agreeing to help pay for it. Tell students to role-play the dialogue, making necessary changes in the father and son's conversation.

SPEAKING GROUP WORK

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

- Write the word *worthless gimmick* on the board. Review the meaning. (something invented for the purpose of attracting attention, but not really having much purpose or value) Ask *Do you agree that the Smart bike from Spotlight, Exercise D, is a worthless gimmick? Why? Why not?* Elicit other examples of worthless gimmicks. (Possible answers: unbelievable diets, some types of exercise equipment, various toys) Then write *worthwhile features* on the board. Elicit that unlike worthless gimmicks, worthwhile features would be good features students have appreciated on different products.
- Divide the class into groups of three or four and have them discuss. Circulate and assist as needed. If students have difficulties coming up with gimmicks, write an example for each category on the board.
  1. *a 3-D TV*
  2. *a lotion that promises to remove wrinkles*
  3. *sneakers that promise a person to run faster*
  4. *a pot that promises to cook delicious food*

  Then erase from the board.
- Bring the class together and have groups share. Write students' ideas on the board, in two columns labeled *worthless gimmicks* and *worthwhile features*. When students share worthwhile features of some products, ask the class *Does anyone think this is a worthless gimmick?* When students share gimmicks, ask the class *Does anyone think this is a worthwhile feature?*

LANGUAGE NOTE Write the word *gimmick* on the board. Ask *Is this a noun or an adjective?* (a noun) Then write *gimmicky*. Point out that the adjective form can be used to comment *That's so gimmicky.*

LESSON 1

GOAL Express buyer's remorse

A ▶2:03 VOCABULARY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To warm up, write the word *remorse* on the board. Elicit the meaning. (a strong feeling of sadness for doing something bad; regret) Then add the word *buyer's* before the word on the board and elicit the feeling. (a feeling of regret for having made a particular purchase)
- Focus students' attention on the pictures. For each one, ask *What does the person regret buying?* (a car, a TV, a treadmill, a sound system, a food processor)
- Have students read and listen.
- Then have them listen and repeat.

LANGUAGE NOTE The expression *to collect dust* means that something isn't being used.

B ▶2:04 LISTEN FOR DETAILS

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Pre-listening: Tell students they are going to listen to conversations about products people have purchased. Point out that the conversations are NOT connected to the images in Exercise A. Tell students they will listen for the product and write it down. For less advanced students, provide a word bank on the board: *digital camera, sound system, exercise bike, new car, juicer.*
- First listening: As students listen, pause after each speaker to allow students time to write their answers.
- Second listening: Have students listen again to check their answers. Go over the answers as a class.

LANGUAGE NOTE *Point and shoot* refers to a camera that does not require adjusting focus, shutter speed, etc., manually. It can be used as a verb (I want a camera that I can just point and shoot) or as an adjective (Sam needs a point-and-shoot camera). *A couch potato* is a person who spends a lot of time sitting on a couch and watching TV. *To be on cloud nine* means to be extremely happy. *To cost an arm and a leg* means to be very expensive.

C ▶2:05 ACTIVATE VOCABULARY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Pre-listening: To warm up, have students read the reasons for buyer's remorse in the Vocabulary. Tell students they will listen to conversations from Exercise B. Tell them to pay attention to the reasons people regret making the purchases. They will then write an expression from the Vocabulary in Exercise A on the line.
- Model the first item: Ask *What is the problem with the juicer?* (It's very big and the woman's kitchen is very small.) Point to the model answer.
- First listening: As students listen, pause after each speaker to allow students time to write the answer.
- Second listening: Have students listen again to check their answers. Then bring the class together to confirm answers.

D GRAMMAR

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

- On the board, write *I wish I had bought a smart bike.* To quiz students' comprehension of the structure, ask *Did I buy a smart bike?* (no) *Do I want to have a smart bike?* (yes) *Do I regret that I didn't buy it?* (yes)
- Focus students' attention on the second example in the Grammar section. Ask the same set of questions: *Did I buy this car?* (yes) *Do I want to have this car?* (no) *Do I regret that I bought it?* (yes) Point out the construction: *wish* + subject + past perfect. Call on students to read the examples with *wish* in question format
- Ask students to look at the second explanation and examples with *should*. On the board, write *I should have waited to buy a food processor.* Then underneath write *I wish . . .* and ask students to restate the sentence. (I wish I had waited to buy a food processor.) Then return to the *wish* sentence examples. Write on the board:

  I wish I had bought a smart bike.

  I wish I hadn't bought this car.

  Elicit these sentences using *should / ought* and *shouldn't*. (I should have bought a smart bike. I shouldn't have bought this car.) Ask a volunteer to read the Note. Look back at the example on the board. Ask *Can I say* I ought not have bought this car? (no)
- Focus students' attention on the last explanation. Ask volunteers to read the example sentences. Have students look at the sentences with *wish* in parentheses. Then call on volunteers to restate sentences 1 and 2 using *should*. (I should have bought an underwater camera. We shouldn't have bought that car.)

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

Inductive Grammar Activity

E NOTICE THE GRAMMAR

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students look at Spotlight on page 27 and find an example of a regret about the past. Write it on the board: *I shouldn't have said that.*
- Elicit the same sentence using *I wish* and *If only*. Write the examples on the board: *I wish I hadn't said that. If only I hadn't said that.* Ask *Can you say* I ought not to have said that? (no)
- Ask *Does either of the statements seem more formal than the other?* (If only . . .)

Extra Grammar Exercises

F UNDERSTAND THE GRAMMAR

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To warm up, have students scan the sentences and underline the uses of *wish* or *if only* in each one. (1. She wishes she had bought, 2. Do you wish you had read, 3. We wish we had gone, 4. If only I hadn't been, 5. Doesn't he wish he had taken, 6. I wish I hadn't bought)
- Focus on the sample answer. Ask *Can you also say* She should have bought a new car? (yes) Point out that more than one answer may be possible.
- As students write their statements, remind them to make all necessary changes. Then have them compare answers with a partner. Circulate and assist as needed.

G PAIR WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Focus students' attention on the first item. Read the question and call on a volunteer to read the sample answer.
- Have students do the exercise in pairs.
- Go over the answers as a class. Accept answers with the proper noun subject or the subject pronoun, as in the example sentence.

NOW YOU CAN Express buyer's remorse

A ▶2:06 CONVERSATION SPOTLIGHT

Suggested teaching time:	5 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:

- Use You know to informally introduce a topic.
- Use What do you mean? to elicit clarification.
- Use I hate to say it, but to admit or introduce a negative comment.
- Use That a shame to say you wish something were different.
- Use I'll think about that to indicate that you will consider someone's advice.

- Have students look at the photo. Ask *What is this?* (a strange-looking exercise machine) *Can you imagine someone having buyer's remorse after making this purchase?* (yes) *What might be some possible reasons?* (Possible answers: It takes up a lot of space. It might be hard to operate. It possibly just sits around collecting dust.)
- Have students read and listen to the conversation.
- To check comprehension, ask *Why does A regret purchasing the exercise machine?* (It's hard to operate.) *What does B suggest?* (that she return it or sell it) *Will she take his advice?* (She can't return it, but she will think about selling it.)
- Ask a volunteer to read the statements in the note to the right of Exercise A.

Option: [+5 minutes] Have students work to role-play the conversation, changing speaker B's suggestions to one of the choices in the note to the right of Exercise A. Tell students to change speaker A's responses accordingly.

B ▶2:07 RHYTHM AND INTONATION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students repeat chorally. Make sure they:
  - use falling intonation and pause after *You know*
  - use falling intonation for *What do you mean?*
  - pause before and after *I hate to say it, but* and use falling intonation
  - use sympathetic tone for *That's a shame.*
  - use rising intonation after *Can you return it?*

C NOTEPADDING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Tell students they will share an experience of buyer's remorse. Have them answer the questions on the notepad.
- Bring the class together and call on students to share the item they regret buying. Ask *What was wrong with it?*
- Refer students back to the Vocabulary in Exercise A on page 28 to review reasons for their regrets.

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.
- Before students begin, focus their attention on the first line in Spotlight. Ask a volunteer to read it. Elicit two other ways to say this. If students don't know, hint to use *should* (I shouldn't have gotten that exercise machine.) and *if only* (If only I hadn't gotten that exercise machine.) Call on volunteers to share what item they will include in their first sentences. Tell them they can use any of the three constructions (*I wish . . . , should / ought to, if only*).
- Ask students to locate another statement of regret in the conversation (line 5). Brainstorm other ways to express regret and write these on the board. Possible answers:

  I wish I hadn't bought it.

  I should have read online reviews of it.

  I ought to have asked someone about it.

- Reinforce the use of the spotlighted conversation strategies.

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 Don't Stop! Tell students to change roles.

Conversation Activator: Speaking Booster

LESSON 2

GOAL Talk about financial goals and plans

A ▶2:08 GRAMMAR SPOTLIGHT

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

- To warm up, write GOALS on the board. Under this write long-term goal and short-term goal. Ask *What is a long-term goal?* (something that will take a longer time to achieve) *A short-term goal?* (something you want to do in the near future) Add the word financial to both terms on the board. Ask *What does financial mean?* (having to do with money) Ask *What is an example of a short-term financial goal?* (to sell your bike to get some money) *What is an example of a long-term financial goal?* (to save money every month to buy a car)
- 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 about these people's long-term and short-term financial goals.
- Have students read and listen. Erase the terminology from the board and draw the following on the board, or print it out from the ActiveTeach and distribute it to students.

	long-term goals	short-term goals
Hana Sung		
Paul Drake		
Sara Williams		

Call on volunteers to fill in the chart. (*Hana's* long-term goal, buy a new car; short-term goal, a monthly budget. *Paul's* long-term goal, be financially independent and retire before fifty; short-term goal, get a good job as a financial consultant. *Sara's* short-term goal, find a job and put aside 10% of salary to pay off loans; long-term goal, pay back loans by the time she turns 30)

- Have students listen to the people speaking again, paying attention to the spotlighted grammar.

LANGUAGE NOTE *A budget* is a plan of how available money will be spent. *To play one's cards right* means to follow a specific order of events as a result of which a goal could be attained. If *something is up in the air,* it's still not figured out; it's uncertain. The term *financially independent* can have various meanings. For young people, it usually means able to support oneself and no longer depending on parents for money. *To be in debt* means to owe money for something.

CULTURE NOTE: In many places, people don't pay the full price for a car or house before taking ownership. They give the seller a *down payment* or a portion of the price and then pay the rest in monthly installments until the full price has been paid.

Graphic Organizer

B MAKE PERSONAL COMPARISONS

Suggested teaching time:	5 minutes	Your actual teaching time:	

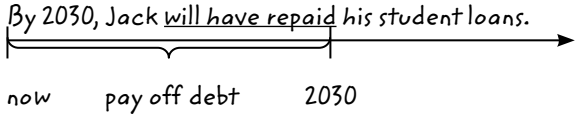
- If necessary, review that *to cut back on* means to do less of something, such as spend money or eat junk food.
- In pairs, have students discuss the questions. If students don't feel comfortable discussing their own financial situation, tell them to talk about someone they know.

C GRAMMAR

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

- On the board, write By 2030, Jack will have repaid his student loans. Ask *Has he paid off his loans yet?* (no) *In 2030, will he be done paying off his loans?* (yes) *Will he be paying off his loans between now and 2030?* (yes)
- Ask a student to read the first explanation. Point to the sentence on the board. Ask *What action will be completed by 2030?* (paying off loans) Underline will have repaid.

Draw a time line on the board, to illustrate the time relationship.



Focus students' attention on the Note to the right of the grammar box. Call on a volunteer to use one of the expressions to replace *By 2030* in the sentence on the board. (Possible answer: Before he turns 30, Jack will have repaid his student loans.)

- Focus on the four example sentences. Ask students to identify and underline the time expressions. (*By the time Cleo gets her visa; before the end of the year; before 2:00; by 9:00*) Ask *Where do the time expressions appear?* (at the beginning or the end of a sentence) *When do we use a comma after the time expression?* (when it's at the beginning of the sentence)
- Finally, ask students to focus on the highlighted future perfect constructions in the example sentences. Ask *Which sentence is in the negative?* (They won't have eaten lunch . . .) *Which sentences contract* will? (I'll have finished . . . ; They won't have eaten . . .)
- To test understanding, elicit additional future statements. Have volunteers read the statements aloud.
- Have students read the second explanation and study the examples.
- On the board, write expect / hope / intend / plan. Call on students to read the example sentences in the book. After each one, say *Circle the main verb and underline the perfect infinitive.*
- Call on students to express their own general future plans using a verb from the board and an infinitive. (Possible answer: I hope to buy an apartment in the city by the time I'm 25.)

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

Inductive Grammar Activity

D NOTICE THE GRAMMAR

Suggested teaching time:	5 minutes	Your actual teaching time:	

- In pairs, have students find an example of the future perfect in Spotlight on page 30. If time permits, have them find several more.

Option: [+5 minutes] Elicit examples of perfect infinitives in Spotlight on page 30. (the last two highlighted examples in Sara's description)

Option: [+5 minutes] Have students return to Spotlight and focus on the highlighted grammar. For each highlighted verb, have students underline the time expression (Hana, *By this time next year*; Paul, *By next year*; Sara, *By this time next year, After I've advanced, by the time I turn thirty*)

Then ask *Which are examples of future infinitives?* (the last two in Sara's description; remainder are future perfect)

Extra Grammar Exercises

E GRAMMAR PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To warm up, elicit the time expression for each item (1. *By the end of this month*, 2. *By next summer*, 3. *by December*, 4. *When*). Then have students write the sentences.
- Have students compare answers in pairs.
- Ask *Are these examples of future perfect or perfect infinitives?* (future perfect)

Option: [+5 minutes] To provide practice with perfect infinitives, in pairs, have students rewrite each sentence or question using a perfect infinitive. To help direct them, on the board, write hope, expect, intend, plan. Model the first item:

By the end of this month, I'll have put half my paycheck in the bank. / By the end of this month, I plan to have put half my paycheck in the bank.

Once pairs have completed their sentences, bring the class together and call on volunteers to share their answers. Remind them that answers may vary depending upon which verbs they used. (Possible answers: 2. By next summer, Stan hopes to have saved enough for a down payment on an apartment. 3. Do you intend to have lowered your credit card debt by December? 4. When do they plan to have started spending less than they earn?)

F GRAMMAR PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Model the first item with the class.
- After students complete the paragraph individually, have them compare answers with a partner.

LANGUAGE NOTE When someone is *drowning in debt*, they are heavily in debt, usually to multiple creditors. *To create a realistic budget that he can stick to* suggests that he has already tried to create a budget before, but he couldn't stick to it.

G ERROR CORRECTION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask students to complete the exercise individually.
- Then have students compare answers with a partner.
- Bring the class together and ask students to read their corrected sentences out loud.

Option: [+5 minutes] Call on students to identify which form—future perfect or perfect infinitive—is used in each statement. Then elicit the other form. (1. perfect infinitive used, *I will have earned*; 2. future perfect used, *they expect to have spent*; 3. perfect infinitive used, *We will have completed*; 4. future perfect used, *hope to have been married*)

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

Pronunciation Pair Work

NOW YOU CAN Talk about financial goals and plans

A NOTEPADDING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Bring students' attention to the model notepad. Tell students to refer to the Note in the grammar chart on page 30 for different ideas for time expressions. Refer them to the bottom right of the Now You Can feature for ideas about financial goals.
- Have students fill in the goals and completion dates. If necessary, remind students that short-term goals will likely be achieved soon; long-term goals will take a longer amount of time to achieve.

B DISCUSSION ACTIVATOR

Suggested teaching time:	10 minutes	Your actual teaching time:	

Discussion Activator Video

- Divide the class into pairs and have students use their ideas from the Notepadding activity to talk about financial goals and plans. Remind them that they should use the future perfect and perfect infinitives. Call on two volunteers to read the model sentences.
- Encourage the pairs to ask each other questions and provide details and examples. The aim is to say as much as they can about the goals.
- For more support, play the Discussion Activator Video before students do this activity themselves. Ask if the students in the video spoke in detail, saying as much as they could. *Note:* You can print the script or you can view it on the video player on the ActiveTeach. It is recommended that students watch the video first without viewing the script.

LESSON 3

GOAL Discuss good and bad money management

A 2:09 LISTENING WARM-UP

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

- With students' books closed, write *Good Money Management* and *Bad Money Management* on the board. Elicit some examples. (Possible answers for Good: saving money, paying bills on time; Possible answers for Bad: spending all money, living off credit, not paying off debt) Then ask *Do you know anyone with bad money management? If yes, what does he or she do?* (Possible answer: goes out to eat every day, even though he or she can't afford it) Don't press students to talk about themselves and their spending habits if they don't feel comfortable.
- With students' books open, have students read and listen to the sentences. Then ask students to listen again and repeat.

LANGUAGE NOTE *to live within one's means* means to live within one's budget or income, not spend more than one can afford; *means* is another word for money or financial resources; *to live beyond one's means*

Good / Bad examples are opposites: live within my means versus *live beyond my means; keep track of my expenses* versus *don't know where my money goes; save regularly* versus *live paycheck to paycheck; always pay my credit cards in full* versus *drowning in debt; to keep track of expenses* means to stay informed about something; *to drown in . . .* means to have a serious problem that is hard to handle.

LANGUAGE NOTE The expression *to lose track of something* means to stop staying informed about something. For example, *I lost track of time and arrived late.*

Vocabulary-Building Strategies

B VOCABULARY PRACTICE

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

- Review vocabulary that has appeared in the unit so far (thrifty, a big spender, money grows on trees). Write the following words from the exercise on the board and elicit the meanings:

  full balance (all the money owed)

  allowance (a certain amount of money a person, for example a child, is given on a regular basis for spending)

  interest (the additional money you need to pay back a lender when you borrow money)

  late fee (a fee you have to pay for not paying a bill on time)
- Have students complete the exercise individually. Remind them to use each expression only once. Then have them compare answers with a partner.
- Bring the class together and check the answers.

Option: [+5 minutes] Assign each student one expression. Instruct them to write up a short scenario, similar to the statements in the book. Then have students work in pairs to read the scenarios to each other and identify them by referring to the phrases in Exercise A. Have students switch partners and repeat.

C ▶2:10 LISTEN TO CONFIRM CONTENT

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Pre-listening: Call on students to read the items under Callers 1, 2, and 3. Review vocabulary as needed. Tell students they will check the suggestions they hear the financial advisor give each caller.
- First listening: As students listen, pause after each speaker to allow students time to check the answers.
- Second listening: Have students listen again to go over their answers.

LANGUAGE NOTE Review that you *put money IN a bank* and *take money OUT of a bank*. *Loose change* refers to coins that you get after you use paper money; *to make a living* means to earn enough money to support oneself; *to make a good living* means to earn a high salary to support oneself comfortably; *shoot* is an expression in spoken American English used to tell someone to start speaking; *a whopper* is something unusually big; *to make a dent in* means to reduce the amount of something.

Challenge: [+5 minutes] Play the conversation with Caller 1 again and tell students they will listen for examples of the future perfect and perfect infinitives. Give students a few minutes to look at the grammar chart on page 30. Then play the conversation once. If students have difficulty, write the start of the sentences where the grammar occurs:

I always expect [it to have lasted longer].
You'll be surprised . . . [at how much you'll have saved up in even a few weeks].
By the end of a year . . . [you'll have put a nice amount in your savings].

Then have students listen again and fill in the missing words. Invite students to write the sentences or fill in the blanks.

Listening Strategies

D ▶2:11 LISTEN TO SUMMARIZE

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Pre-listening: Review that *to summarize* is to give only the main information and not the details. Tell students to listen carefully for the reason for the call and then describe the problem in two sentences. Stress that they are *not* writing about the advice the caller gets.
- First listening: Have students listen and write notes. They do not have to write complete sentences.
- Second listening: Have them listen again and write the summary about each caller.
- Have students compare answers with a partner. Circulate and assist as needed.

Option: [+5 minutes] Assign pairs one of the conversations and have them summarize the advice the person in the assigned conversation gets. Bring the class together and have pairs share.

E ▶2:12 LISTEN TO EVALUATE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Focus on the title of this exercise. Ask *What does* evaluate *mean?* (to judge how good something is) Review that when summarizing you don't write your opinions; when evaluating, you do write your opinion. Explain that students will evaluate the advice the financial adviser gives the people.
- Pre-listening: Have students decide which caller they will choose. Refer them to Exercise C to recall details by looking at the checked items.
- Instruct students to listen, focusing on their caller of choice and the advice he or she is given. If necessary, have students listen again.
- In pairs, have students discuss why they think Mack's advice is good or not, and either give additional suggestions or provide their own advice.

Challenge: [+5 minutes] In pairs or small groups, have students discuss the following question related to Caller 2. Write on the board:

Which do you think is better, giving a child an allowance or giving money to a child when he or she needs it? Which would you do / do you do?

NOW YOU CAN Discuss good and bad money management

A FRAME YOUR IDEAS

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Call on volunteers to read the items. Ask *Which items are good and which are bad money management?* (The items in the first column are good; the items in the second column are bad.)
- Assure students that if they would prefer not to discuss their own money management, they can write about someone they know. Tell them they can write the person's name or *my friend*, *my sister*, *my co-worker*, etc. at the top of the checklist.

B PAIR WORK

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Focus on the Recycle This Language box. If students don't recall any of the phrases, call on volunteers to explain or use them in sentences. Tell students to use these in their discussion as well as to refer to the Vocabulary in Exercise A.
- In pairs, have students describe the management styles as checked off on the quiz. Encourage students to give real-life examples either from their own lives or the lives of the people they choose to talk about. Note that if students are sensitive about sharing their financial information, this can be done as a solitary activity.

LESSON 4

GOAL Explain reasons for charitable giving

A READING WARM-UP

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask a volunteer to read the question. On the board, write *charity*. Elicit the meaning. (an organization that gives money, goods, or help to people who are poor, sick, etc.) Ask *Do you know any charities?* If yes, list these on the board. If not, write a few examples on the board. (Possible answers: Red Cross, St. Jude's Children's Research Hospital)
- On the board, write *Why do you think people give to charities?* and elicit answers. (Possible answers: to help improve someone's life, to show compassion, to connect with other people, to feel helpful after a disaster, to share one's wealth, to get a tax deduction)

B ▶2:13 READING

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

- 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 (How would you describe what a charity is?).
- In pairs, have students discuss the focus question. Then bring the class together and call on volunteers to share their understanding of what a charity is.
- Ask a volunteer to read the title of the article aloud. Write it on the board. Underline *of the week*. Ask *What does this suggest?* (that this is a website that focuses on different charities every week)

LANGUAGE NOTE *Non-profit organizations* use money they earn to help people instead of making a profit; *a philanthropist* is a rich person who gives a lot of money to help poor people; *a reputation* is the opinion people have about something or someone based on what has happened in the past; *a border* is the official line that separates two countries, states, or areas; *a founding belief* is the idea or conviction upon which the charity was created; *a coral reef* is a line of hard rocks formed by coral—it is found in warm shallow sea water; *resilient* means capable of becoming strong, happy, or successful again after a difficult situation or event; *a three-pronged approach* is a method that involves three different ways that an aim is achieved (a different number could replace *three-*); *environmental footprint* is the impact that a person, organization, activity, etc. has on the environment.

Option: [+5 minutes] Tell students to look at the introduction to the article to create a list of similarities between the two charities. (both non-profit, non-governmental organizations; among the most popular charities supported by philanthropists and other generous people; both have excellent reputations; both use a high percentage of funds for their work rather than for administrative expenses; both seek contributions, donations through website; both have opportunities for volunteering)

Reading Strategies

	Similarities between Doctors Without Borders and the Coral Reef Alliance
1	
2	
3	
4	
5	
6	

C WORD STUDY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Call on volunteers to read the words and their part of speech. Tell students to take a few minutes to complete the exercise. Encourage them to first try to answer the questions without a dictionary. Then let them refer to a dictionary for any items they could not figure out.
- Have students compare answers with a partner.

Vocabulary-Building Strategies

D UNDERSTAND MEANING FROM CONTEXT

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To warm up, call on volunteers to read the sentences. After each one, ask *What part of speech do you need here? How do you know?* (1. noun, because of the article *a*; 2. noun, because the subject of a sentence; 3. noun, because the object of a sentence; 4. noun, because adjective before it; 5. noun, because article *the* before it; 6. noun, because article *the* before it) (Hint to students to just focus on the noun forms from Exercise C.)
- Ask students to complete the exercise. Then have them compare answers with a partner. Circulate and assist. Point out that both *contribution* and *assistance* are possible answers in item 6.

Extra Reading Comprehension Questions

E DRAW CONCLUSIONS

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Focus briefly on the concept of drawing conclusions. Ask *When you draw conclusions, do you find the information in the text?* (no) Review that students use what they know as well as what the text tells them to make a deduction.
- Give students a few minutes to complete the exercise. Then have them compare answers with a partner.
- Bring the class together and go over the answers. If students have any problems, help guide them to the correct conclusion. For example, if they answer *a* for item 1, ask *Does the article actually tell readers which charities to support?* (No, the text just presents information about the charities.) For item 2, focus on the name of the organization *Doctors Without Borders*, which suggests it doesn't matter where these doctors live or where the need for them is. For item 3, focus on this sentence from the article: *Coral Reef Alliance volunteers work in partnership with the people and groups who depend on reefs for their survival.*

F EXPRESS AND SUPPORT AN OPINION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Review how in the previous lesson students evaluated the financial adviser's suggestions to the callers. Explain that in this exercise, they will express and support an opinion in a similar way. Tell students there is no right or wrong answer.
- First, let students think about the question individually, listing reasons for their opinion. Then in pairs or small groups have students share their opinions.
- Then bring the class together and poll the class, listing students' reasons. Which charity does the majority of the class think does more important work?

Extra Challenge Reading Activity

NOW YOU CAN Explain reasons for charitable giving

A FRAME YOUR IDEAS

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have volunteers read the list of organizations aloud. Elicit ideas for the *other* section. Ask students' *Would you support _____?* Have students write an example of a charity they *would* support in this section. Ask a student to read the quote on the right.
- Give students a few minutes to complete the checklist and then compare answers with a partner. Encourage students to tell each other reasons they would or would not contribute to the various charities, following the model on the right.

B PAIR WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask students to read the reasons. Then call on volunteers to provide something to write under *other.* (Possible answer: to give back to the community)
- Give students a few minutes to rate the reasons and then have them compare answers with a partner.

Option: [+5 minutes] In pairs or small groups, have students think of people they know who volunteer for different reasons. On the board, write *Do you think a person's motivation for volunteering matters?* Invite students to share their opinions.

C DISCUSSION

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

- On the board, write:
  1. *What are general reasons you give or would give to charity?*
  2. *Why do you or would you contribute specifically to the charities you checked in Exercise A?*

  Explain to students that they will speak both generally and specifically about charitable giving.
- Call on a volunteer to read the quote in Exercise C aloud. Ask the questions on the board, in reference to the quote. (The general reason the person gives to charity is to help other people; specifically, the person gives money to homeless people and organizations that help the homeless.)
- Encourage students to use words in Exercise C, Word Study, on page 34.
- Bring the class together and have pairs share.

Discussion: Speaking Booster

OPTIONAL WRITING [+20–30 minutes]

- If students don't know specific charities, tell them they can look up a charity online that might interest them. To help students outline their ideas, draw the following chart on the board, or print it out from the ActiveTeach and distribute it to students.

	Charity:
Founding / guiding belief?	
What does charity do?	
Why do you think people should donate or volunteer for this cause?	

- Give students a few minutes to write some notes. Then have them write their paragraphs.
- Have students swap paragraphs. On the board, write: *After reading your partner's paragraph, are you interested in helping this charity? What else could your partner have written to convince you?* Have pairs give each other feedback.
- Time permitting, bring the class together and have pairs share.

Graphic Organizer

WRITING Organizing information by degrees of importance

A WRITING SKILL

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

- Ask a volunteer to read the focus of the writing task. Elicit the meaning of *order of importance* (putting information in order from most important to least important)
- Call on a student to read the explanation in the chart. Have other students read the groups of sequencing words.
- Give students a minute to read the Writing Model. Then invite volunteers to read individual sentences, replacing the highlighted sequencing words with others from the shaded boxes in the chart.

Option: [+5 minutes] To practice using sequencing words, write *What are three ways to save money?* Have students take a few minutes to write down three ideas and then tell them to discuss with a partner, organizing information from the most important to the least important and signaling the order with sequence words.

Challenge: [+5 minutes] With more advanced classes, you can point out that information can also be ordered from least to most important, leaving the best piece of advice or most interesting information for last. This leaves the reader engaged and eager to find out the key information the writer wants to share. Have students work in pairs to rewrite the Writing Model to end with the most important information. Remind them to reword the sequencing words as needed (e.g., instead of *Last but not least* they could say *Most importantly*).

B PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students read the paragraph individually and fill in the blanks with words from the chart in Exercise A.
- To check comprehension, ask *What does the writer of the paragraph rate in order of importance?* (how he or she chooses a charity) *What is most important to the person in choosing a charity?* (if most money charity makes goes to people in need, not to the administration); *What is secondarily important?* (if the charity provides immediate help that can prevent death); *What else is important to the person, though last on the list?* (if the charity provides equal help to all people, regardless or religion, race, or nationality)

Option: [+5 minutes] Students can practice sequencing by answering the following question in pairs:

What are three important factors for you when choosing a charity to help?

C APPLY THE WRITING SKILL

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

- On the board, write *Personal Statement*. Ask *What is a personal statement?* (a short piece of writing about yourself and your interest or experience) *When might you write a personal statement?* (when applying to a school or for a job)
- On the board, write *Describe three ways you manage your financial responsibilities.*
- Refer students to the Writing Process Worksheet to help walk them through the writing process and peer review.
- Encourage students to use the Self-Check in the Student Book to go over the paragraph they wrote.

Option: [+15–20 minutes] For more practice with order of importance, students can write another paragraph. On the board, write *How do you choose a charity?* Have students provide three reasons, using the sequencing words from the chart in Exercise A. Tell students to use the paragraph in Exercise B as a model. Encourage them to use the Writing Process Worksheet.

 **Writing Process**

REVIEW

Digital Game

A ▶ 2:14

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

- Pre-listening: Call on volunteers to read statements a, b, and c. Ask students to predict: *What will the conversation matched with* a *likely be about?* (a person who spends too much money) *What will the conversation matched with* b *likely be about?* (a person who might seem like he spends a lot of money, but in reality he's just acting like this today) If necessary, focus on *feel generous* and explain that it means that a person is willing to give away one's money. Finally, ask *What will the conversation matched with* c *likely be about?* (a person who regrets buying something that is difficult to put together)
- First listening: Have students listen to the three speakers and match each conversation to the statement that best summarizes it.
- Second listening: Have students listen again to check their answers. Then go over the answers as a class.

Option: [+5 minutes] Focus on the idea of feeling generous for a day. Ask *Have you ever felt this way? If so, what did you do?* (Possible answers: You invited your friend to dinner, bought someone a present for no reason, or did something nice for someone. Or this generosity could also be non-financial, for example, a person can be generous with time.)

B

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Give students a few minutes to review the expressions for bad money management in the Vocabulary exercise on page 32.
- Then have students read each scenario and match it with the expression that best describes it. Have students compare answers with a partner.

Option: [+5 minutes] To review expressions related to good money management, have students rewrite each scenario so it describes the opposite expression. Model item 1: *Marian Bates receives her salary on the last Friday of every month. She sets aside 15% of her paycheck every month. She saves regularly.*

C

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students read each item and decide which construction will be necessary for each.
- Once students have completed the items, have them compare answers with a partner. If necessary, point out that the sentences with *intend, hope,* and *expect* require perfect infinitives; the other statements need the future perfect. Refer students back to page 30 if they need to review any of the constructions.

Option: [+5 minutes] For more practice, students can rewrite each sentence using the other (future perfect or perfect infinitive) construction. (Possible answers: 1. By this weekend, I intend to have finished this novel. 2. At the end of this school year, I will have taken 12 courses. 3. By the time I retire, I hope to have paid off my house. 4. By the year 2020, I'll have gotten my doctorate degree. 5. Before I leave this English program, I'll have learned to write very well.)

D

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Refer students back to page 28 if they need to review *wish* and *should have* constructions. Have them write their answers. If students have no regrets, have them write this and explain why.
- Bring the class together and call on volunteers to share their answers. Listen for correct usage.

Option: [+5 minutes] Poll the class: *Do you regret things often? Or do you believe that there is a reason for every decision?*

E

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students write the definitions. Tell them to try to write the meanings without looking back in the book. Have students compare answers in pairs.
- Bring the class together and call on volunteers to share their answers. Go over any items students had difficulty with.

Option: [+5 minutes] For more review, students can write sentences for the different words, or create short role plays using the different words.

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

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 4

Clothing and Appearance

PREVIEW

A FRAME YOUR IDEAS

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

- To warm up, ask students to look at the image. Ask a volunteer to read the heading. Then call on individual students to share which of the six styles is most similar to theirs.
- Explain to students that the text in boxes are quotes stated by the various people in the pictures. Have students work in pairs to read the quotations and match each one with the person they think said it. Circulate and clarify vocabulary as needed.
- Bring the class together and go over the answers.

LANGUAGE NOTE: *Individuality* refers to qualities that make a person different from other people; *to perceive* means to understand something in a particular way; *a logo* is the official sign of a company or brand.

Option: [+5 minutes] Have students look at the individuals in the photos. Ask *Which outfit has a logo on it?* (the fourth one) *Do you like to wear clothing with logos? Why? Why not?*

B ▶ 2:15 VOCABULARY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students read the definitions to themselves.
- Then have them listen and repeat.
- Finally as a class look at the Don't forget list. Clarify vocabulary as needed.

LANGUAGE NOTE *Wild* can be a slang term used to mean unusual; *conservative* means not very modern in style or taste; *modest* refers to clothing or behavior that avoids attracting too much attention; *appropriate* means suitable for a particular situation; *inappropriate* means not suitable for a particular situation; *casual* means relaxed and not formal; *formal* in reference to clothes can mean a tuxedo or nice suit for a man and a dress or gown for a woman; *informal* in reference to clothes refers to clothes you wear at home or in regular daily situations.

Option: [+5 minutes] In pairs or groups, have students think of people they know who have similar styles. On the board, write:

Model (2) reminds me of my . . .
He/She always wears . . .

Have students use adjectives from the main vocabulary and the Don't forget list.

C DISCUSSION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students work in pairs or groups of three to describe each person's outfit. Circulate and assist with any vocabulary students might not know (e.g., *blazer, pants, skirt, sweater, sweatshirt*). Make sure they use the adjectives to describe fashion from Exercise B, Vocabulary, and the Don't forget list.
- Then bring students together and call on pairs or groups to describe the individual outfits.

Option: [+10–15 minutes] On the board, write:

school
work in an office
dinner at a restaurant
pizza at a friend's house
errands
hanging out at home

In pairs or groups, have students discuss which of the outfits pictured they think are appropriate for the specific occasions. Then ask *Do you think any of the outfits are appropriate for all occasions?* Invite students to share situations where they or someone they knew were dressed inappropriately for an occasion. For example, *I was invited to a party at a friend's house and I came dressed in jeans. I was so embarrassed when I saw that everyone was in very formal outfits—women in dresses and men in ties! I actually went home quickly and changed!*

D ▶2:16 SPOTLIGHT

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

- Before reading or listening, have students look at the picture. Ask *What are the women looking at?* (jeans) *What is special about the jeans?* (They have sequins on the back pockets.) *Would you wear such jeans? Do you think they are inappropriate in any way?*
- After students read and listen, check comprehension by asking *Who is Karen shopping for?* (a teenager) *What does Roya think of the jeans?* (that they are a bit flashy) *Does Karen agree?* (No, she thinks they are cute and funky.) *How does Roya's culture look at such fashion?* (negatively) *What problem does Roya have with the jeans?* (They attract attention to a part of the body she says you don't want people to be looking at.)

LANGUAGE NOTE *Sequins* are small shiny flat pieces of metal sewn onto clothes for decoration; *bottom* is the part of the body that you sit on; *cute* in reference to clothes means attractive; *from a nice family* is an expression to mean a respectable family; *immodest* refers to clothing or behavior that attracts too much attention—the prefix *im-* means not, so the word is opposite in meaning of the word *modest*.

E UNDERSTAND IDIOMS AND EXPRESSIONS

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

- In pairs, have students paraphrase the quotations from Spotlight. Ask a volunteer to read the first item. Then have another student read the model answer.
- Bring the class together and call on pairs to share how they paraphrased the idioms and expressions.

Option: [+5 minutes] Write these types of clothes from Spotlight on the board:

jeans with a bunch of holes
frumpy baggy clothes
flashy clothes that are over the top

Have students, in pairs, comment on these categories of clothes and talk about people they know who wear such clothes. Or they can share if they themselves wear such clothes sometimes.

Bring the class together and have pairs share.

F THINK AND EXPLAIN

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students discuss the questions in pairs or small groups.
- Bring the class together. On the board, write:

Roya:
Karen:

Ask *What word from the Don't forget list on page 38 best describe Roya's style?* (conservative) Ask a volunteer to write the word next to her name.

Then ask *What words might describe Karen? (funky, fashionable, stylish) Do you think she is wild?* (probably not)

SPEAKING

A PAIR WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Invite students to skim the names under the quotations. Ask students *Have you ever heard of any of these people?* Tell students they will read quotes about the significance, or meaning, of clothes.
- In pairs, have students read and discuss the meaning of the quotes. Circulate and clarify vocabulary as needed.
- Bring the class together and call on volunteers to share how they paraphrased the sayings. Focus on the last quote by Bo Derek. Ask *Does she agree that money can't buy happiness?* (no) *What is she saying in the quote?* (that if you know where to go shopping, you can find happiness) *Do you agree? Do you think she is being serious in the quote? Why? Why not?*
- Then ask *Could any of you think of sayings about fashion in your language(s)?* If yes, invite students to share. If not, students can look some up online in class or for homework.

LANGUAGE NOTE *To fade* means to gradually disappear; *eternal* means having no end; *universal* means involving everyone; *out-of-date* means not recent—something more modern exists; a *dictator* is a ruler who has complete power; *taste* refers to what someone likes; if *something owns you,* it has control over you.

Answers to Exercise A

Answers will vary but may include the following:

(left to right)
While fashions come and go, style never goes away.
The minute everyone starts wearing a fashion, it is no longer stylish.
People form opinions about you based on what you are wearing.
Don't just wear what other people wear. Express your own self through your clothes.
Good shopping can make you happy.

B DISCUSSION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- In groups, have students share opinions.
- Bring the class together and write students' opinions on the board. If students disagree, invite students to defend their ideas.

Challenge: [+5 minutes] On the board, write *Do you judge people by the clothes they wear? Why? Why not?* Invite students to share opinions in groups.

LESSON 1

GOAL Describe clothing details and formality

A ▶2:17 VOCABULARY

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

- To warm up, have students look at the people. Without reading the text, ask them to predict where the people might be going. (Possible answers: The woman might be going to a party. The man looks like he is still getting dressed. The couple looks like they are going to a very formal event.)
- Focus on the first line in the first speech bubble. Write it on the board: *I've got on . . .* Ask *What does this mean?* (I am wearing . . .) Have students read about and listen to the people.
- Then have students listen to and repeat the Adjectives and Formal clothes lists. Then call on volunteers to read the items in the Don't forget box.

Option: [+10 minutes] To clarify to students the use of hyphenation in compound adjectives, write the following words on the board:

I need a long-sleeved shirt
She wore a low-cut dress.
I need a solid-color sweater.

Point out that when the compound adjective is before a noun, it uses a hyphen. Then write:

The shirt is long sleeved.
My dress is low cut.
The sweater is a solid color.

Point out that when the adjective comes after the noun it is not hyphenated.

Explain that there are some established adjectives that are always hyphenated. For example *V-neck sweater.* Note also that *V-neck* can also function as a noun: *Jack is wearing black pants and a V-neck to the party.*

Option: [+5 minutes] Have students work in pairs to describe in detail what they are wearing. Refer students to the adjectives and clothing lists in Exercise A, Vocabulary.

Challenge: [+5 minutes] On the board, write *Where am I going?* Have students create scenarios such as in the first speech bubble. Tell them to think up outfits and write in detail what they've got on, but not indicate where they are going. Then bring the class together and have students read a description for the class to guess where he or she is going. Have them refer to the lists of adjectives and clothing items. Encourage students to use the construction *I've got on . . .*

Vocabulary-Building Strategies

B ▶2:20 LISTEN FOR DETAILS

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

- To warm up, students can use the Vocabulary from Exercise A to describe the various pictures. For example, for item 1: *striped shirt, plaid shorts, plaid shirt, striped shorts, striped shirt, solid-color shorts*, etc.
- Have students listen to the conversations and complete the exercise.

LANGUAGE NOTE *High neck* refers to the neckline on a dress or other piece of clothing; *to stand out* means to be distinctive and easily noticed; *flattering* in reference to clothes means clothes that make someone look attractive. When the woman says *at our age* she is suggesting that they are not that young anymore and need to dress appropriately for their age.

C PAIR WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students take turns describing clothes and guessing.
- Circulate and assist as needed. On the board, write *leopard-print, flowered, scoop-necked* to help identify some of the items of clothing.

Option: [+5 minutes] Divide the class into pairs. Have students describe clothing that a person in class is wearing, without identifying the person. The partner will guess who is being described. Encourage students to avoid pronouns to make it more difficult. Model an example: *This person is wearing a plaid shirt and a solid-color V-neck.*

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

Pronunciation Pair Work

D APPLY THE VOCABULARY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students look at the pictures. Invite a volunteer to read the model answer. On the board, write *classic* and *elegant*. Point out that these words are from the Vocabulary used to describe fashion on page 38.
- Divide the class into pairs. Encourage students to use the Vocabulary for describing clothes in Exercise A on page 40 to describe the clothes in detail, as well as the Vocabulary from page 38 to make general statements about the fashion.

Option: [+5 minutes] Write *frumpy baggy clothes* on the board. Ask *Does this describe any of the fashions?* (maybe the fourth person)

NOW YOU CAN Describe clothing details and formality

A 2:21 CONVERSATION SPOTLIGHT

Suggested teaching time:	5 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:

- Use Can I ask you a question about to elicit information.
- Use I mean to clarify what you want to say.
- Use Actually to emphasize the facts of a situation.
- Use So to introduce an idea.
- Use I think that might be to state an opinion in a more tentative, polite way.

- Ask students to speculate where the man and woman are and what they are doing.
- Have students read and listen to the conversation.
- To check comprehension, ask *What event are both these people attending?* (a reception) *Who has more information about the event—the man or the woman?* (the man) *What does the woman ask the man?* (how formal it will be) *What does she want to wear?* (a long-sleeved blouse and black pants) *Does the man think this is appropriate?* (No, he thinks that she will be underdressed.) *What will the woman wear in the end?* (a cocktail dress) *Why did she decide on this?* (because the man said most women would be wearing cocktail dresses)

B 2:22 RHYTHM AND INTONATION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students repeat chorally. Make sure they:
  - use falling intonation for *What would you like to know?* and *How formal will it be?*
  - use rising intonation for *Can I ask you a question about the reception?* and *So, would a nice long-sleeved . . . be OK?*
  - use emphatic stress on *I mean* (line 3), *Actually* (line 4), and *So* (line 5)
  - stress *under* in *underdressed* (line 6)

C CONVERSATION ACTIVATOR

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

Conversation Activator Video

- Divide the class into pairs. Tell students 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 under Recycle This Language. Encourage students to incorporate these words into their conversation. Refer students back to the Vocabulary on pages 38 and 40.
- Have students brainstorm kinds of events to ask about (e.g., a reception, a dinner party, a wedding, a class picnic, a sales meeting).
- Reinforce the use of the spotlighted conversation strategies (e.g., *I mean* or *Actually*).

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 Don't Stop! (See page T5, Activity C, for more details.)

Conversation Activator: Speaking Booster

OPTIONAL WRITING [+20–30 minutes]

- To warm up, poll the class: *Who thinks it's worse to be overdressed than underdressed? Who think it's worse to be underdressed than overdressed?*
- Tell students to write about one such instance.
- Then have pairs exchange papers and read each other's stories.

LESSON 2

GOAL Talk about changes in clothing customs

A ▶2:23 GRAMMAR SPOTLIGHT

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

- To review vocabulary, say *What is the word when you are dressed too formally for an event?* (*overdressed*) *too casually?* (*underdressed*) Write these words on the board: overdressed, underdressed. Then have students read the title of the article. Add the words dress up and dress down to the board.
- Focus students' attention on the two people. Ask *Do you think they're dressed up or down? Do you think they are going to work? What do office workers in your country usually wear to work?* Focus students' attention on the brightly colored shirt and ask *Does anyone know what this type of shirt is called?* (a Hawaiian shirt) *Have you ever worn such a shirt?*
- Have students listen to the article as they read along.
- To check comprehension, ask *What type of clothes do most office workers wear these days?* (business casual) *What did people use to wear in the past?* (formal suits, skirts, blazers, and dresses) *Where did casual Friday begin?* (in Hawaii) *What clothing were people allowed to wear?* (Hawaiian shirts) *Where did casual Friday travel next?* (to California) *What became the new office clothing standard in the 1990s?* (casual khakis with dress shirts and blazers) *What does the author mean when he says* Many wish the pendulum would swing back . . . (Many people wish that we'd go back in time.) *Which companies in particular permit jeans and even T-shirts in the office?* (creative and technology sectors) *How would younger people likely react to more conservative office dress?* (would likely resist)

CULTURE NOTE: The word *Aloha* is used as a greeting in the Hawaiian language. It means affection, peace, compassion, and mercy. It has been used as a greeting for more than 100 years.

B EXAMINE CULTURAL EXPECTATIONS

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Point out to students that they won't find answers in the text. They will just discuss their own opinions.
- To help organize the first question, write:

  (Formal / Casual) clothing will improve productivity in the work place.

Tell students to provide reasons why these statements might be true when they discuss the questions.

- Have students work in pairs and then bring the class together to go over the answers.

Challenge: [+15–20 minutes] Debate. On the board, write Pro Casual Work Attire versus Pro Formal Work Attire. Divide the class in half and assign each half one of the points of view. Tell groups to create arguments to defend the group's point of view. Tell students that even if they don't agree with their group's position, they need to argue for the group. Once arguments are in place, invite groups to present their arguments. Then allow time for counterarguments. Finally, the teacher decides on the most convincing argument.

C GRAMMAR

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

- To present the use of quantifiers with singular count nouns, write on the board:

  One manager never wears business casual.

  Every company has a different dress code.

Point to the underlined noun in each sentence and ask *What do these nouns have in common?* (They are singular count nouns.) Then have students identify the quantifier in each sentence. (*one, every*) Read the first explanation out loud.

- To present the use of quantifiers with plural count nouns, write on the board:

  Many office workers wear a suit and tie.

  A number of people prefer business casual.

Point to *office workers* and *people* and ask *What do these nouns have in common?* (They are plural count nouns.) Then have students identify the quantifier in each sentence. (*many, a number of*) Read the second explanation out loud.

- Have students read the Note. On the board, write:

  A majority of the staff_____ casual clothes.

Have students complete the sentence with the correct form of a verb of their choice. Go over the answer as a class. (Possible responses: wears, prefers)

- To present the use of quantifiers with non-count nouns, write on the board:

  A great deal of interest was shown by all employees.

  A little productivity goes a long way.

Point to the noun in each sentence and ask *What do these nouns have in common?* (They are non-count nouns.) Then have students identify the quantifier in each sentence. (*a great deal of, a little*) Read the third explanation out loud.

- To present the use of quantifiers that can be used with both count and non-count nouns, write on the board:

  Some employees are in favor of change.

  Some formality is preferred.

Point to the nouns. Ask *What is the difference between these nouns?* Elicit from the class that *employees* is a plural count noun, while *formality* is a non-count noun. Read the fourth explanation out loud.

LANGUAGE NOTE *A few* and *a little* mean "some." *Few* and *little* mean "not enough" or "not many."

In British English, *majority* is a plural noun.

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

Inductive Grammar Activity

D UNDERSTAND THE GRAMMAR

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Model the first item with the class. Ask *What is the noun that the quantifier will modify?* (*men and women*) Make sure that students understand only *Most* is possible because *Much* can't be used with plural count nouns (*businesspeople*). Ask a volunteer to read the model explanation.
- For each item, have students identify the noun and decide whether it is a singular count noun, plural count noun, or non-count noun. Then have them complete the exercise.
- Have students compare answers with a partner. Then go over the answers as a class.

Extra Grammar Exercises

E GRAMMAR PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Model the first item with the class. Ask *What is the noun that the quantifier will modify?* (*formal events*) Ask *Which quantifier can't be used?* (d) Ask a volunteer to read the model explanation.
- For each item, have students identify the noun and decide whether it is a singular count noun, plural count noun, or non-count noun. Then have them complete the exercise.
- Have students compare answers with a partner. Then go over the answers as a class.

NOW YOU CAN Talk about changes in clothing customs

A NOTEPADDING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To warm up, write the current year on the board. Then subtract 100 years. Ask *How did people dress one hundred years ago?* If students don't know, do an Internet search for fashion and the year in question. The images will give students an idea.
- Ask students to read the events in the chart. Then have them write their ideas.

B SUMMARIZE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask a volunteer to read the two model answers.
- In groups of three, have students compare answers and then summarize the group responses using quantifiers.
- Bring the class together and ask students to write some of the answers on the board. Check for correct quantifier use.

C 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 the people. Encourage the pairs to ask each other questions and provide details and examples. The goal is to say as much as possible.
- For more support, play the Discussion Activator Video before students do this activity themselves. Ask if the students in the video spoke in detail, saying as much as they could. *Note:* You can print the script or you can view it on the video player on the ActiveTeach. It is recommended that students watch the video first without viewing the script.

LESSON 3

GOAL Examine questionable cosmetic procedures

A READING WARM-UP

Suggested teaching time:	5 minutes	Your actual teaching time:	

- On the board, write *questionable cosmetic procedures*. Ask *What does* questionable *mean?* (not likely to be good, doubtful in terms of quality) Ask a volunteer to read the Reading Warm-up question.
- Write cosmetic procedures students mention on the board.

B ▶ 2:24 READING

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

- Ask students to look at the photo. *Ask Have you ever seen anything like this? Why do you think this may be a "questionable procedure"?* (It may not be clean or safe.)
- Call on a volunteer to read the quote at the end of the article from the biology teacher.
- Write *Yuck* and *double yuck* on the board. Ask *When do we say yuck?* (when something disgusts us). Is it formal or informal language? (extremely informal) Point out that *double yuck* is a way to really stress that you think something is disgusting. Ask *What is your reaction to fish pedicures?* Call on volunteers to share. Then ask *What does the biology teacher imply about fish pedicures?* (that they are not hygienic and that they're inhumane toward the fish)
- 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 (In what ways is this treatment risky?).
- Bring the class together. Have volunteers share their answers to the focus question. (Possible answers: Bacteria can grow in the water and spread infection. The fish can't be disinfected or sanitized.)

LANGUAGE NOTE The noun *fishy* is used for a small fish—plural is *fishies*.

Reading Strategies

C UNDERSTAND MEANING FROM CONTEXT

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

- Ask a student to read the words in the box on the right. Call on volunteers to identify the parts of speech. (*bacteria*: noun, *bans*: verb, *disinfect*: verb, *exfoliate*: verb, *mislabel*: verb, *predator*: noun)
- Model the first item. Ask *Do we need a verb or a noun?* (a verb) *What information in the sentence will help us decide which verb we need?* (We need a verb that means "removes dead skin.")
- Have students work in pairs to complete the rest of the exercise. Then go over the answers as a class.

Extra Reading Comprehension Questions

D IDENTIFY SUPPORTING DETAILS

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students take a few minutes to read the questions and choose the answers they think are correct, without looking back at the article.
- Then, in pairs, have students find the supporting details in the article. Circulate and assist as needed. If students need help, direct them to the paragraphs where the answers are found. (1. paragraph 1, 2. paragraph 2, 3. paragraph 2, 4. paragraph 3, 5. paragraph 2, 6. paragraph 5)

E EXPRESS AND SUPPORT AN OPINION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students discuss the question with a partner.
- Bring the class together and poll students by asking *Who would consider getting a fish pedicure?*

Challenge: [+15–20 minutes] Have students write a short paragraph arguing against fish pedicures. Tell students to choose facts from the article to support this argument. Instruct them to write a strong topic sentence against this questionable procedure. If anyone in class really wants to write *in favor* of fish pedicures, have the student(s) do some research online and write the opposite argument.

Extra Challenge Reading Activity

NOW YOU CAN Examine questionable cosmetic procedures

A FRAME YOUR IDEAS

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Have students scan the images of questionable cosmetic procedures. Call on volunteers to read the headings. If necessary, demonstrate the word *slap* with a gentle smack on your face. A *chocolate mud wrap* consists of your body being covered in chocolate. Explain that the term *express*, used as an adjective here, means fast, suggesting that a tapeworm diet would be quicker than a regular diet.
- Call on volunteers to read the rating system. Clarify that *I'd have to know more* means you would have to know more to consider trying it. Give students a few minutes to read about the procedures and rate them.
- Then have students compare their ratings in pairs.
- Bring the class together and ask *Would anyone try the face slapping procedure? the chocolate mud wrap? the tapeworm express diet? Do you think any of these procedures should be illegal?* Then focus on the asterisks at the bottom of the tapeworm ad. Ask volunteers *Do you think the risk is worth it?*

Option: [+5 minutes] Have students suggest other procedures, and have students respond with the three responses from the exercise: *Looks (or sounds) good to me; I'd have to know more; I wouldn't try it even if you paid me!*

Challenge: [+5 minutes] Call on students to summarize each procedure and indicate what it promises to do. Invite students to share why they believe or don't believe it works.

B DISCUSSION

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

- Have students work in groups to answer the questions.
- Bring the class together and have one representative from each group list the procedures the group spoke about. Discuss as a class and vote on which ones should be illegal.

LESSON 4

GOAL Discuss appearance and self-esteem

A ▶2:25 LISTENING WARM-UP

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students listen to the words and study the definitions. Then have them listen and repeat the words chorally.
- Point out that *self-* is a prefix that is used with many nouns and adjectives and that these nouns and adjectives with *self-* are always hyphenated.
- To show the change in meaning when the prefix *self-* is added to a word, write *image* on the board and define it as a class. (the way something is portrayed to the public; what you think someone or something is like or how they look) Add the prefix *self-* and define as a class. (how you see yourself) Note the change in meaning. Repeat with several other words from the list.
- Ask *Which of the adjectives has a positive connotation?* (*self-confident*) *Which have a negative connotation?* (*self-centered, self-conscious, self-critical*)
- Have students find at least three words with the prefix *self-* in a dictionary. Have them share the words and definitions with the class. (Possible answers: *self-disciplined, self-educated, self-employed, self-interest, self-destructing, self-satisfied*)

Option: [+10 minutes] Write these sentences on the board:

1. "I always make mistakes."
2. "I can do it!"
3. "I'm worried about how I look."
4. "Everyone should feel sorry for me."
5. "I'm as important as other people."
6. "I don't care much about what other people need."

In pairs, have students use a noun or adjective from Exercise A to describe the person who said each statement. Go over the answers as a class (1. This person is self-critical. 2. This person is self-confident. 3. This person is self-conscious. 4. This person feels self-pity. 5. This person has high self-esteem. 6. This person is self-centered.)

Vocabulary-Building Strategies

B WORD STUDY PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Give students a few minutes to read the sentences. Tell them to notice which ones will require an adjective and which ones a noun. (items 2, 5, 6, 8 adjectives; the rest nouns)
- Have students complete the exercise, referring to Exercise A as needed.
- Have students compare answers with a partner.

C ▶2:26 LISTEN FOR MAIN IDEAS

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Pre-listening: Have students look at the picture. Ask a volunteer to read the caption. Invite students to respond to it. *Do you agree or disagree with this practice?*
- Review that the main idea refers to the main point made in a lecture.
- Listening: Have students listen once for the main idea. Then have them listen again.
- Call on volunteers to read each statement. After each one, ask *Is this information in the lecture? Is it the most important information?* As a class, agree on the main idea. Encourage students to explain why it's the main idea.

LANGUAGE NOTE *Ultra-thin* or *super-thin* means extremely or very thin; *to aspire* is to want and work toward achieving something important; *to bombard* means to do something too often or too much.

Option: [+5 minutes] Have students focus on item 3. Write it on the board: *Eighty per cent of ten-year-olds are on diets.* In small groups, have students respond to this statement. Circulate and ask questions to encourage discussion as needed. For example, *Are you surprised by the number? Is it safe for children that young to diet? Why do you think they diet?* Then bring the class together and share.

Listening Strategies

D ▶2:27 LISTEN FOR DETAILS

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

- Pre-listening: Have students read the questions and see if they can answer any of them from the listening in the previous exercise. Draw students' attention to the two images of the woman and ask *Which version of this woman looks more attractive?*
- Listening: Have students listen and answer the questions. If necessary, stop paragraph-by-paragraph to help students locate the answers.
- Go over the answers as a class. For the last item, write the following on the board:

  If you are a parent of a young girl . . .

Call on volunteers to come to the board to fill in the blank with tips on how to avoid a negative self-image. (Possible answers: Implant a positive self-image about her value and help build her self-esteem and self-confidence. Let her hear you comment on the beauty of all types of bodies.) Invite students to suggest additional ideas. (Possible answer: Put value on education, hobbies, sports, etc.)

Challenge: [+10 minutes] For more practice listening for details, write these incomplete sentences on the board. Have students listen to the lecture again. Focus on the third paragraph from *According to recent studies* to . . . *dangerous to their health*. Replay as many times as necessary. Tell students they don't need to write the answers word-for-word, just the main information.

1. 75% of women think . . . [they're too fat]
2. Between ages 10 and 14 . . . [the percentage of girls that are happy with the way they look] . . . drops from 60% to 29%.
3. 80% of women are . . . [highly self-critical and are dissatisfied with their bodies]
4. 80% of 10-year olds . . . [are on diets]
5. Between 5 and 10 million teenaged girls and young women . . . [have an eating disorder]

E ▶2:28 LISTEN TO SUMMARIZE

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

- To warm up, ask students *What is the lecture mainly about?* (Possible answer: the negative self-image girls and women have of themselves) Write students' answers on the board. Leave these on the board.
- Have students listen to the first paragraph of the lecture. Then have them listen again. Ask *Which line best introduces the topic?* (the last line of the paragraph) Write it on the board:

  Our subject today is female self-image and the difficulty of growing up female at a time when society has adopted an impossible ideal.

- In pairs, have students use the information on the board to write their own summary statement.

NOW YOU CAN Discuss appearance and self-esteem

A FRAME YOUR IDEAS

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Call on students to read the numbered statements in the survey. Then have students complete the survey individually.
- In pairs, have students explain their choices.
- To go over the answers as a class, ask *Are women more or less self-conscious about their bodies than men? Are they more or less self-conscious about their faces than men? Are women or men more likely to want to look like people in the media? In general, for whom is beauty more important—men or women?* Have a few volunteers share their opinions with the class.

B NOTEPADDING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Read the examples on the notepad out loud.
- To model the activity, have a volunteer give an example of one thing that builds self-esteem. Then have another volunteer give an example of one thing that harms self-esteem.
- After students write their ideas individually, have them share their notes with the class. Write a list on the board as you get feedback from students. (Possible responses: *Build self-esteem:* getting compliments, feeling intelligent, hearing positive messages in the media, having a good self-image, feeling self-confident; *Harm self-esteem:* being criticized all the time, feeling self-pity, feeling self-conscious about one's appearance)

C DISCUSSION

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

- In groups of three, have students discuss the questions. Refer students to the information on the board to answer questions 1 and 2. Then have them discuss the remaining two questions.
- Focus on question 4 and write students' answers on the board. Invite students to respond and agree or disagree, supporting their opinions.

Option: [+10–15 minutes] On the board, write *How to Build Self-Esteem.* In groups, have students create a list of six ways to boost self-esteem. (Possible answers: Be positive with yourself. Don't compare yourself to other people. Exercise. Have realistic expectations. Don't try to be perfect. View mistakes as learning opportunities. Don't focus on things you cannot change. Try new things. Do things that you like to do. Appreciate the little things in life. Be kind to other people. Be around kind and supportive people. Forgive yourself.) Bring the class together and have students share lists.

Discussion: Speaking Booster

WRITING Compare and Contrast: Review

A WRITING SKILL

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

- Call on students to read the examples under *Compare* and *Contrast* out loud.
- To make students aware of the correct punctuation for each connective, ask *Which connectives can be preceded by a comma?* (*unlike, whereas, while*) *Which connectives are followed by a comma?* (*similarly, likewise, in contrast, however*) *What punctuation mark is necessary before* similarly, likewise, in contrast, *and* however? (a period or a semicolon)
- Write the following chart on the board, or print it out from the ActiveTeach and distribute it to students.

A	B
1. Jay likes to dress up. 2. Jay likes to attract attention to himself. 3. Jay always wears fashionable clothes.	a. Max loves striking clothes. b. Dave is rather old-fashioned. c. Dave prefers to dress casually. d. Dave doesn't like to stand out in a crowd. e. Max always wears what is in style. f. Max thinks it is important to dress well.

For each statement in column A, have students find a similar and a contrasting statement in column B. (1. f, c; 2. a, d; 3. e, b) Then have pairs join the statements using connecting words (Possible responses for item 1: *Compare:* Like Jay, Max likes to dress up. / Jay likes to dress up. Similarly, Max thinks it is important to dress well. / Jay likes to dress up. Likewise, Max likes to dress up, too. / Jay like to dress up. Max does as well. / Jay doesn't likes to dress casually. Max doesn't either. *Contrast:* Unlike Jay, Dave prefers to dress casually. / Jay likes to dress up. In contrast, Dave prefers to dress down. / Jay likes to dress up. However, Dave prefers to dress casually. / Jay like to dress up, whereas Dave prefers to dress casually.) Review as a class by having several students read their sentences out loud.

Option: [+5 minutes] On the board, write *How is your and your partner's fashion sense similar? How is it different?* In pairs, have students practice using the connecting words for comparing and contrasting while talking about their fashion preferences.

Graphic Organizer

B PRACTICE

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

- Have students preview the paragraph to orient themselves in the comparison and contrast taking place. Ask *What is the woman comparing?* (her husband's and her fashion preferences)
- Tell students to fill in the blanks individually, referring to the chart in Exercise A. Remind them to pay attention to where the connecting words are at the beginning of the sentences and where they are connected with a semicolon.
- Have students compare answers with a partner. Point out that multiple answers may be possible. Go over any questions as a class.

C APPLY THE WRITING SKILL

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

- Tell students they will write two paragraphs comparing and contrasting ideas. Ask a volunteer to read the topic choices. Point out that the paragraph in Exercise B, Practice, serves as a model for the first topic choice, only Exercise B compares and contrasts within one paragraph. Explain that students will write two paragraphs—contrasting in the first one and comparing in the second one.
- To review, ask *Which contrasting words will you use in the first paragraph?* (*unlike, in contrast, however, while / whereas*) *Which connecting words will you use in the second paragraph?* (*like, similarly, likewise, as well / not either*) On the board, write *Both . . . and* to review the structure to show similarity between two people or things. For example, *Both my brother and I love to wear loud flashy clothes.*
- Refer students to the Writing Process Worksheet to help walk them through the writing process and peer review.
- Circulate as students draft their paragraphs and make sure they use the connecting words for similarities and differences correctly. Refer students to the Vocabulary on pages 38 and 40 as necessary. Remind students to write a topic sentence for each paragraph.
- Encourage students to use the Self-Check in the Student Book to go over the paragraphs they wrote.

Challenge: [+5 minutes] For more advanced students, provide the option to write a brief introduction to the compare / contrast paragraphs. Provide an example on the board: *My sister and I both love fashion. We have similar tastes and enjoy a classic and elegant style. However, she is much more focused on logos and spends a lot more money on expensive fashion designers. I don't think there is much of a difference; the clothes we wear are very similar.*

Writing Process

REVIEW

Digital Game

A ▶ 2:29

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Pre-listening: Have students scan the multiple choices. Call on volunteers to define the words. If necessary, refer students to the vocabulary in Exercise A on page 38 for review.
- Listening: As students listen, have them choose the correct answers. If necessary, have students listen again.
- Have students compare answers with a partner.

Challenge: [+5 minutes] Have students listen again and then write down the line in the conversation that indicates which answer is correct. (1. *Better hurry before they go out of style.* 2. *It's my "Look at me jacket."* 3. *What on earth has she done with her hair?* 4. *Hmm, nice. Very tasteful.* 5. *No one's wearing that anymore.*)

Option: [+10 minutes] Write the following lines from the conversations on the board:

Everyone's getting those now.
That's some [jacket] you've got on.
What on earth [has she done with her hair]?
Hmm, nice. Very tasteful.
I think that one can go.
No one's wearing that anymore.

In pairs, have students create short dialogues using the lines.

B

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Tell students they will be filling in blanks with adjectives, compound adjectives, and nouns from Exercise A, Vocabulary, on page 40. Remind students that a compound adjective before a noun has a hyphen. If the compound adjective is after a verb, no hyphen is usually necessary. On the board, write *I am wearing a short-sleeved shirt. My shirt is short sleeved.*
- For less advanced classes, you may want to include a word bank on the board: *solid color, an evening gown, plaid, underdressed, striped, solid color, low-cut, a tuxedo, a cocktail dress, overdressed, long-sleeved.*
- Go over the answers as a class.

C

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Model the first item with the class. Ask *What is the noun that the quantifier will modify?* (*people*) Make sure students understand *Every* can't be used with plural count nouns.
- For each item, have students identify the noun and decide whether it is a singular count noun, plural count noun, or non-count noun. Then have them complete the exercise.
- Have students compare answers with a partner. Then go over the answers as a class.

D

Suggested teaching time:	5 minutes	Your actual teaching time:	

- On the board, write:

a singular count noun
a plural count noun [several, a majority, few]
a non-count noun [little]
both a count and a non-count noun [more and more]

To warm up, have students identify which type of noun each quantifier is used with.

- Then have students write their sentences.

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

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 5

Communities

PREVIEW

A FRAME YOUR IDEAS

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

- To introduce the theme of community, have students spend a few moments looking at the pictures. Ask *What do we see in the first photo?* (a small peaceful town) *What do we see in the second photo* (a bustling city)? *Is either of these your ideal community?*
- Have a volunteer read the direction line.
- Then ask another student to read the introduction to the questionnaire.
- Have students complete the questionnaire individually. Circulate and clarify vocabulary as needed.

LANGUAGE NOTE *Densely-populated* means that a lot of people live in a location; *to bustle* means to move around quickly, looking very busy; *amenities* are comforts that make a place better to live in.

B ▶ 3:01 VOCABULARY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students listen and repeat.
- Then have students use information from the questionnaire to help write the definitions.
- Go over the answers as a class.

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

densely-populated urban area
a medium-sized urban area
the suburbs (outside of a city)
small town in a rural area

As a class, identify what type of community the school is in. Then name neighboring communities—suburbs, small towns, cities. If possible, refer to a map or sketch a map on the board. Have students identify where they live.

C PAIR WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have pairs compare questionnaires to see if they identified the same ideal communities.
- Encourage students to explain reasons for their choices.
- Then bring the class together and bring students' attention to the direction line. Ask individual students *How closely do your answers describe where you live now? In what ways are they different?*

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

I could never live in . . .

Invite students to share which types of communities they can't imagine living in. Model an example: *I could never live in a small town. I would die of boredom. I need my amenities like the mall and fitness center.*

D ▶3:02 SPOTLIGHT

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

- After students read and listen, check comprehension by asking *What big event has happened to Luiz recently?* (He and his wife moved.) *Did they live in a city before?* (no) *How is life in the city different?* (a lot of traffic, parking is hard to find) *What type of housing do they live in?* (an apartment) *What does Luiz say he likes to do in the neighborhood?* (just go out for coffee and people watch) *In general, are Luiz and Lourdes happy with their move?* (yes)

LANGUAGE NOTE *To settle in* means to arrange yourself and your belongings in a new place where you will live or stay; *a bumper* is the bar fixed on the front and back of a car to protect it if it hits anything—*bumper-to-bumper traffic* refers to traffic where there are so many cars close to each other that the bumpers almost touch; *all in all* means on the whole; *give my regards* is an expression used to send good wishes to someone.

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 definition. Have students look through the spotlighted expressions in Exercise D for one that fits the definition. If students need help, ask *What does optimistic mean?* (believing good things will happen) *Which spotlighted expression indicates trying to see things positively?* (*look on the bright side*)
- Have students work in pairs to complete the rest of the exercise. Circulate and assist as needed.
- Bring the class together and go over the answers.

Option: [+5 minutes] Have students find each idiom or expression in Exercise D, Spotlight, and replace it with the definition from the matching. Tell students to make necessary changes in the sentence. Model the first item: *But city life sure takes some getting used to.—But city life sure requires time to get comfortable.*

Challenge: [+10 minutes] Divide the class into pairs. Assign each pair one of the idioms or expressions. Have pairs prepare short role plays consisting of four or five exchanges, demonstrating correct use of the idiom or expression.

F THINK AND EXPLAIN

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students discuss the questions in pairs or groups.
- As students work, draw the following chart on the board:

	+	–
neighborhood	[never bored]	[bumper-to-bumper traffic, hard to find parking]
building	[safe and well-maintained]	[nosy neighbors]

- Go over the answers as a class, having volunteers fill in the information.

Option: [+5 minutes] Ask *How does Bill see the bright side of the nosy neighbors?* (He comments that it's a good building where people look out for each other.) *How could we see a bright side to the traffic and parking?* (Luiz will likely not move his car much and get more exercise walking.) Review that this is having an optimistic point of view.

SPEAKING PAIR WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Draw the following chart on the board:

	Pros	Cons
a small town		
a big city		
a suburb		

- In pairs, have students copy the chart and fill it in with information from the questionnaire on page 50 as well as their own ideas. Point out that what one student might think is a disadvantage, another might think is an advantage.
- Circulate and oversee as students discuss.

LESSON 1

GOAL Politely ask someone not to do something

A ▶3:03 WORD STUDY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students listen and study the words. Clarify the meanings of unknown words.
- Ask students to listen and repeat the words chorally.
- Write *prefix* on the board. Elicit that this is a group of letters that is added to the beginning of a word to change its meaning.
- Point to the negative prefixes in the box. Ask *What do you think a negative prefix is?* (a group of letters added to the beginning of a word to form the word's opposite)
- To check comprehension, write on the board:

  unfriendly impatient incomplete disloyal

- Have students identify the prefixes (*un-, im-, in-, dis-*) and say the word each negative adjective is derived from (*friendly, patient, complete, loyal*).
- Then have pairs think of other words starting with any of the prefixes they identified. (Possible answers: *untidy, impossible, incorrect, disagree*)

LANGUAGE NOTE Many words starting with *m-* and *p-* form their negative with the prefix *im-*. Many words starting with *r-* form their negative with the prefix *ir-*. For example, *immobile, impossible, immoral, impatient, irregular, irreplaceable.* There are exceptions. For example, *displeased, disrespectful.*

Vocabulary-Building Strategies

B WORD STUDY PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have pairs look up the adjectives in a dictionary. Point out that in some dictionaries, antonyms are given at the end of each entry preceded by the word *opposite*. In dictionaries that do not provide antonyms in this way, students should look up the prefix they think is correct and then scan to see if the adjective pairs with it.
- As pairs work with their dictionaries, encourage them to read the definitions of the words they might not know.
- Review the answers as a class.

C ACTIVATE WORD STUDY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have a volunteer read the directions and model sentence out loud. Write it on the board and underline *to play.* Ask *What form is this?* (infinitive) Explain that they will start each sentence with *It's* and an infinitive will follow the adjective.
- Circulate and assist as needed. If students can't think of ideas, suggest places where inappropriate behavior may happen (e.g., the classroom, a park, a store).

With books closed, say the adjectives from Exercises A and B (without their negative prefixes) in random order and have students write them with the prefix they need to form their opposite.

D PAIR WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students compare examples of inappropriate behavior.
- Bring the class together and have students share answers. Invite students to disagree if they don't think specific behaviors are inappropriate.

E GRAMMAR

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Call on volunteers to read the first explanation and examples out loud. After each one, ask *What is the possessive gerund?* (the highlighted words)
- On the board, write:

  She complained about _____ smoking in the office.

  Have students identify the gerund in the example. (*smoking*) Call on students to complete the sentence on the board with their own examples. Write students' responses on the board (Possible answers: his, her, my, Mike's)
- Have students read the second explanation and study the example. Stress that this is an example of informal English.
- Have students restate the different variations of the sentence on the board, using object pronouns or names. (Possible responses: him, her, me, Mike) Point out that the possessive adjective *her* has the same form as the object pronoun *her.*
- Focus on the last explanation. When the possessive gerund is in the object position, a noun or object pronoun can be used, but when the possessive gerund is in the subject position, this is not done. Write the following sentences on the board for students to correct:

  You constant arguing is getting on my nerves.

(*Your* constant arguing . . .)

Inductive Grammar Activity

F UNDERSTAND THE GRAMMAR

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Point out that students need to identify sentences that are incorrect in both written and informal spoken English.
- Have students underline the gerund phrases in the sentences and see if any of them are in the subject position. (items 2 and 3) Then have them complete the exercise.
- Go over the answers as a class.

Extra Grammar Exercises

G GRAMMAR PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Write the model combined statements on the board. Underline the gerund phrase (*their allowing smoking*). Ask *What is this gerund phrase: the subject, the direct object, or the object of a preposition?* (the object of a preposition)
- Point out that gerund phrases in the exercise will have different grammatical functions in the sentences—as subjects, direct objects, or objects of prepositions.
- Have students complete the exercise and compare answers with a partner.
- Bring the class together. For each item, ask *What position did the gerund have in the sentence?* (2. direct object, 3. object of a preposition, 4. direct object, 5. subject)

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

Pronunciation Pair Work

NOW YOU CAN Politely ask someone not to do something

A ▶3:04 CONVERSATION SPOTLIGHT

Suggested teaching time:	5 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:

- Use Do you mind to express concern that an intended action may offend.
- Use Actually to object politely.
- Use expressions such as I hope that's not a problem to soften an objection.
- Say Not at all to indicate willingness to comply.
- Use That's very [positive adjective] of you to show appreciation.

- Have students look at the photo and speculate about the man and woman. Ask *Where are these people?* (in a waiting room) *What are they doing?* (The man is pointing to a box of cigarettes, likely asking the woman if she minds if he smokes.)
- Have students read and listen to the conversation. Then focus on the Ways to soften an objection box. Elicit that to soften an objection means to make it sound less harsh or strong. Ask volunteers to read the sentences.
- To check comprehension, ask *What does the man ask the woman?* (if he can smoke) *What does the woman say?* (that smoking bothers her) *How does she soften her objections?* (She says she hopes it's not a problem.) *Is the man polite?* (Yes, he says he can smoke outside.)
- Focus on the last line of the conversation. Elicit substitutes for *That's very considerate of you.* (Possible answers: replace *considerate* with *sweet, kind, thoughtful*, etc.)

Option: Ask *In your experience, are people usually as polite as the people in this conversation?* Have students share polite and rude experiences they have had when dealing with different people. Finally, ask *Do you think it's possible to be too polite?*

B ▶3:05 RHYTHM AND INTONATION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students repeat chorally. Make sure they:
  - use rising intonation for *Do you mind my smoking here?*
  - use emphatic stress on *Not at all.*
  - stress *considerate* in *That's very considerate of you.*
  - put stress on *hope* and *problem* in *I hope that's not a problem.*

C NOTEPADDING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask *What does the man in the conversation in Exercise A ask the woman permission to do?* (smoke) Call on a volunteer to read the model sentence in Exercise C.
- Then have students continue their lists.
- Have students compare. Ask *Do you disagree on any items? Do you think it is necessary to ask for permission on all the things on your partner's list?*

D 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 Ways to soften an objection box in Exercise A above.
- Reinforce the use of the spotlighted conversation strategies. For example, *Do you mind . . . ; Not at all . . . ; That's very [considerate] of you.*

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 Don't Stop! (See page T5, Activity C, for more details.)

Conversation Activator: Speaking Booster

LESSON 2

GOAL Complain about public conduct

A ▶ 3:07 GRAMMAR SPOTLIGHT

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

- To warm up, write *pet peeve* on the board. Ask *Does anyone know what this means?* (something a person finds particularly annoying)
- Ask students to look at the images and read the captions. Ask *Are any of these your pet peeves, too? What are some other examples of pet peeves?*
- Ask students to look at the illustrations. Call on volunteers to read the names and cities where the people live. Tell students that they will read about these people's pet peeves.
- Have students read and listen. To check comprehension, ask *What does Jean suggest people do instead of cutting the line?* (arrive early enough for a good seat or wait in line patiently like everyone else) *What does Ken suggest people do instead of littering?* (throw their garbage in a trash can or hold on to it till they find one) *What two reasons does Nancy give against spitting?* (It's disgusting and unhygienic.) *What are Paulo's thoughts on ringing phones during lectures?* (that they're distracting to the speaker and annoying to the audience) *What advice does he have for people?* (to turn their phones off or leave them at home)
- Have students read and listen again, paying attention to the spotlighted grammar points.

LANGUAGE NOTE *To bug* means to bother; *cut in line* means to step into a line out of order to be served before other people before you; *Who do you think you are?* is a rhetorical question asked when a person is acting arrogantly; *tolerate* means to be able to accept something unpleasant or difficult; *unhygienic* means dirty and likely to make people sick; *to tick off* means to annoy; *to have the courtesy to do something* is an expression that means to be polite enough to do something—it is usually used when someone has not acted politely.

B EXPRESS YOUR IDEAS

Suggested teaching time:	5 minutes	Your actual teaching time:	

- In pairs, have students discuss the various behaviors. Tell students to give examples of where they have witnessed these behaviors.
- Then bring the class together and have students share.
- Ask *Do you think any of these behaviors are acceptable? Do you or anyone you know ever do these things?*

C GRAMMAR

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

- Explain that a paired conjunction joins two ideas.
- Have students read the first explanation and study the examples with *either . . . or.* Explain that *either . . . or* is used to give two choices. Ask *What are the two choices in the first example?* (should smoke outside; shouldn't smoke at all)
- Point out the parallel structure after each part of the paired construction (should smoke; shouldn't smoke). On the board, write:

  1. *Either send her an email or* _____ .
  2. *She's not here. She's either having lunch or* _____.

  To check comprehension, have a few volunteers complete the sentences with their own ideas. Remind students to use parallel structure. (Possible answers: 1. give her a call, 2. visiting clients)
- Have students read the examples with *neither . . . nor.* Point out that *neither . . . nor* has a negative meaning. To help clarify, ask *In the second example, is eating allowed in the lab?* (no) *Is drinking?* (no)
- Then ask a volunteer to read the last explanation. Focus on the example sentences. Have students read the examples with *not only . . . but.* To check comprehension, ask *Is it dangerous to text while driving?* (yes) *Could it be illegal to text while driving?* (yes)
- On the board, write *They forgot to turn off their phones. They talked during the concert.* Ask a student to come to the board to invert the first clause with *not only* and connect the two sentences: *Not only did they forget to turn off their phones, they talked during the concert.*
- Have students read the explanation and examples in the Be careful! box out loud.
- To check comprehension, on the board, write:

  1. *Either Paul or his friends* _____ *coming.*
  2. *Either Paul's friend or Paul himself* _____ *coming.*
- Go over the answers as a class. (1. are, 2. is)

LANGUAGE NOTE It is generally acceptable to split an infinitive. For example, *They should have the courtesy to either turn their phones off or leave them at home.*

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

Inductive Grammar Activity

D NOTICE THE GRAMMAR

Suggested teaching time:	5 minutes	Your actual teaching time:	

- In pairs, have students find an example of paired conjunctions. If time permits, have them find several more.

Option: [+5 minutes] Ask students *Can you find one example of a possessive gerund?* (Ken's quote: *people's littering*)

Extra Grammar Exercises

E GRAMMAR PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Model the first item with the class. Have students underline the parallel structures. (*speak up about what bothers them; learn to live with other people's habits*) Then elicit the new sentence with the paired conjunction.
- After students complete the exercise individually, have them compare answers with a partner.
- Go over the answers as a class. For item 4, two answers are possible with subjects in either order; the verb will differ depending on which subject is closer to the verb: *Neither my uncle nor my grandparents* ***are*** *willing to give up smoking* OR *Neither my grandparents nor my uncle is willing to give up smoking.*

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

1. someone I like
2. someone who bugs me
3. something I like
4. something that bothers me

Have students use the prompts on the board to write sentences with paired conjunctions. For example, *I like my sister. She's not only kind, but also fun to be with.* OR *My neighbor bugs me. He is neither friendly nor kind.* Encourage students to use the different types of paired conjunctions.

NOW YOU CAN Complain about public conduct

A NOTEPADDING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have a volunteer read the Ideas and Adjectives with negative prefixes boxes and the example out loud. Point out the paired conjunction (*not only . . . but also*).
- You may want to share your own idea and example with the class. For example, *Chewing gum in class is not only impolite, it's unacceptable!*
- As a class, brainstorm other things that can get on your nerves. For example, loud parties or when people use your parking space.
- Have students write their sentences individually. As students write, circulate to offer help as needed with paired conjunctions. Remind students to use adjectives with negative prefixes.

B APPLY THE GRAMMAR

Suggested teaching time:	5 minutes	Your actual teaching time:	

- On the board, write the sentence prompts and elicit or suggest endings. For example:

  What really ticks me off is . . . strong perfumes.

  I can't understand why people . . . talk in movie theaters.

  I'll tell you what gets on my nerves—loud parties . . .

  You want to know what really bugs me? Littering!

- Ask students for different ways the interviewer can ask people about what gets on their nerves. For example, *What ticks you off? What really bugs you? What gets on your nerves?*
- Role-play an interview with a more confident student. Have the student play the role of the interviewer. For example:

  A: What ticks you off?

  B: I can't understand why people talk in theaters. It's not only annoying, but it's also very rude.

Reinforce the use of paired conjunctions in your response.

- Form small groups of three or four. Makes sure that students take turns with roles so that each gets to play the role of the interviewer.
- Circulate as students interact. Make sure students use paired conjunctions and adjectives to describe inappropriate behavior correctly.
- To finish, have students report to the class on what ticks their partners off. List topics on the board to find out what bothers the class the most.

C DISCUSSION ACTIVATOR

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

Discussion Activator Video

- Divide the class into pairs and have students use their ideas from Exercise A, Notepadding, to complain about public misconduct. Remind students to use paired conjunctions and possessive gerunds.
- Encourage pairs to ask each other questions and provide details and examples. The goal is to say as much as they can.
- For more support, play the Discussion Activator Video before students do this activity themselves. Ask if the students in the video spoke in detail, saying as much as they could. *Note:* You can print the script or you can view it on the video player on the ActiveTeach. It is recommended that students watch the video first without viewing the script.

LESSON 3

GOAL Suggest ways to avoid being a victim of urban crime

A READING WARM-UP

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have a volunteer read the title of the article. Ask *Who do you think the article is addressing?* (people visiting a city—or tourists).
- Write victim on the board. Make sure students understand that a victim in this case is a person who has been attacked or robbed. Add of urban crime after victim on the board. Ask *What do you think urban crime refers to?* (crime in large cities)
- Ask a volunteer to read the Reading Warm-Up question. Write students' answers on the board.

B ▶ 3:08 READING

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

- As students read and listen, tell them to underline the advice they agree with. This will help them answer the focus question in the direction line (Do you agree with Miller's advice?).
- In pairs, have students discuss the focus question.
- To check comprehension, ask *What are tourists primarily targeted for?* (theft of valuables they have on them and information gained from passports, credit cards, and other forms of ID) *How do tourists make it easy for criminals to do their work?* (by congregating at tourist attractions) *What can you do at home before your trip to prevent crime?* (identify high crime neighborhoods so you can avoid them; have copies of important documents and credit card numbers) *Why do thieves often cause a distraction?* (so you won't realize what they are doing) *What are the chances of being a victim of crime?* (low; crime is going down) *What is Miller's last piece of advice?* (not to let worrying about crime interfere with a good time).

LANGUAGE NOTE *A steady increase* means a continuous rise; *to congregate* means to come together in a group; *to fumble* means to try to hold or move something, but do so awkwardly; *to be wary* means to be careful, because something may be dangerous or harmful; *to be suspicious of someone or something* means to think someone might be doing something wrong or dishonest.

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

1. eyes in the back of your head
2. Better safe than sorry

Have students find these lines (1: paragraph 5; 2. paragraph 6) and determine meaning from context. (1. *To have eyes in the back of your head* means to stay aware of what's happening around you. 2. *Better to be safe than sorry* means it's a good idea not to risk something and regret it later.)

Option: [+5 minutes] In pairs, have students share stories of crime when visiting another city. Tell students the stories don't have to just be their own experiences. It can be something they heard or read about.

Challenge: [+5 minutes] Ask students to find one example of the construction *not only… but also* (paragraph 3) and one example of *either… or* (paragraph 4).

Reading Strategies

C CLASSIFY

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

- On the board, write *pickpocket, purse snatcher, mugger, burglar*. Have students find these words in the article to confirm the meaning. Hint to students that the first three words are in the third paragraph; *burglar* is in the last paragraph.
- Call on students to use the context to say what the words mean. (A pickpocket takes someone's wallet unnoticed, a purse snatcher quickly grabs something and runs, a mugger follows a victim and demands money, and a burglar breaks into a place and takes things.)
- Then have students do the exercise individually.
- Go over the answers as a class.

"I was looking for souvenirs at the market when this kid grabs my bag!"

Ask *Is there anything unusual in this sentence?* (There are different tenses.) Underline *was looking* and *grabs*. Point out that it is common in informal narration to use the present tense when narrating past events. This is a quotation and represents authentic usage.

Challenge: [+10–15 minutes] Invite students to follow the models in the exercise to make up scenarios in pairs. Then combine pairs into groups of four and have pairs quiz each other on which type of criminal carried out the crime. Encourage students to play with tenses as is done in item 1 and explained in the Language Note.

Extra Reading Comprehension Questions

D UNDERSTAND MEANING FROM CONTEXT

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To warm up, call on volunteers to read the sentences. Have students locate them in the text. (The first three are in paragraph 2; the last two are in paragraph 5.)
- Have them underline the context that helps identify the meaning of the term. (1. *being unfamiliar with local customs or places that should be avoided,* 2. *think they are safe when in fact they are not,* 3. *look different and dress differently from the residents of the place they're visiting,* 4. *avoid going out alone if you can,* 5. *asks for directions or starts up a conversation*)
- Ask students to complete the exercise. Then have them compare answers with a partner.

E CRITICAL THINKING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students discuss the questions in pairs or small groups. Review that *to let one's guard down* means to not be careful.
- Bring the class together and have students share answers. Draw the following chart on the board to elicit answers for item 2, or print it out from the ActiveTeach and distribute it to students. Invite students to come up and write their ideas.

HOW NOT TO LOOK LIKE A TOURIST	
Do	Don't
dress like the locals	carry around a big camera

Option: [+5 minutes] In pairs, have students choose a city destination. Have them research it online and prepare for a trip there. Encourage students to think what they would do to try not to stand out and what they would do to not let their guard down. Instruct students to write down ideas and prepare to present to the class.

Graphic Organizer

Extra Challenge Reading Activity

NOW YOU CAN Suggest ways to avoid becoming a victim of urban crime

A NOTEPADDING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Call on students to read the possible settings for urban crime. Elicit other settings for students to list under *other.* (Possible answers: shopping at a market, hailing a taxi)
- Then, with a partner, have students discuss suggestions to avoid being a victim of urban crime in these specific settings. Tell students to use the imperative form. For example, *Look around you . . .* and *Don't walk alone . . .*
- If students need ideas or direction, refer them to the fifth paragraph in the article on page 56. Point out the various imperative forms. For example, *Avoid streets . . ., Stay aware . . . , Be wary . . . , Be particularly careful . . . ,* and *Be suspicious . . .* If necessary, write these on the board for students to refer to.

B ROLE PLAY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Divide the class into pairs and assign each person the role of a local or a tourist.
- Have pairs agree on the city being visited and start the exchange. Circulate and assist as needed. Refer students to their notepads for ideas.
- Time permitting, students can switch roles.

OPTIONAL WRITING [+20–30 minutes]

- Have students use all the information from Exercise A, Notepadding, and Exercise B, Role Play, to write their guides.
- If students need direction, you can tell them they can organize their guide as DOs and DON'Ts for their chosen city. This can be done as two lists or two paragraphs.
- Allows students to peer review each other's guides. Alternatively, you can collect and offer individual feedback.

LESSON 4

GOAL Discuss the meaning of community

A ▶3:09 LISTENING WARM-UP

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Write *community service activities* on the board. Tell students they will learn about different ways to get involved with their community.
- Have students read and listen. Ask *What word means to work without pay?* (*volunteer*)
- Then have students listen and repeat.

Option: [+5 minutes] In groups, students can brainstorm additional community projects, giving examples if they have participated in such projects. Then bring the class together and compile a list on the board. (Possible answers: clothing collection, food bank, care packages to troops, coach a sport)

Challenge: [+5 minutes] Have students notice the website setup of the activity. Ask *Which tab is highlighted?* (Community projects) In pairs or groups, invite students to envision what one of the other tabs—Home, About, or News—might look like. Tell students to sketch their ideas on paper or on the computer. This can be done as a class project or for homework. Then have students share.

Vocabulary-Building Strategies

B VOCABULARY PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Call on a volunteer to read the model answer. On the board, write:

  I would consider . . .

  I wouldn't consider . . .

  Ask *What form follows* consider? (gerund)
- Call on students to share which community service activities they would or wouldn't consider doing. Point out that they can use *I would never consider . . .* , as in the example, to really stress something they would not do.

C ▶3:10 LISTEN TO SUMMARIZE

Suggested teaching time:	10 minutes	Your actual teaching time:	

- To warm up, write Community on the board. Be sure students are aware that the word *community* can be used in several related ways, such as 1. a group of people who live in one place, such as a town or neighborhood, and 2. a feeling of fellowship or connectedness with others. Tell students they will listen to a report about an activity that very successfully created a feeling of fellowship and connectedness with others.
- Pre-listening: Have students look at the picture at the bottom of the page. Ask *Does anyone know what these people are doing?* On the board, write ALS Ice Bucket Challenge. Ask *Has anyone heard about this challenge? Has anyone participated in this challenge?* If yes, invite students to share. Bring students' attention to the image of the man on the side and ask a volunteer to read the caption.
- First listening: Have students listen to the report.
- Second listening: Have students listen again and write down main points for their summary.
- On the board, write *What was the Ice Bucket Challenge?* In pairs, have students summarize. Tell students they should not summarize the entire report, just what the challenge was. Then bring the class together and agree on a summary on the board. (Possible summary: The ALS Ice Bucket challenge was an activity that involved pouring a bucket of ice water on your head to raise awareness of ALS, or Lou Gehrig's disease. It involved taking a video of yourself pouring ice water on yourself and posting it to social media—OR making a $100 donation—and then challenging your friends to do the same within 24 hours.)

Listening Strategies

D ▶3:11 LISTEN FOR DETAILS

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

- Pre-listening: Tell students that the details they will be listening for are numbers. Call on volunteers to read the questions. Tell students *If you think you remember the answer from the previous listening, write it in pencil.*
- First listening: Have students listen once.
- Second listening: Have students listen again. If they are having difficulty, refer to the audioscript. Focus on playing the sections that contain the answers. (The answer to item 1 is at the end of the first paragraph, the answer to item 2 is at the end of the second paragraph, and the answer to item 3 is at the beginning of the last paragraph.)

Challenge: [+5 minutes] For more listening for numbers, write the following on the board:

a. over 2.3 million
b. over 2.4 million
c. 10 million
d. over 2.2 million
e. over 400 million

1. number of videos shared on Facebook
2. number of times videos were viewed
3. number of people reached
4. number of videos shared on Youtube
5. number of times mentioned on Twitter

Have students listen to the second paragraph and match the information.

E ▶ 3:12 LISTEN TO CONFIRM CONTENT

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

- Pre-listening: Point out that this listening activity will focus on the criticism that the challenge received. Give students a few minutes to read the criticisms and check in pencil the ones they recall hearing in the report.
- Listening: Have students listen and check their answers. To save time, limit the listening to the third paragraph, which focuses on the criticism.

Option: [+5 minutes] Ask students to write a paragraph agreeing or disagreeing with the criticism of the challenge. If necessary, let students listen to the third paragraph of the report again and then compile their ideas. This assignment can be completed for homework, and you can give individual feedback.

F EXPRESS AND SUPPORT AN OPINION

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

- Have students discuss the questions in pairs or small groups.
- Then bring the class together and go over the answers.
- To return to the topic of communities, ask *How did this challenge make people feel connected as a community?* (By working together, they might be able to contribute to curing a serious illness.)

  Challenge: [+10–15 minutes] Write *online community* on the board. Ask students to work in groups to explore the notion of an online community. Tell them to agree on a definition (e.g., a group of people with a common interest who use the Internet to communicate and collaborate) and then share the communities students belong to.

  Then write these questions on the board for further discussion:

  1. *Discuss ways that online communities differ from communities we physically live in or work in.* (Possible answers: The interaction is over a computer. You may never meet people in person. It has the potential to be a very large and international community.)
  2. *Do you think it would be possible to achieve something as successful as the Ice Bucket Challenge in a physical community?*

NOW YOU CAN Discuss the meaning of community

A FRAME YOUR IDEAS

Suggested teaching time:	5 minutes	Your actual teaching time:	

- In pairs, have students read each situation and discuss possible actions.
- Bring the class together and ask volunteers to read the sample answers.
- On the board, write:

  let a family live with you

  donate blood

  save a tourist attraction
- Invite students to share if / how their answers changed as the person (family member versus stranger) or location (neighborhood versus another country) grew further from them.

B PAIR WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- In pairs, have students create their lists of potential community projects. Encourage them to consider projects that could be done within online communities as well. For example, an online auction for a good cause or a photography project bringing together local photography enthusiasts.
- Bring the class together and invite students to share.

Discussion: Speaking Booster

WRITING Formal letters: Review

A WRITING SKILL

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

- Have a student read the explanation out loud.
- Draw a two-column chart with the heads *Informal letters* and *Formal letters*. To check comprehension, have pairs scan the explanation for information about each type of letter and complete the chart in note form. Review as a class. Complete the chart on the board as you get feedback from students. (Possible answers: *Informal letters:* to friends or family, use an informal tone, use casual language, use abbreviations, can be handwritten; *Formal letters:* to someone you don't know / haven't heard of, to the head of a company or a boss, typewritten, use standard formal language, use regular spelling, respect punctuation rules, use appropriate salutations and closings)
- Have a volunteer read the formal salutations and formal closings out loud.
- To clarify the use of salutations, write the following exercise on the board or photocopy and distribute.

  Complete as a class. (1. e, 2. b, 3. d, 4. c; choice *a* would not typically be used)

  1. _____ When writing a woman you don't know.
  2. _____ When writing a man you don't know.
  3. _____ When writing to a man named Steven Bale.
  4. _____ When you don't know if the person you are writing is male or female.

  a. Dear Mr. Steven
  b. Dear Sir
  c. To whom it may concern
  d. Dear Mr. Bale
  e. Dear Madam
- Have volunteers read the explanation about letters of complaint out loud.
- Have students read the writing model individually. To check comprehension, ask *In which paragraph does Olivia explain why she is writing?* (in the first) *Does she tell the person she is writing to what she would like him or her to do?* (yes, in the second paragraph)
- Then ask *Does Olivia sound polite?* (yes) *What polite language does she use?* (*Could you please make sure . . . ; . . . would be greatly appreciated*)

B PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students write the salutations for the various people.
- Have them compare answers with a partner.

C APPLY THE WRITING SKILL

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

- Tell students they will write a letter of complaint following the writing model in Exercise A.
- Elicit possible problems students could write about. (Possible problems: noise in apartment building, someone parking car in wrong spot)
- Refer students to the Writing Process Worksheet to help walk them through the writing process and peer review. Once they have an outline, have students write their letter. Circulate and assist as students work. Refer them to the writing model in Exercise A to ensure all parts of the letter are included.
- Encourage students to use the Self-Check in the Student Book to go over the letter they wrote.
- Then have students exchange letters with a partner and use the Peer Feedback Checklist on the Writing Process Worksheet to give each other feedback.

Writing Process

OPTIONAL WRITING [+5 minutes]

- As an added class activity or for homework, each student can respond to the letter he or she peer-reviewed.
- Remind students to be polite in the response.
- Time permitting, students can use the Self-Check and the questions in the Peer Feedback Checklists to go over the response letter.

REVIEW

Digital Game

A ▶ 3:13

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

- Pre-listening: Tell students they will have to recall different types of criminals for this story. Tell them to try to complete the exercise after the first listening. If they need help, they can listen again.
- Listening: Have students listen and fill in the blanks. If students have difficulty, create a word bank on the board:

  pickpocket purse snatcher mugger burglar

  If students still need help with the other words, create a second word bank:

  purse laptop wallet money bus friend
  hotel room boy

- If necessary, let students listen again.

Option: [+5 minutes] Call on volunteers to summarize each of the crimes in the listening. Tell them they can refer to the information in the exercise to help them. Then ask students *Which crime seems the scariest? Has anything similar happened to anyone here?*

Challenge: [+5–10 minutes] Invite students to describe a crime together. On the board, write *It was dark, and I was walking down a dimly-lit street in Buenos Aires.* Then invite a volunteer to write the next sentence. Continue calling students up to the board until the full crime is described.

B

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Remind students to use polite answers for questions 1 and 2.
- Bring the class together. Call on various students to share their answers.

Option: [+5-10 minutes] In pairs, have students role-play the conversations, keeping the conversation going for several more exchanges. For example:

A: Do you mind if I call someone on my cell phone?

B: Actually, I'm trying to read. I hope that's not a problem.

C: Not at all, I can step outside.

D: That's very considerate of you. Thank you.

C

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Before students do the exercise, refer them to Exercises A and B on page 52 to review using negative prefixes to form antonyms.
- Have students compare answers with a partner. Then go over the answers as a class.

Option: [+10 minutes] Instruct students to write their own sentences about what they consider inappropriate behavior. Encourage students to use the sentences they created for Exercise C as a model and replace fragments of their choice. You may want to model the activity for the class. For example, *Littering in parks is inexcusable.*

D

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Model the first item with the class. Remind students not to use double negatives.
- Have students compare answers with a partner.
- Go over the answers as a class. Call on volunteers to read the new sentences aloud.

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

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 6

Animals

PREVIEW

A FRAME YOUR IDEAS

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

- Have students scan the images on the page and read the various categories of animals. Ask *Are you familiar with these terms?* Invite students to think about what the words might be in their languages.
- Call on a student to read the head of the activity. Write on the board *Your attitudes toward animals* and then ask individual students *In general, do you like animals? Do you have any pets?* Focus on the list of adjectives. In pairs, have students read through them. Circulate and clarify vocabulary as needed.
- Have students assign various adjectives to the animals.
- In pairs, have students compare answers.
- Bring the class together and create a chart on the board:

Animals with most negative responses	Animals with most positive responses

- Finally, ask *Did anyone use the word* tasty *to describe any of the animals? Were you surprised to see this word?*

LANGUAGE NOTE The plural of *mouse* is *mice*. The plural of *sheep* is *sheep*.

B ▶ 3:14 VOCABULARY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students listen to the categories of animals.
- Then have them listen and repeat.

Challenge: [+5 minutes] In pairs, invite students to think up additional animals for the various categories. Allow students to look online if they run out of ideas working on their own.

C DISCUSSION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students discuss the questions in pairs or small groups.
- Bring the class together and focus on question 1. Ask *Do you think a baby snake, spider, or alligator would evoke a more positive response in you?*
- Write the following on the board:

  physical factors:

  Elicit various physical factors and write these on the board. For example, *color, size, softness of fur, texture of skin, ways of movement*. Have students share which factors affect their feelings about different animals.
- Finally, call on volunteers to share experiences with animals that influence their feeling about the animal. For example, *I got bitten by a dog when I was a kid. Ever since then I've been afraid of dogs*. After a student shares an experience, ask *Has anyone had a similar or opposite experience with this animal?* For example, *We've always had a dog in my family and I think it is the most loving and loyal animal there is*.

Option: [+10–15 minutes] Instruct students to each write a short description of one of the animals on the page. Tell them to use an adjective from the list as well as provide other details, without mentioning what the animal is. Write the following description of a lizard on the board for students to guess:

This animal is a reptile. Some people think it's cute. I think it's disgusting. It can be dangerous, too. It can be black and orange, or other colors, too.

Then invite students to read their descriptions to the class for the class to guess. Alternatively students can walk around the room and pair up to read descriptions and guess.

Option: [+10 minutes] If computers are available, students can do the following activity in class. Or they can do it for homework. Instruct students to look up baby images of each of the animals and then use adjectives from the list to describe them. Invite students to analyze if the responses differed from their initial answers in response to the images in the book.

Challenge: [+5 minutes] Ask *What other factors could influence a positive or negative response to an animal?* (Possible answers: how interesting / fascinating / beautiful / fast / cute they are)

D ▶ 3:15 SPOTLIGHT

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

- Ask students to look at the photo. Ask *What do you think the women are looking at*?
- Have students read and listen to the conversation.
- Point out to students how the gray cat is referred to as *she* and the white cat as *he*. Explain that it is possible to refer to animals as *he* or *she*. It is also acceptable to refer to them as *it*.
- To check comprehension, ask:

  How many cats does Karina have? (two)

  Are the cats actually babies? (No, Katrina just calls them that probably because she loves them.)

  How old is the gray cat? (17)

  Where did they get the white cat? (It seemed to have no home, so they took it in.)

  What does the white cat like to do? (play; he's still a kitten)

  Which of the two animals has more power and authority? (the older cat)

  What kinds of animals does Pam like? (animals at the zoo)

  What is Karina's opinion of zoos? (She doesn't like animals in cages.)

  What is the zoo Pam goes to like? (It treats animals well and gives them plenty of space.)

LANGUAGE NOTE *To take in* means to allow someone or something to stay in your home; *humane* means treating animals (or people) in a way that is not cruel, causing them as little suffering as possible; *to assume* means to think that something is true even though you don't have proof that it is; *in captivity* refers to animals (or people) being kept in cages (or prisons) and not permitted to go where they want.

E 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 in context. Then have them complete the exercise.
- Have students compare answers with a partner. Circulate and assist as needed. Tell students to be careful of the active and passive voice in the choices in item 3.

LANGUAGE NOTE *To put up with* means to tolerate or accept behavior even though it may be unpleasant or annoying.

Option: [+10 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, *But I'd say she puts up with him pretty well → But I'd say she accepts his behavior pretty well.*

Challenge: [+5 minutes] Divide the class in pairs and assign each pair several idioms or expressions. Have students create short dialogues using the idioms or expressions correctly. Clarify that *to put someone in his (or her) place* means to remind him of his inferior position—that he's not as important as he may think.

F PAIR WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask volunteers to read the three topics. Then have students choose topics and discuss in pairs.
- Bring the class together and have students share stories with the class.

SPEAKING GROUP WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students discuss in groups.
- Bring the class together and ask *Do you think some animals on page 62 suffer more than others when caged? Would you feel more sorry for some animals over others if you saw them caged?* (e.g., a dog vs a spider)

LESSON 1

GOAL Exchange opinions about the treatment of animals

A ▶3:16 GRAMMAR SPOTLIGHT

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

- To warm up, ask students to look at the photos of the three people. Call on volunteers to read the names and cities where they live. Make sure students understand that these are social media posts and that Reiko is responding to David's comment and Marie is responding after Reiko to the topics both David and Reiko discussed. Ask the class *Do you post like this on social media? On what topics do you like to post?*
- Have students listen to the social media posts as they read along.
- To check comprehension, draw this chart on the board, or print it out from the ActiveTeach and distribute it to students. Invite students to come to the board to write *for* or *against* next to each topic the people talk about. Tell students to put an "X" if no one talks about it.

	medical research	sport	food
David	against	against	X
Reiko	for	against	X
Marie	for	X	for

Then elicit more details about each person's ideas. (Possible answers: David is strongly against any kind of mistreatment of animals. Reiko talks strongly in favor of medical research, using small mammals like mice and rabbits as examples. Marie focuses on the humane treatment of animals—when used for research as well as being raised for food.)

- Then have students read and listen to the social media posts again and notice the passive modals.

LANGUAGE NOTES *Inhumane* (the opposite of *humane*) means cruel, causing unacceptable suffering; *to be fed up* means to be annoyed by something and wanting it to change (to have had enough of something); *defenseless* means weak and not able to protect oneself from attack or harm; *to fool around* means to waste time doing things that are not important.

Graphic Organizer

B EVALUATE IDEAS

Suggested teaching time:	3 minutes	Your actual teaching time:	

- In pairs, have students voice agreement or disagreement to the various people's comments in Exercise A.
- Bring the class together and ask *Which person do you agree with most?*

Option: [+5 minutes] Tell students they will write a post to follow Marie's comments. Point out that they can respond to comments in any of the three posts. Circulate and assist as needed. Then bring the class together and have students share. Then ask *Do you ever post opinions and comments like this online?*

C GRAMMAR

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

- On the board, write:

  Conditions for cattle on factory farms could be improved.

  Ask *Is this active or passive voice?* (passive) *What is the verb? (could be improved) How do you form the passive voice with modals?* (modal + *be* + the past participle) Label the example on the board:

  modal + be + past participle

  Conditions for cattle on factory farms could be improved.

- Call on a volunteer to read the first explanation. Ask *How could we change the sentence on the board to the active voice?* If students need help, write Farmers... and have students complete the sentence. (could improve conditions for cattle on factory farms)
- Ask individual students to read the example sentences out loud. Focus on each passive modal.
- After reading the last example, call on a student to read the Note box and the Remember box. On the board, write:

  The lion's cage doesn't have to be washed this morning.

  The lion's cage must not be washed this morning.

  Ask *What is the difference between these two sentences?* (In the first one, it's not obligatory or necessary to do something. In the second one, it's necessary that something not be done.) Say *The assignment doesn't have to be e-mailed.* Ask a student to restate the sentence with *must not*. Ask *Is there a difference in meaning?* (Yes, in the first one it isn't necessary for something to be e-mailed, whereas in the second sentence it is necessary that something not be e-mailed.)
- Have students read the examples for *yes/no* questions. To point out the difference between *have to* and other modals, write the following on the board:

  Can this be done?

  Does this have to be done?

  Ask students to identify the modal in each example. Circle the modals as students respond. (*Can, have to*) Ask *What is the difference in these two sentences?* (the position of the modals: *does* is used with *have to*, not with *can*)
- Have students read the examples for information questions. To point out the difference between information questions with *have to* and other modals, write these two examples on the board:

  Why must they be treated poorly?

  Why do they have to be treated poorly?

  Have students identify the modal in each sentence. (*must/be* and *have to be*)

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

Inductive Grammar Activity

D NOTICE THE GRAMMAR

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Call on volunteers to find one passive modal.

Option: [+10 minutes] If students did the option after Exercise B on page 64 to write their own post to follow Marie's comments, invite students to look back at it and see if they used or could have used passive modals anywhere. Have students rewrite the responses.

If students did not do the option after Exercise B, instruct them to write a post to follow Marie's comments, responding to comments in any of the three posts. Tell students to use passive modals wherever possible. Tell them to look at the highlighted passive modals in the existing posts to help them.

Extra Grammar Exercises

E UNDERSTAND THE GRAMMAR

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Tell students they will first identify and circle the performer of the action. Model item 1. Ask a student to read the sample answer.
- Give students a few minutes to look at items 2–6. Ask *Is there a performer of the action?* (only in item 4—people). For the remaining questions ask 2. *Are* large mammals *performers of the action?* (no) 3. *Are* dogs *performers of the action?* (no) 5. *Are* horses *performers of the action?* (no) 6. Are aggressive dogs *performers of the action*? (no)
- Have students complete the exercise individually. Then have them compare answers with a partner.

Option: [+5 minutes] In pairs, have students change the active sentences to passive. (1. Animals should be treated humanely. 4. Bears can be taught to do tricks like dancing or standing up on command.) Then have them change passive sentences to active. (Possible answers: 2. Zoos shouldn't keep large mammals like lions. 3. In order to help people with disabilities, trainers have to train dogs when they are young. 5. Horse racers shouldn't force horses to run in races. 6. Sometimes in order to protect people, we have to kill aggressive dogs that live on the street.)

F GRAMMAR PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Model the first item with the class. As a reminder, elicit from the class how passive modals are formed. (modal + *be* + the past participle)
- Have students compare their sentences with a partner. Then go over the answers as a class.

Challenge: [+5 minutes] Have students read the answers to the exercises and items in pairs. On the board, write:

I agree.

I disagree.

Tell students to either agree or disagree with each statement. Model item 1. If students agree, they should say *I agree. People shouldn't be allowed to hunt for elephants.* If they disagree, they should use a different passive modal. For example, *I disagree. People must be allowed to hunt for elephants.*

NOW YOU CAN Exchange opinions about the treatment of animals

A DISCUSSION ACTIVATOR

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

Discussion Activator Video

- Ask students to read the Ideas box. Make sure students understand that *slaughter* means to kill an animal for its meat and that *a hide* is an animal's skin, especially when it has been removed to be used for leather.
- Call on two volunteers to read the example exchanges. Bring students' attention to the passive modals. Encourage them to use passive modals in their discussion.
- Call on volunteers to read the expressions from the Recycle This Language box. Tell students to refer to the box to express an opinion, disagree or agree.
- Divide the class into pairs and have students exchange opinions about the ways animals are used or treated.
- Encourage the pairs 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 themselves. Ask if the students in the video spoke in detail, saying as much as they could. *Note:* You can print the script or you can view it on the video player on the ActiveTeach. It is recommended that students watch the video first without viewing the script.

B SUMMARIZE THE DISCUSSION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Call on pairs to summarize their ideas for the class.
- Once everyone has shared an opinion, ask *What conclusions can we come to about the people in this class?* (Possible answer: Most people in class think that animals should be used for medical research, but they should be treated humanely.)

LESSON 2

GOAL Discuss the pros and cons of certain pets

A ▶3:17 VOCABULARY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students look at the picture. Ask *What animal is this?* (a puppy) *What words come to mind when you look at this picture?* (cute, adorable, sweet) Call on a student to read the caption. Ask *Why are puppies high-maintenance pets?* (They need a lot of attention. They need to be trained. You can't leave them alone for long. They can destroy things. They can make a mess.)
- As a class, brainstorm a list of common and exotic pets and write them on the board. (Possible answers: dog, cat, guinea pig, hamster, tropical fish, turtle, lizard, parrot, ferret, snake)
- Have students read and listen. Then have students listen and repeat chorally.
- In pairs, have students think of a pet that best matches each trait. Students can refer to the list on the board.
- Ask each pair to join another pair and share the pets they thought of. Encourage students to explain why.

LANGUAGE NOTE The compound adjective *good-natured*, however, is always hyphenated, whether it appears before a noun or after a verb (e.g., *She is good-natured. Lila is a good-natured dog.*)

Challenge: [+5 minutes] In pairs, have students think of a pet for each of the adjectives on the list. Tell them they can repeat some pets, but to try to include as many different types as possible. Refer students to the animals on page 62 for ideas, but remind them that clearly not all the animals on the page could be pets.

Vocabulary-Building Strategies

B ▶3:18 LISTEN TO ACTIVATE VOCABULARY

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Ask students to read the heads on the chart. Ask *What are pros?* (advantages) *What are cons?* (disadvantages)
- Write goldfish on the board. Ask students *What are possible pros of a goldfish as a pet?* (low-maintenance, not costly, pretty to look at) *What are cons?* (not affectionate, can't really play with them)
- First listening of conversation 1: Have students listen for the pet the speakers are talking about and then write it in the chart.
- Second listening of conversation 1: Have students use adjectives from Exercise A or other adjectives to describe the advantages and disadvantages of the pet. Point out that the speakers don't necessarily use the target vocabulary words. Students have to interpret the information.
- Go over the answers as a class. Encourage students to support their answers.
- Follow the same procedure for conversations 2–4.
- As a class, discuss whether or not students think the people will reliable get the pets.

Option: [+5 minutes] Have students study the chart in pairs and discuss which pet they think would be the most favorable. Encourage them to explain why, disagreeing with or challenging each other.

C EXPRESS AND SUPPORT AN OPINION

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

- Have students study this picture. Ask *What is this pet?* (a parrot) *Why do you think a parrot might be a good pet?* (interesting, beautiful to look at, repeats what you say) *Why might it not be a good pet?* (may be high-maintenance) *Does the woman appear to like the parrot?* (yes) *Would you like such a pet?*
- Call on students to read the questions. Clarify vocabulary if needed.
- Divide the class into groups and have them discuss. Encourage students to use vocabulary from Exercise A.
- Bring the class together and have groups share their ideas. Ask *Do you think a parrot is a good companion? Would you like to have a parrot?*

Note: *A companion* is a person or an animal one spends a lot of time with; *to be attached* means to like someone or something very much.

D GROUP WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- In pairs, have students tell their partners about pets they or people they know have now or have had. Encourage them to use the positive and negative traits from the charts in Exercise A.
- Bring the class together and invite students to share.

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

Pronunciation Pair Work

NOW YOU CAN Discuss the pros and cons of certain pets

A ▶3:19 CONVERSATION SPOTLIGHT

Suggested teaching time:	5 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:

- Use I've heard to indicate familiarity with a topic.
- Use In what way to elicit more information.
- Use for one thing when listing reasons for something.
- Use And besides to provide additional information.
- Use But what if to introduce a speculation.

- Have students look at the photos and read the captions. Ask *Which adjectives come to mind when you look at the girl and poodle?* (*happy, cute, affectionate, playful, gentle, loyal*) Then ask *Which adjectives come to mind when you look at the guinea pig?* (*low-maintenance, cute, playful*)
- Have students read and listen to the conversation.
- To check comprehension, ask *Which three pets are discussed in this conversation?* (a poodle, a guinea pig, and a cat) *What are cons of having a poodle for a pet?* (high-maintenance, needs a lot of attention) *What are pros of having a guinea pig for a pet?* (low-maintenance and gentle) *Which pet do the speakers say is both low-maintenance and affectionate?* (a cat) *Do you agree?*

B ▶3:20 RHYTHM AND INTONATION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students repeat chorally. Make sure they:
  - use rising intonation for *Do you think a poodle would make a good pet?* (line 1)
  - use falling intonation for *In what way?* (line 4) *Why a guinea pig?* (line 7) *But what if you were looking . . . ?* (line 10)
  - stress *for one thing* (line 5) and *and* in the last sentence
  - pause after *And besides* (line 8)

C NOTEPADDING

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

- Instruct students to gather information from the preceding exercises regarding pros and cons of different pets and fill in the chart.
- Refer students to Exercise A, Vocabulary, to explain reasons.

D CONVERSATION ACTIVATOR

Suggested teaching time:	10–15 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 conversation with a partner.
- 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've heard*, *for one thing*, *And besides*.

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 Don't Stop! (See page T5, Activity C, for more details.)

Conversation Activator: Speaking Booster

LESSON 3

GOAL Compare animal and human behavior

A ▶3:21 LISTENING WARM-UP

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask student to scan the pictures and phrases for social groups and physical features.
- Have students read and listen.
- Then ask them to listen and repeat.

LANGUAGE NOTE *A pack* is a generic term for a group of predators hunting together. But the correct term for a group of lions is *a pride of lions*.

Challenge: [+5 minutes] Write the following collective nouns for animal groups on the board and have students search online for which creature each group word applies.

bed
colony
flutter
swarm
troop

Alternatively, you can provide the following word bank on the board for students to match with the words: ants / ants / apes / butterflies / snakes

Students can explore further terms. Ask *What might be a good search word to help you find these?* (Possible answer: animal group (apes))

Vocabulary-Building Strategies

B APPLY NEW VOCABULARY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Call on students to read the heads of the chart, looking at the photos in Exercise A.
- If students need help naming animals, tell them to look at Exercise A on page 62.

C ▶3:22 LISTEN TO DEFINE TERMS

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

- Call students' attention to wording in the exercise name: *define terms.* On the board, write the terms:

predator
prey

Explain to students that they will listen to part of a lecture for definitions of these two words. Point out that explanations of these words are embedded in the lecture.

- Since the definitions appear at the beginning of the second paragraph, it could be a good idea to stop the audio soon after each definition is given. Then play it again to give students another opportunity to listen for the definition.
- Bring the class together and ask volunteers for the definitions. (predator: one that hunts other animals for food; prey: those hunted by a predator)
- Elicit examples of predators and prey. (Possible answers: lion / zebra; fox / rabbit; bear / fish)

Option: [+5 minutes] Have students listen again to define another term: *instinct*. The definition appears in the second sentence of the lecture. (behavior that is already programmed into animals at birth; behavior that does not need to be learned)

Option: [+5 minutes] Have students think of examples of animals that are predators to some animals and prey to others. For example, *A cat eats birds, and a coyote eat cats; a weasel eats small mammals like mice, but it itself can be eaten by an owl or a fox.* Bring the class together and call on volunteers to share examples.

Listening Strategies

D ▶3:23 LISTEN FOR EXAMPLES

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Call on volunteers to read the exercise items. As time permits, students can predict answers.
- Have students listen to the lecture once and take notes. Then have them listen again. If students need help finding answers, refer to the stop after each paragraph in the audioscript. The answer to item 1 is in the second paragraph, the answer to item 2 is in the third paragraph, the answer to item 3 is in the fourth paragraph, and the answer to item 4 is in the fifth paragraph.
- Have students compare answers in pairs, or go over the answers as a class.

LANGUAGE NOTE The word *flight* is a noun that means escape—when you leave a place in order to get away from a dangerous situation.

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

social groups to ensure protection
social groups to ensure attack

Ask *Which category refers to prey?* (ensure protection) *Which category refers to predators?* (ensure attack) Have students discuss the examples from the lecture (schools of fish; a pack of lions attacking an elephant). Invite students to suggest other examples. For example, *Zebras are safer in large numbers since their stripes blend together and create a camouflage, and packs of wolves cooperate together to hunt a moose or an elk.*

Challenge: [+20–30 minutes] Write fight / flight on the board. Point out that fear triggers the response to either fight or escape. For homework, give students an option to look up more information about this response to fear. They can look up how it works in humans or in other animals, and compare and contrast the responses in both. Students can write up their information or prepare a presentation for the class.

E ▶ 3:24 LISTEN FOR DETAILS

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

- Pre-listening: Write *instinct*, which appeared in Part 1 of the lecture. Elicit the definition. If students don't remember, remind them that it is behavior that is already programmed into animals at birth; it does not need to be learned.
- Have students look at the questions individually to prepare for what they will be listening for.
- First listening: Have students listen once and take some notes.
- Second listening: Have students listen again to answer the questions.
- Bring the class together and have students share answers.

F THINK AND EXPLAIN

Suggested teaching time:	5 minutes	Your actual teaching time:	

- On the board, write *learned behavior versus instinct*. Tell students to look at the pictures and call on volunteers to read the captions.
- Have students discuss the pictures in pairs, referring to information from the lecture to explain their reasons. If necessary, let them listen to Part 2 of the lecture again. Refer to the audioscript and play the first paragraph to support picture A. Play the second paragraph to support pictures B and C.

Challenge: [+5 minutes] In pairs, have students think up two examples of instinctual behavior and two examples of learned behavior. Then have pairs share with other pairs saying, for example. *Is a spider spinning a web an example of instinctual behavior or learned behavior?* The other pair will guess. Students can look up information online if computer access is available.

G APPLY IDEAS

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Divide the class into pairs or small groups.
- Circulate as students study the animals on page 62 for item 1. Assist as needed. If Internet access is available, allow students to look up additional prey for some of the animals.
- For item 2, tell students they will have to take information they learned about animals and try to apply how it might be similar to human behavior. If students get stuck, prompt with questions such as the following:

  What are some things people do in large groups?

  Why might people choose to walk with a group of people at night as opposed to alone?

  Do large groups of people have leaders and followers like animals?

  How are leaders chosen by animals? How are leaders chosen by humans?

Challenge: [+10–15 minutes] Read the last two lines of the lecture: *That's all the time we have today. We'll continue tomorrow with more on learned behavior in reptiles and amphibians.* Divide the class into two groups, reptiles and amphibians. If students need to review which animals fall into each category, refer them to page 62. Each person in each group should choose an animal and prepare some speculations about what might be learned behavior versus instinctual behavior in their animal.

NOW YOU CAN Compare animal and human behavior

A NOTEPADDING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students think back to some comparisons made between animals in Exercise G. Hint to students to think about learned versus instinctual behavior. Remind students about the fight or flight response, which humans also experience.
- Bring students' attention to the Recycle This Language box. Review any vocabulary as needed.
- Give students a few minutes to write down some ideas.

B DISCUSSION

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

- Have students share their ideas in groups.
- Circulate and listen. If any groups haven't touched on topics prompted in Exercise A, Notepadding, ask about social groups, learned versus instinctual behavior, fight or flight, etc.
- Time permitting, bring the class together and summarize ideas.

LESSON 4

GOAL Debate the value of animal conservation

A READING WARM-UP

Suggested teaching time:	15–20 minutes	Your actual teaching time:	

- Write *endangered animals* on the board. Elicit examples and write them on the board. Ask students to speculate about potential threats to their survival.
- Leave the list on the board to refer to later.

B 3:25 READING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students study the images and reading headings. Call on volunteers to read them. Elicit that the noun *will* means the determination to do something. Ask students *What do you think* Success *and* Failure *next to the two animal names might mean?*
- 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 do you think ensured the survival of the buffalo in the U.S.?).
- Bring the class together. Have volunteers share their answers to the focus question. (Possible answers: Efforts to save them began in time. Herds were gathered together and protected before they went extinct.)

LANGUAGE NOTE *Alarming* means frightening or upsetting; *species* refers to a group of animals or plants whose members are similar and can breed together to produce young animals or plants; *dismal* means depressing; *a commercial enterprise* is the activity of providing goods; *a steady supply* means a continual one; *to shrink* means to decrease in size; *to roam* means to walk or travel; *an obstacle* is something that is in the way of achieving something. The animal called *the buffalo* in the United States is actually a bison. Buffaloes are found in Africa and South Asia.

Focus on the various forms of the word *extinct.* For example, *extinct* is an adjective. We can say *Dinosaurs are extinct. They became extinct about 65 million years ago.* The noun form of the word is *extinction*. We can say *There are different theories about the extinction of dinosaurs.*

Reading Strategies

C UNDERSTAND MEANING FROM CONTEXT

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Call on volunteers to read the word choices.
- Encourage students to try to complete the exercise without looking back at the article.
- Then have them find each word in the article and confirm that they chose the correct answer. (*biodiversity* and *habitat* are in the first paragraph under the article title "The Will to Make a Difference"; *extinction* and *conservation* are under the section at the very bottom "What conclusion can we draw . . . ?"; *ecosystem* is under the section "The American Bison" in the first paragraph) Call on students to read the sentences in which the words appear to confirm meaning from context.

Extra Reading Comprehension Questions

D RECOGNIZE CAUSE AND EFFECT

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students work in pairs to discuss the questions.
- Bring the class together to go over the answers. For item 1, bring students' attention to the introductions to the four reasons in the second paragraph of "The Passenger Pigeon": *By the mid-1800s . . . At the same time, . . . In addition . . . Making matters worse . . .*

Extra Challenge Reading Activity

NOW YOU CAN Debate the value of animal conservation

A FRAME YOUR IDEAS

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

- Write *animal conservation* on the board. Elicit that the term refers to the protection of animal species and their habitats.
- In pairs, have students read the pros and cons of animal conservation.
- Then instruct students to choose the strongest and weakest arguments for each side. They can do this by crossing out arguments that are the weakest, or numbering the arguments from strongest (1) to weakest (5). Encourage pairs to support their points of view with examples.
- Have pairs add to either list with their own ideas.

B DEBATE

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

- On the board, write *It's important to protect all species of animals from extinction.* Explain that the class will have a debate and that students will be arguing for and against this statement.
- Divide the class into two teams and instruct students to take notes to support their assigned side. Explain that even if they might not agree with their assigned point of view, they need to gather strong evidence to defend the position. One student should be the secretary and compile a list of arguments.
- Before students debate, elicit useful language that will help students state their opinions politely. First, draw the chart and heads, or print it out from the ActiveTeach and distribute it to students. Then refer students to the language from Now You Can on page 65:

Stating your argument **for**	Stating your argument **against**
• I'm in favor of _____ because _____. • I think it's right to _____. • I believe it's a good idea to _____. • I believe _____ is OK under some circumstances.	• I'm opposed to _____ because _____. • I think it's wrong to _____. • I'm against _____. • I feel _____ is morally wrong.

Agreeing	Disagreeing
• I completely agree. • I couldn't agree more. • That's exactly what I think. • You're so right. • I agree with you on that one.	• That's true, but _____. • That's one way to look at it, but _____. • I completely disagree. • On the one hand, _____; but on the other hand, _____.

- Call on two volunteers to read the model exchange (A, B, A). Then have students look at the words under Recycle This Language.
- Give the *for* group and the *against* group an opportunity to present their positions and their supporting arguments. Tell members of the opposing groups to take notes on questions they might want to respond to.
- After both groups have presented, allow the *against* team to ask the *for* team questions and voice disagreement. Allow the *for* team to respond. Then have groups switch roles and allow the *for* team to ask questions.
- Remind students to remain friendly and polite in their comments and when voicing disagreement.
- As students work, follow the arguments carefully to then be able to decide who has made the strongest case. Discuss as a class who was stronger.

Graphic Organizer

Discussion: Speaking Booster

OPTIONAL WRITING [+20–30 minutes]

- On the board, write:

  Why do animals become endangered?
  What are threats to their survival?
  What can be done to save them?

- Have students work individually or in pairs to discuss and/or research these questions. They should write at least two paragraphs. Tell students they can focus on one specific endangered animal or on more than one animal.

WRITING Supporting a point of view

A WRITING SKILL

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Review that point of view is a particular way of looking at a topic.
- Ask a student to read the first sentence of the explanation. Write *persuade* and elicit that it means to convince—to make someone believe something. Then call on other students to read the bulleted points.
- Have students read through the expressions individually.
- In pairs, have students read the Writing Model and notice how each highlighted sentence mirrors the bulleted points in the explanation: (first bullet: . . . today's zoos can play an important role in animal conservation; second bullet: For one thing, studies suggest that animal conservation research and observation may be conducted more easily in zoos; . . . biologist Ann Fisher states that zoos can protect the young of endangered species until they are old enough to be released into the wild; third bullet: It can be argued that all animals should be free and that it is unethical to keep any animals in zoos. However, the survival of these species in the wild may actually depend on the results of the scientific studies many zoos provide; fourth bullet: In conclusion, I believe . . .)
- Have students restate the highlighted text in the writing model with different expressions from the chart (e.g., *For one thing* can be replaced with *For instance*).

B PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask a volunteer to read the expressions and phrases in the reading. Ask *Which two expressions introduce examples?* (*for one thing, for example*) *Which offers an expert's opinion?* (According to Dutch scientist Frans de Wall) *Which expressions are used to introduce an opposing argument and disprove it?* (Many people think . . . however) *Which concludes the argument?* (To sum up)
- In pairs, have students read the paragraph and circle the correct answers.
- Circulate as students work, providing hints as needed. For example, *Which sentence in the paragraph is an opposing argument?* (. . . *animals simply are cooped up in cages*). *Which sentence disproves this argument?* (*today's modern zoos try to imitate . . .*)
- Bring the class together and call on volunteers to read the sentences. Discuss any outstanding queries.

Challenge: [+20–30 minutes] In pairs, have students compare placement of the opposing argument in the paragraph compared to where it appears in the Writing Model in Exercise A. (earlier in Exercise B) Discuss with students that both variations are possible. You can either state it early on in a paragraph or essay and build the argument around that. Or just use it after an argument has been made to strongly support a point of view.

C APPLY THE WRITING SKILL

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

- Direct students to the essay in the Writing Model in Exercise A and have them reread it. Tell them it will serve as a model to help them write an opinion essay on the treatment of animals.
- Call on a student to read the direction line. Write the following step-by-step instructions as a student reads them:
  1. State your point of view in the introduction.
  2. Support it with examples, facts, or experts' opinions.
  3. Refute opposing arguments.
  4. Conclude by restating your main point.
- Refer students to the expressions in Exercise A as they write their essays.
- Circulate and guide students: *Do you offer an experts' opinion? How do you introduce it? Do you have an opposing argument? Do you disprove it to make your argument stronger? Do you restate your point of view in the conclusion?*
- Refer students to the Writing Process Worksheet to help walk them through the writing process and peer review.
- Encourage students to use the Self-Check in the Student Book to go over the paragraphs they wrote.

Writing Process

OPTIONAL WRITING [+10–15 minutes]

- Have students work in pairs and exchange paragraphs. They should each decide if they agree or disagree with the opinion expressed and write a short response. Tell students they should support their opinion with examples.

REVIEW

Digital Game

A ▶ 3:26

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

- Have students read the statements before listening to Part 1 of the radio program.
- Go over the answers as a class. After students provide the answer to item 1, ask *To whom can these monkeys be particularly helpful?* (people who can't use their arms or legs) After students provide the answer to item 2, ask *What simple jobs can they do?* (serve food, open and close doors, turn lights on and off, retrieve objects)

LANGUAGE NOTE *A quadriplegic* is a person who is permanently unable to move any part of his or her body below the neck; *dexterous* means skillful and quick when using your hands; *dignity* refers to a person's value and importance.

Challenge: [+5 minutes] Write the word *dexterous* on the board and elicit the meaning. Then have students listen again and write down the information they hear that Capuchin monkeys do that demonstrates that they are dexterous. (serve food, open and close doors, turn lights on and off, retrieve objects)

B ▶ 3:27

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

- Have students read the statements before listening to Part 2 of the radio program.
- If necessary, explain that *autism* is a developmental disorder that impairs the ability to communicate and interact socially.
- Go over the answers as a class. Ask volunteers to support their responses with proof from the listening.

LANGUAGE NOTE *Fondness* is affection or liking for someone. *Capacity* is ability to do something.

C

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students do the exercise individually.
- In pairs, have students compare answers. If necessary, refer students to the vocabulary in Exercise A on page 66.

D

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students complete the exercise individually. Tell them to be careful to use the correct singular or plural form. Model item 1: Ask *What do you call a group of birds?* (a flock) *Which form do we need here—singular or plural?* (plural, because there is no *a* before *very large*)
- Refer students to pages 62 and 68, and the reading on page 70 for the words. For less advanced classes create a word bank on the board:

  amphibians
  beak
  claws
  flocks
  herd
  hooves
  horns
  packs
  reptile

- Then have students compare answers with a partner.

E

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Call on volunteers to read the topics and the example sentence. Ask *What is the passive modal?* (*should be banned*)
- Have students write their sentences and then compare answers with a partner.
- Bring the class together and have students share their opinions with the class.

Option: [+5 minutes] Invite volunteers to disagree with statements that students make, offering differing opinions. Tell them to try to use passive modals in these statements as well. For example, in response to the model statement, a person can say *I disagree. Hunting should be allowed . . .*

Option: TEST-TAKING SKILLS BOOSTER *(p. 156)*

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 7

Advertising and Consumers

PREVIEW

A FRAME YOUR IDEAS

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Have a volunteer read the title of the unit. Ask *What is a consumer?* (someone who buys and uses products and services) Tell students that the unit will focus on advertising, shopping, and shopping behavior.
- Ask a volunteer to read the title above the pictures. In pairs, have students look at the four sets of images. Clarify vocabulary as needed. Tell pairs to rate the shopping mistakes from least serious to most serious.
- Bring the class together and discuss their numbering. Encourage students to explain why they think different mistakes are more or less serious. Vote on the most serious mistake.

LANGUAGE NOTE *To feel blue* means to be depressed; *to splurge* means to spend more money than a person can afford; *luxury items* are expensive items that a person doesn't necessarily need but may want to have; *to go overboard* means to be too eager about something; *to pass up* means to not take advantage of an opportunity; *to endorse* means to express formal approval of something.

B DISCUSSION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students discuss the questions in pairs or small groups.
- As students work, write the second question on the board:

  In what way is their behavior similar?

- Bring the class together and ask *Why does the woman in the first image buy the clothes?* (to feel better) *Does she need them?* (probably not) *In the second image, why does the man buy the TV?* (because it's on sale) *Does he need it?* (no) *In the third image, why is the woman buying something?* (because everyone else is) *Does she need the item?* (probably not) *In the fourth image, why is the man buying the car?* (because a famous person endorsed it) *Does he need it?* (probably not) Elicit from students that the similar behavior is that none of the people likely need the item they are purchasing. They are buying the items to satisfy other needs.
- Call on volunteers to share personal stories—either about themselves (if they feel comfortable) or about people they know. Ask *What are other mistakes you can make?* (paying full price for something that later goes on sale, not researching if the same item is available cheaper online, finding out you can't return an item)

Option: [+5 minutes] On the board, write *online shopping* and have students brainstorm what mistakes you might make while shopping online. Ask students *Could any of these mistakes be made while shopping online? Explain.* (Possible answers: The Internet makes it easy to go online and shop when you are feeling down—you don't even need to leave the house. There are more sales to explore right at your fingertips and more potential to buy unnecessary items. Online communities may promote a product, or you might see adds or reviews on social networking sites—leading you to want to buy items because other people have them. Social networks might have celebrities endorsing products—so if you follow them online, you will be exposed to them more.)

C ▶ 4:01 SPOTLIGHT

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

- Ask students to look at the photo. Ask a volunteer to read the inset, "Miracle Method". Ask *Do you think it's possible to learn a language while you sleep? Do you think the company will really return your money if you can't speak Spanish by December 31st? Why? Why not?*
- Have students read and listen to the conversation.
- To check comprehension, ask:

  What does Aldo regret? (missing the deadline for the half-price sale he could have gotten to learn Spanish in his sleep)

  Does he believe it works? Why or why not? (Yes, he does, because there's a money back guarantee.)

  What does Sofia compare learning Spanish to? (learning English, which took Aldo a long time)

  What does Sofia propose to Aldo? (to teach him Spanish by meeting for dinner a couple evenings each week)

  Will Sofia charge Aldo for the lessons? (No, he'll just make her dinner each time.)

Option: [+5 minutes] As a class, brainstorm different ways to learn a language. (Possible answers: traditional language classes, immersing oneself in the language in the country where the language is spoken, reading in the language, taking classes online, speaking with a person) Then ask individual students *Which parts of language study do you think are most effective in learning a language: grammar, vocabulary, listening, reading, or writing?* What other kinds of activities can help you learn? Invite individual students to share their preference for learning a foreign language.

LANGUAGE NOTE In his second line, Aldo says *You know how much I've been wanting to learn Spanish, right?* Point out that although traditional grammar books say not to use stative verbs in the continuous, they are commonly used in spoken English in sentences such as this.

D UNDERSTAND IDIOMS AND EXPRESSIONS

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

- Give students a few minutes to focus on the highlighted expressions in the conversation and think about each in context. Then have them complete the exercise.
- Have students compare answers with a partner. Circulate and assist as needed. Make sure students realize that though items 4 and 6 may see similar, they are actually opposites. Clarify the idioms and expressions as needed. Ask *Can you compare apples and oranges? Why? Why not?* (no, because they are so different) *Does Aldo really want to kick himself?* (no) Explain that it's a way to criticize or reproach oneself for doing or not doing something.

Option: [+5 minutes] Have students role-play the conversation in pairs, replacing the definitions with the meanings in the exercise. Then have them role-play it again using the expressions.

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.

E THINK AND EXPLAIN

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

- In pairs, have students answer the questions, referring to the Spotlight for support.
- Bring the class together to go over the answers.

Option: [+5 minutes] Write these questions on the board for groups to discuss:

Have you ever wanted to kick yourself for missing a sale?

What do you think of the Miracle Method?

Do you think an alternate way to learn a language is worth a shot?

Is there anything you don't like about traditional language courses?

SPEAKING Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	

- In pairs, have students study the images of shopping mistakes on page 74 again. Then have them see if any of the situations have similarities to Aldo's situation.

Option: [+5 minutes] Write *gimmick* on the board and review the term from Chapter 3 (a trick or device used to attract attention). Ask *Do you think a lot of people will be lured to try the Miracle Method? What makes it tempting?* (Possible answer: that you get your money back) *Would you try it? How much do you think it costs?* Then Introduce the term *scam* (a clever but dishonest way to get money). Ask *Have you ever been the victim of a scam?* Invite students to share stories.

LESSON 1

GOAL Evaluate ways and places to shop

A ▶4:02 VOCABULARY

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Give students a few minutes to look at the pictures and read the definitions of the verbs. Then have students listen.
- Have students listen again and repeat the words chorally.
- To check comprehension, ask *What does* browse *mean?* (to look around without a plan to buy something) *What does* bargain hunt *mean?* (to look for things you can buy cheaply) *What does* comparison shop *mean?* (to look at prices for the same items at different stores) *What does* window shop *mean?* (to look through a store window, but not enter the store)

Challenge: [+5 minutes] Have students study the images in pairs and think of a speech bubble for the other person in each picture, using the context of the shopping activity. Tell students they can draw another speech bubble for that person, or write the text in their notebooks. The person's line can be before or after the utterance made in the existing speech bubble. Then invite pairs to role-play their exchange. (Possible answers: 1. A: Are you looking for anything in particular, sir? B: I'm not looking . . . 2. A: This is the best time . . . B: I know! Look at these ridiculously low prices 3. A: Wow! Here's the reason . . . B: That's incredible. That's a big difference in price. 4. A: This place is . . . B: I know. That's my favorite kind of shopping!

LANGUAGE NOTE *To shop around* means to comparison shop; *pricey* means expensive.

Vocabulary-Building Strategies

B ▶4:03 LISTEN TO ACTIVATE VOCABULARY

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

- Pre-listening: Have students read the items and possible answers.
- First listening: Pause after each conversation to allow students time to choose the correct shopping activity.
- Second listening: Have students listen again to check their answers. Go over the answers as a class.

LANGUAGE NOTE To say *something is ancient* means that it is very old; *intentional* means on purpose; *to talk someone into something* means to convince someone to do something; *to pay an arm and a leg* means to be very expensive. Focus on three uses of *look* in the last conversation: *I'm just looking* and *I'd just like to look around* both mean browse. *To look for* means to search for something specific.

Challenge: [+5 minutes] Write these questions on the board. Have students take notes while they listen again for information to support each answer. Tell students they should write direct quotes in each case.

1. How do we know they're bargain hunting?
2. How do we know they're window shopping?
3. How do we know they're comparison shopping?
4. How do we know they're just browsing?

(1. I've heard you can get them really cheap here. 2. They want you to go inside and ask. 3. Isn't this the same shirt they were selling for $75 at Larson's? I've been checking to see if you can get it for less . . . I'm going to check online, too . . . No reason to pay an arm and a leg if someone has it for less. 4. I'm just looking . . . . Are you looking for anything in particular?)

C PAIR WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Call on a student to read the quote on the side.
- Give students a few minutes to complete the chart. Then have students compare information with a partner.
- Bring the class together. Ask *Does anyone* not *do any of these shopping activities?*

Option: [+5 minutes] Ask *Can you do any of these shopping activities online?* (yes: browse, bargain hunt, comparison shop; window shopping is only in person—however, you *can* look at the selection of items on the homepage of a shopping website without clicking to get in to look at more specific items) On the board, write *other shopping activities online.* Brainstorm as a class and write students' ideas on the board. (Possible answers: make online purchases, bid at online auction sites, track ongoing sales, clip coupons / track coupons online, research items online, read customer reviews)

Option: [+5 minutes] Focus on comparison shopping. Ask *What are different ways to comparison shop?* (Possible answers: look at similar items in different stores, search online for the best price) Ask *Have you ever heard about stores that match the lowest price on an item?* Explain that in some stores, if you bring them an ad that shows a particular item, for example, a camera, being sold at a different store for less, the store you are in will match it. Online research makes it easy to find rock bottom prices.

NOW YOU CAN Evaluate ways and places to shop

A ▶4:04 CONVERSATION SPOTLIGHT

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

These conversation strategies are implicit in the model:

- Use Quick question when you want to ask someone something quickly.
- Use I find to introduce something from your experience.
- Use That's good to know to acknowledge good advice.
- Use Why don't you to make a suggestion.

- Have students look at the photo and speculate about the two women. Ask *Where are they? What are they doing? Do you think their conversation is work related?*
- Have students read and listen to the conversation.
- To check comprehension, ask *What does the first woman want to know?* (advice on where to buy furniture) *Which shopping activity does the second woman mention?* (bargain hunting) *Is Morton's usually a good place for bargain hunting?* (no, only when they have a sale) *What is the difference between* pricey *and* rock bottom? (They mean the opposite: *pricey* means expensive, *rock bottom* means very inexpensive.) *What other suggestion does the first woman make?* (to check out Morton's online)

B ▶4:05 RHYTHM AND INTONATION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students repeat chorally. Make sure they:
  - use falling intonation for *Where would you go . . . ?* (line 1) and *Why don't you . . . ?* (line 9)
  - use rising intonation for *Mortons?* (line 5); *. . . can't they?* (line 5)
  - stress *rock bottom* (line 7)

C NOTEPADDING

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

- Ask a volunteer to read the categories and example answers in the model. Elicit additional examples.
- Ask students to fill out the notepad individually. Refer them to the Vocabulary in Exercise A on page 76 for four ways to shop. Tell them they can also include their own ideas.
- Tell students they can list *online* under the place category and give details about what they purchase online and which shopping techniques they use.

D 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.
- Refer students to the Vocabulary in Exercise A on page 76 for shopping activities.
- Reinforce the use of the spotlighted conversation strategies. For example, *Quick question; That's good to know.*
- Call on a volunteer to read the words in the Recycle This Language box.

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 Don't Stop! (See page T5, Activity C, for more details.)

Conversation Activator: Speaking Booster

LESSON 2

GOAL Discuss your reaction to ads

A ▶4:06 GRAMMAR SPOTLIGHT

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

- To warm up, ask students to look at the photos of the four people. Call on volunteers to read the names, jobs, and cities where they live. Then focus on the questions posed to each person. Make sure students know that the adjective *touching* means evoking emotion.
- Have students listen to the interviews as they read along.
- On the board, write *He / She talks about a/an _____ _____ for _____*. To check comprehension, ask *What kind of ad does Nadia Basri talk about?* (an annoying commercial for toothpaste) *Alex Winston?* (a funny ad for a language school) *Theresa Selden?* (an interesting ad for a sports drink) *Marcos Teixeira?* (an emotional billboard for a tablet)
- Have students read and listen to the interviews and notice the passive forms of gerunds and infinitives.

Challenge: [+5–10 minutes] Ask students *Do you think ads and commercials are different in various countries? How are / might they be different? How might an ad that is annoying, funny, interesting, or touching in one country be interpreted otherwise in another country?* Invite students to share stories about ads they have seen in other countries they have visited or online.

LANGUAGE NOTE Clarify that *a commercial* is an advertisement you watch on TV or hear on the radio. An *ad* (or *advertisement*) is a more general term used for all media. *Obnoxious* means unpleasant or annoying. *To build goodwill* means to earn favor from customers.

B UNDERSTAND MEANING FROM CONTEXT

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Review that *to understand meaning from context* means to look at the words that come before and after a word or sentence that help you understand its meaning. Have students work individually to find the expressions in the interview.
- Review as a class. Have volunteers explain the meanings of the expressions.

Option: [+5 minutes] Ask students to use the expressions to share similar reactions they have had to different ads. You can ask specifically *Do any ads get on your nerves like the toothpaste commercial? Choke you up like the billboard for the tablet? Crack you up like the ad with the cat clawing the fish? Blow you away like the sports drink ad? Which types of ads are the most memorable for you?*

C GRAMMAR

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

- Write the following sentences from Exercise A, Grammar Spotlight, on the board:

  1. I hate to be forced to listen to a dumb ad over and over again.
  2. I enjoy being entertained.

Ask *In sentence 1, do we know who forces?* (no) *In sentence 2, do we know who entertains?* (no) *Is the performer of the action important?* (no)

- Ask a volunteer to read the first explanation. Call volunteers to the board. Say *Underline the infinitive in the first sentence.* (*to be*) *Circle the past participle.* (*forced*) Then say *Underline the gerund in the second sentence.* (*being*) *Underline the past participle.* (*entertained*) Reiterate that these are passive forms of infinitives and gerunds. They focus on the action, not the performer of the action.
- Call on students to read the example sentences. Write a negative sentence on the board to illustrate the placement of *not* after the verb, but before the gerund or infinitive: *Susan hates not being told the truth. They were angry not to be told about the meeting.*
- Ask a student to read the Remember note. To check understanding, write:

  The baby wants . . . (hold) all the time. (to be held)

  Marta appreciates . . . (invite) to the party. (being invited)

  The patients like . . . (remind) about upcoming appointments. (to be reminded / being reminded)

  I was happy . . . (give) this opportunity. (to be given)

Elicit additional examples, referring students to the pages A3-A4 in the appendices for lists of verbs followed by gerunds, infinitives, or either.

- Focus on the example questions. Call on volunteers to read them. Then pose the last two to various students and tell them to answer in complete sentences. (Possible answers: I don't like being shown commercials every few minutes. I like being seated in a corner in a restaurant.)
- Ask students to read aloud the highlighted target grammar in Theresa's and Marcos's interviews. Write the sentences on the board:

  I resent simply being sold to.

  I really appreciate being informed about a product's benefits.

  It doesn't hurt to be reminded about the important things in life.

Have students identify the sentences with passive gerunds (the first two sentences) and the sentence with passive infinitive (the third sentence).

GRAMMAR BOOSTER *(Teaching notes p. T136)*

Inductive Grammar Activity

D GRAMMAR PRACTICE

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

- Have students underline the verb or adjective that will precede each passive gerund or infinitive in the sentence. (1. enjoy, don't want; 2. don't like, happy; need; 3. love, annoyed at; 4. would like, expect; 5. want, complain about) Have students look at the verbs and decide which ones will be followed by passive gerunds, which ones by passive infinitives, and which ones by either.
- Direct students to complete the exercise. Encourage them to try to fill in the blanks on their own without consulting the appendix. Then have students go over the answers with a partner, referring to the appendix if necessary.

Option: [+5 minutes] Divide the class into pairs and assign each pair one of the conversations. Tell students to practice reading it. For the items that have more than one answer, have students read the whole conversation twice. Bring the class together and have pairs perform for the class.

Challenge: Have students work in groups to respond to the various topics the A / B pairs discuss. For example, for item 3, students might say *Yeah, I hate being forced to wait in line just for a sale. Then everyone rushes to the items they want. It's kind of dangerous, actually.*

Extra Grammar Exercises

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

Pronunciation Pair Work

E GRAMMAR PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Focus on the example sentence and sample answer. Ask *Who is the performer of the action?* (advertisers) *Is the performer necessary to the meaning of the sentence?* (No, it's understood.) *Could a passive infinitive follow the verb?* (no)
- Then have students rewrite the sentences individually. Tell them to keep the same gerunds in each sentence, but put them in the passive.
- Bring the class together to go over the answers. Ask *Can any of the sentences be rewritten also with an infinitive?* (1. I can't stand to be forced . . .)

Challenge: [+10 minutes] To provide further guided practice, draw the following chart on the board, or print it out from the ActiveTeach and distribute it to students.

A	B	C
1. I can't stand 2. I expect 3. I don't mind	being to be	told _____ forced _____ treated _____ informed _____

For each item in column A, have pairs choose an item from column B and then an item from Column C., which they should complete with their own ideas. Then have pairs write their sentences on a separate sheet of paper. Tell students that there isn't only one correct answer. To finish the activity, call on students to read their sentences out loud. Note: *I can't stand* can be followed by either *being* or *to be.*

Graphic Organizer

NOW YOU CAN Discuss your reactions to ads

A FRAME YOUR IDEAS

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Point out the list of types of ads. Ask individual students *Which ads do you see most? Do you see any other types of ads?* (Possible answers: social media ads, various forms of online ads, on the street advertising)
- Call on volunteers to read the expressions in the first column. Then instruct students to fill out the chart individually. Circulate and assist as needed.

B DISCUSSION ACTIVATOR

Suggested teaching time:	10 minutes	Your actual teaching time:	

Discussion Activator Video.

- Divide the class into pairs and have students discuss the information in their chart. Point to the phrases for describing how you feel. Refer students to pages A3-A4 in the appendices to confirm which words are followed by gerunds, infinitives, or both.
- Call on a volunteer to read the model answer. Remind students to use the simple present if they want to describe what happens in the ads.
- Encourage students in their pairs to ask each other questions and provide details and examples. The goal is to say as much as you can.
- For more support, play the Discussion Activator Video before students do this activity themselves. Ask if the students in the video spoke in detail, saying as much as they could. *Note:* You can print the script or you can view it on the video player on the ActiveTeach. It is recommended that students watch the video first without viewing the script.

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

serious *funny* *witty* *thought-provoking*
original *simple* *aggressive* *short and sweet*

Make sure students understand the words. Bring in magazines or direct students to online sites if computers and Internet access are available in the class. In pairs, have students find ads that can be described with a word from the board. Combine pairs into groups of four. Have pairs show each other the ads and discuss. After each pair has looked at both ads, have pairs share and compare opinions on the ads.

LESSON 3

GOAL Discuss problem shopping behavior

A READING WARM-UP

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask a student to read the questions. Write *careful shopper* on the board. Elicit qualities of a careful shopper. (Possible answers: a shopper that buys only what he or she needs, doesn't spend more than he or she has) Ask *What does it mean to lack self-control?* (to not be able to stop oneself from doing something) Write *to lack self-control* on the board. Ask *Besides shopping, in what other areas can a person lack self-control?* (Possible answers: eating, exercising, gambling, studying)
- Call on volunteers to share their shopping behavior. If students don't feel comfortable talking about themselves, tell them they can talk about someone they know.

B ▶4:07 READING

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

- Invite students to look at the photo and the title of the article. Ask *What does* compulsive *mean?* (difficult to stop or control)
- 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. (In what ways is compulsive shopping a problem?)
- Bring the class together. Have volunteers share their answers to the focus question. (Possible responses: 1. People lie. 2. It is a continuous problem. 3. People make constant impulse purchases. 4. It can lead to debt and neglect of other responsibilities.)

Challenge: [+5 minutes] Have students reread the four tips in the black shaded boxes at the bottom of the article. Then have students return to the four shopping mistakes on page 74. Write the following question on the board for groups to discuss: *How could these tips help people avoid the mistakes in the pictures?* (Possible answers: being aware of motivations—not shopping when depressed, not buying things just because everyone else has them or because a famous person endorsed an item, avoiding sales and buying only items a person needs and can afford)

Reading Strategies

Answers to Exercise B

Answers will vary but may include the following:
Compulsive shopping is a problem because it can lead to neglect of family, work, and other responsibilities. It can cause financial ruin. It is an addiction similar to alcohol, making it a difficult habit to kick.

C UNDERSTAND MEANING FROM CONTEXT

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Remind students to read the sentences before and after each phrase in the article to get a better understanding.
- In pairs, have students scan the article for the specific words and underline them. Then have them study the context to discuss the meanings. Model the first item. Write *an addiction* on the board. Then ask a student to read what follows in the article. (*or just something to get under control*) Elicit that an addiction is something you can't get under control. The *or* following the word *addiction* indicates that *something to get under control* means the opposite. Elicit a sentence using the word. Possible answer: *Uncontrolled shopping is considered an addiction.*
- Have pairs continue in a similar manner. Circulate and assist as needed.

LANGUAGE NOTE Write *get something under control*. Then write *spiral out of control* from the side text. Point out that these are opposites.

Option: [+5 minutes] To confirm understanding of new vocabulary, have students work in pairs to use the words in sentences or short dialogues.

Extra Reading Comprehension Questions

Answers to Exercise C

Answers will vary but may include the following:
1. an addiction: an activity that causes physical effects of a high
   Smoking cigarettes is a dangerous addiction.
2. get something under control: to prevent an activity from getting out of hand
   I used to eat too much sugar, but I got my diet under control.
3. a high: when brain chemicals such as endorphins and dopamine are released
   I get a high when I go running.
4. hard to kick: difficult to stop doing something
   Excessive internet use is another habit that is hard to kick.
5. a shopaholic: a person who is addicted to buying things
   I am not a shopaholic—I make all my purchases responsibly.
6. chronic: a continuous problem repeating itself over and over
   Daniel has a chronic illness; there is no cure.
7. splurge: buy things on impulse from time to time
   I don't splurge often, but I just had to get those shoes.
8. go overboard: to go to an extreme
   The family always goes overboard for birthdays; the kids get too many presents.
9. on the spot: right away
   I can never make a decision on the spot; I spend a lot of time thinking about it.

D IDENTIFY SUPPORTING DETAILS

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

- Call on volunteers to read the questions.
- Have students work in pairs to find and discuss the answers.
- Bring the class together and have students share their answers.

Extra Challenge Reading Activity

NOW YOU CAN Discuss problem shopping behavior

A FRAME YOUR IDEAS

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Call on volunteers to read the items in the quiz. Clarify vocabulary as needed. Then give students a few minutes to check the statements that are true for them.
- As students work, write on the board:

  Sounds like trouble may be around the corner.

  It's time to take the bull by the horns . . .

Explain that when something is *around the corner* it means that it will happen very soon. *To take the bull by the horns* means to face a problem head on.

- Have students score their tests. Don't press students to share their scores if they don't feel comfortable.

LANGUAGE NOTE *To kick yourself* means to reproach yourself for doing something. *A temptation* is a strong desire to do something even though you know you should not do it. *To resist* a temptation means to stop yourself from doing something. *To lose control* means to be unable to stop oneself from doing something. *To pass up* something means to not take advantage of an opportunity. *To buy something on the spot* means to buy it right away without stopping to think about it.

B DISCUSSION

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

- Ask volunteers to read the questions in items 1 and 2. Have students choose one item and then meet in small groups with students who have chosen the same item. Encourage students to refer to the Recycle This Language box. Tell them they can also look at the related vocabulary from Exercise C on page 80.
- Encourage everyone in the group to contribute ideas and respond to one another's opinions. Have one person take notes and then present the group's conclusions to the class.

Option: [+5 minutes] On the board, write *What is the last item you bought on impulse?* Tell students it doesn't necessarily have to be a very expensive item. For example, it can be a coffee from a coffee shop, whereas normally you make your coffee at home. Or a steak in the supermarket, whereas normally you buy less expensive meat. Ask *Did it feel good to splurge, or did you feel guilty? Why do you think you felt this way?*

Discussion: Speaking Booster

OPTIONAL WRITING [+20–30 minutes]

- Have students work in pairs or groups of three to create brochures. Instruct them to have approximately five pieces of advice. Direct students to the four shaded sections in the article on page 80. Explain that they can pull ideas from the article as well as write their own advice. If helpful, direct students to the four shopping mistakes at the beginning of the unit to elicit other tips on what to avoid doing.
- Circulate and assist as needed. If students need direction, tell them they can make a list of Dos and Don'ts. For example, *Do: Comparison shop; Don't: Go shopping when you are feeling down.*
- Have groups exchange brochures. Then bring the class together and say *Share one interesting piece of advice from the brochure you read. Do you think this brochure would help someone with a shopping problem?*

LESSON 4

GOAL Persuade someone to buy a product

A LISTENING WARM-UP

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

- Call on a student to read the title of the lesson. Ask *What does it mean to persuade someone to buy a product?* (to urge someone to buy something by giving reasons why he or she should do it) With Student Books closed, elicit ways consumers can be persuaded to buy a product. Tell students to think of topics discussed in the unit so far. (Possible answers: make people feel good or emotional when buying a product, interest consumers in some way, lure consumers with sales or endorsements)
- With Student Books open, have volunteers read the advertising techniques aloud. Clarify vocabulary as needed.
- Have students complete the exercise individually, thinking carefully about why they chose each answer.
- Review as a class. Call on students to say what example they chose for each technique. To help students explain their answers, ask:
  1. *How does the example of the ad prove that the product is good?* (d-by stating how fast the car can reach 100 kilometers per hour)
  2. *According to the ad, what are most people using?* (f-the company's credit card)
  3. *What does the ad make you worry about?* (h-your children not being as successful at school as other children)
  4. *Why should people buy these clothes if they care about their country?* (g-because they are made by and for the people in the country)
  5. *According to the ad, what do rich people do?* (e-drink a particular brand of coffee)
  6. *In what way will you be happy if you use the product?* (c-You'll have a nice time with friends.)
  7. *What famous person does the ad use?* (a-a soccer player)
  8. *What feeling does the ad bring to your mind?* (b-love)

Option: [+5 minutes] Have students collect ads they see in magazines and newspapers, or bookmark or print ads they see online. In class, have students analyze which techniques are being used in each ad and explain how.

Challenge: [+15 minutes] Have students work in pairs to think up additional examples to illustrate each technique. Combine pairs into groups of four and have them read examples and guess which techniques they illustrate.

LANGUAGE NOTE *To jump on the band wagon* means to do what other people are doing; *snob appeal* refers to being liked by people who think they are better than others; *superiority of a product* refers to how a product is better quality than other similar products.

B ▶4:08 VOCABULARY

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

- Have students listen to the words and study the definitions. Then have them listen and repeat the words chorally.
- Instruct students to find the words in the list of techniques. (1. prove, 2. to 5. imply, 6. promote, 7. endorse) Then have them complete the exercise.
- Go over the answers as a class.

Challenge: [+5 minutes] Write the words prove and imply on the board. Ask *Which is more reliable when deciding to make a purchase—something that has been implied or proven?* (proven) *Do most techniques prove or imply something?* (imply) *What does this say about advertising?* (It's not completely honest. You can't believe everything ads say.)

C ▶4:09 LISTEN TO INFER

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Before students listen, have them say what product and brand the advertisements are for. (Ad 1: product—mouthwash, brand—Nice-Mouth; Ad 2: product—lemonade, brand—Leon's; Ad 3: product—cars, brand—Bernard)
- Point out that more than one technique may be used in each ad.
- Model the first item with the class. Have students listen to the first ad and write the advertising technique(s) used and supporting details. Have students discuss their choices in pairs.
- To review as a class, have a volunteer share and support his or her answer. (Possible answer: The ad plays on people's hidden fears by making them worry about losing their job or having a bad day because of bad breath. It also associates positive qualities with a product.)
- Follow the same procedure for the other two ads.

Option: [+5 minutes] Ask *Do you think any of the three advertisements were successful? Were you persuaded to buy the product?*

Listening Strategies

D APPLY IDEAS

Suggested teaching time:	5 minutes	Your actual teaching time:	

- In pairs, have students discuss ads they both are familiar with and the techniques used. Encourage students to compare their reactions to the various ads.
- Then have students share ads and give more opinions.

Option: [+5 minutes] Poll the class: *Which advertising technique usually wins you over? Which one turns you off immediately?* Provide examples: *Ads that play on hidden fears usually win me over. Ads that provide snob appeal never impress me. I ignore them.*

NOW YOU CAN Persuade someone to buy a product

A NOTEPADDING

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

- Ask *Do any of you work in advertising? Is anyone interested in working in advertising?* Tell students they will test their advertising skills by trying to persuade someone to buy a product.
- To model the activity, draw the following chart on the board. As a class, plan an ad from one of the ideas on the list. Decide on a type of product (for example, shampoo), name (for example, Lavish Locks), and type of ad (for example, a radio ad). Brainstorm appropriate and effective ways for persuading people to buy the product and ideas for an ad using this technique.

Group	Product	Name of Product	Type of ad	Tech-nique(s)	Comments

- Have students copy the chart, or print it out from the ActiveTeach and distribute it to students. In small groups, have students decide on a product and complete their charts. As students create the ads, circulate to offer help as needed. Refer students to the techniques on page 82. Tell students that if their ad is a text or digital ad, they should try to draw / write it up the best they can. If it's a radio or TV ad, they should prepare to present it.

Graphic Organizer

B PRESENTATION

Suggested teaching time:	15 minutes	Your actual teaching time:	

- Assign each group a number. Tell students they are going to use charts to keep track of the ads the various groups present. Have them draw a chart following the model on the board, or you can print it out from the ActiveTeach. The chart should have a separate row for each group.
- After each ad is presented, give students time to fill in their charts, including comments—for example, that the ad was funny or interesting.
- Once all the groups have presented, vote on the following categories. Ask *Which group had . . .*

  the funniest ad

  the most annoying ad

  the most persuasive ad

  the most interesting ad

  the most touching ad

Time permitting, students can explain why they found the ads funny, annoying, persuasive, interesting, and touching.

WRITING Summarize and paraphrase someone's point of view

A WRITING SKILL

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

- Have a volunteer read the explanation aloud.
- To check comprehension, ask *When summarizing an article, what two things should you focus on?* (the main idea, important supporting details) *Should you state your opinion in a summary?* (no) *What are some verbs you can use to paraphrase the author's ideas?* (Possible answers: *state, argue*)
- Have students read the model.

LANGUAGE NOTE Write the following reporting verbs on the board:

argues, believes, explains, states, points out, reports, concludes

Elicit when these verbs might be used. For example, *argue* would be used when the author makes a strong statement about something. When an author makes a statement, the verbs *states, points out,* or *reports* can be used. *Explain* can be used to make an explanation. *Believes* can be used to state a belief. *Concludes* would be used to introduce the final statement on a topic.

B PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students work individually and paraphrase the sentences. Circulate and check that students are not copying the author's exact words. Then have them compare answers with a partner.
- Bring the class together and go over the answers. Ask *What is the best way to start the paraphrase?* (*According to the article* OR *As the article explains*) *Why?* (because we don't know the author's name)

Challenge: [+5 minutes] Write *plagiarism* on the board. Elicit the meaning. (when you take an idea or words from someone else's work without saying where it came from and claim that it is your own) Ask *What are the consequences of plagiarism?* (you can fail a class or get thrown out of school, lose your job, destroy your reputation, be sued, have to pay big fines) Stress the importance of paraphrasing and citing sources.

C PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- On the board, write *Warning signs of a shopping addiction*. Point out that the four middle paragraphs of the article on page 80 describe warning signs of a shopping addiction. Tell students that in this exercise they will summarize the main idea of each paragraph.
- Have students work individually or in pairs to write the main idea of each paragraph.

D APPLY THE WRITING SKILL

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

- Refer students to their notes in Exercise C, Practice. Point out that they can use these sentences for the body of the summary.
- Ask *Do we know the name of the author of the article on page 80?* (no) *What is the best way to start the summary? (According to the article . . .)* Write student suggestions on the board. Point out that for the first sentence it might be a good idea to write the name of the article: *According to the article "Compulsive Shopping: An addiction or just something to get under control?" . . .*
- Then ask *What four things are being summarized in Exercise C?* (warning signs of a shopping addiction) Tell students they could complete the opening sentence on the board with *. . . describes four signs of a shopping addiction.*
- Then the summary could continue to name the four signs as summarized in Exercise C.
- Finally, write *The author concludes the article by . . .* Ask *What does the author provide at the end of the article?* (advice on how to deal with shopping addictions) Have students complete their summary completing the statement on the board.
- Refer students to the Writing Process Worksheet to help walk them through the writing process and peer review.
- Encourage students to use the Self-Check in the Student Book to go over the summaries they wrote.

Writing Process

OPTIONAL WRITING [+10–15 minutes]

- On the board, write:

  What are some ideas on how to avoid compulsive shopping? In stores? Online?

- Have students work individually or in pairs to discuss and/or research these questions. They should write at least two paragraphs. Tell students they can focus on one specific idea or on more than one idea.

REVIEW

Digital Game

A

▶ 4:10

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

- Pre-listening: Have students read the idioms and expressions. Review vocabulary as needed. *There are no two ways about it* means that there is only one correct opinion on the topic; *comparing apples and oranges* means that some things are so different that you can't really compare them; *I owe you one* means it's my turn to do something nice for you; *that's debatable* means there is more than one opinion about something; *don't fall for it* means not to believe what you hear; *I could kick myself* means I regret doing something; *tell you what* means I'm going to suggest something to you.
- First listening: Pause after each statement to allow students time to choose the appropriate response.
- Second listening: Have students listen again and check their answers.
- Go over the answers as a class.

Challenge: [+5-10 minutes] Have students create scenarios around the alternate expressions in the multiple choice. Circulate and make sure students understand the expressions correctly.

B

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students skim the questions and think about the meaning of the idioms. If necessary, call on volunteers to define *crack up* (make laugh), *blow away* (to impress intensely), *choke up* (to make cry), *get on nerves* (to annoy). Alternatively, refer students to Exercise B on page 78 for review.
- Ask students to answer the questions and then share sentences with a partner.
- Go over the answers as a class. Have volunteers read their sentences out loud and explain their answers.

C

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To warm up, have students underline the main verb of each sentence. Tell students to think about whether it will be followed by a gerund or infinitive. Hint that none of the items can take both a gerund or infinitive. If necessary, refer students to page A4 in the appendix.
- Model the first item. Ask *Does* recall *need a gerund or an infinitive?* (a gerund) *What's the passive gerund of* send? (being sent) Then call on a student to read the complete sentence out loud.
- Have students complete the exercise individually. Then ask students to compare answers with a partner.

D

Suggested teaching time:	5 minutes	Your actual teaching time:	

- After students answer the questions individually, have them share their answers with a partner. Encourage students to ask follow-up questions to find out more about their partner's answers.
- Then bring the class together and call on volunteers to share answers.

E

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To review the meaning of the four verbs in the box, refer students to Exercise B on page 82.
- Have students read the scenarios and complete each sentence with the correct verb. Tell students to try to use the correct form of the verb. Point out that only one item elicits this unit's target grammar. (item 1)
- Go over the answers as a class. For each item, ask *Which form do we need?* (1. past participle to complete the passive gerund, 2. present participle to complete the present continuous form, 3. base form to complete the infinitive of purpose; simple present form)

Option: TEST-TAKING SKILLS BOOSTER *(p. 157)*

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 8

Family Trends

PREVIEW

A FRAME YOUR IDEAS

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

- Ask a student to read the title of the unit. Write it on the board: *Family Trends*. Elicit from the class that a trend is a general tendency in the way a situation is changing or developing.
- Have students look at the picture. Ask *Who are the family members?* (two parents, two children—a girl and a boy) *What are they doing?* (enjoying a game of chess) *Do you think this is a typical family?*
- Read the direction line. Ask *What kind of parent-teen relationship do you think members of this family have?* (Possible answers: It looks like they probably get along. The parents probably focus on family time; otherwise, the kids might be playing on their phones or other electronics.)
- Tell students they will read pairs of opinions about parent-teen relationships and check the one they agree with more.

LANGUAGE NOTE *A sense of responsibility* refers to being aware of what one is supposed to do; *help around the house* means to do different chores; *keep the peace* is an idiom that means to prevent fighting or other difficulties; *a curfew* is the time decided by parents by which a child must be home or asleep in the evening; *to ground* means to stop a child from going out with their friends as a punishment for doing something wrong; when something is *off limits,* it means that someone is not allowed to go there.

Challenge: [+5 minutes] Have students reread the statements and then write a "P" next to the statement in each pair they think their parents would check. Then have students think about how much they agree or disagree with their parents. On the board, write *Do you think you have a different attitude about parenting than your parents have / had? Explain.* Invite volunteers to share their opinions.

B PAIR WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask volunteers to read the example responses. Ask *Who agrees with the first statement in the quote on the left? What age do you think a child should be allowed independence on the Internet?*
- Then have pairs compare opinions. Remind students to support their opinions.

Challenge: Poll student answers for each pair of opinions. Then determine if the majority of students have similar or differing opinions about parent-teen relationships.

C ▶ 4:11 SPOTLIGHT

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Ask students to look at the photo. Ask *What are these women doing?* (sitting, having coffee and chatting, maybe on a lunch break)
- Have students read and listen to the conversation.
- To check comprehension, ask *What kind of news is Grace sharing with Margot?* (Emma and Max are back together.) *Why did Emma and Max start having marriage problems?* (due to money) *What happened that caused everything to start getting worse?* (Max lost his job.) *What happened to the children once the parents started fighting more?* (They started misbehaving.)

Option: [+5 minutes] Write the following questions on the board for students to discuss:

Why might it be difficult for a working person to suddenly become a stay-at-home parent?

Why do you think tension between parents affects children?

Have students discuss in pairs. Then bring the class together and discuss.

D UNDERSTAND IDIOMS AND EXPRESSIONS

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

- Give students a few minutes to focus on the highlighted expressions in Exercise C, Spotlight, and think about each one in context. Then have students complete the exercise.
- Have students compare answers with a partner. Circulate and assist as needed.

LANGUAGE NOTE In addition to the idioms and expressions underlined in Exercise D, you might want to clarify the following words and phrases. *To be out of touch* means to not know what is going on with someone; *when a problem snowballs,* it grows bigger at a faster and faster rate—just as a snowball grows larger and larger as it rolls down a hill, picking up snow as it goes; *an underlying issue* is a deeper problem than the one that is visible on the surface; *a gossip* is a person who likes talking about other people's private lives—the verb *to gossip* means to talk about other people's private lives.

Option: [+10 minutes] Have students role-play the conversation in pairs, replacing the definitions with the meanings from the exercise. Tell them to make necessary changes. Model the first item: *Emma and Max repaired their relationship.* Then have students role-play it again using the expressions that are in the original conversation.

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.

E THINK AND EXPLAIN

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

- In pairs, have students answer the questions, referring to Spotlight for support.
- Bring the class together to go over the answers.

Option: [+5 minutes] Write *gossip* on the board. Review the verb and noun form as explained in the Language Note for Exercise D above. Then ask *What is the difference between just talking about someone you know and gossiping about them? Margot says that she feels sort of like a gossip talking about Max and Emma behind their backs. Do you think she is gossiping? Why? Why not?* (Possible answer: Maybe not, since she isn't saying anything bad about them; however, maybe she is gossiping a little—she is retelling private details of their lives.) Then ask students to share their opinions on gossiping.

SPEAKING GROUP WORK

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

- Ask a volunteer to read the direction line continuing into each bulleted point.
- Divide the class into groups and have them share stories. Remind students to reuse language from Spotlight.

LESSON 1

GOAL Describe family trends

A ▶ 4:12 GRAMMAR SPOTLIGHT

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have a volunteer read the title of the article out loud. Then have students look at the photo. Ask *What does* falling birthrates *mean?* (Fewer babies are being born.) *What reasons do you think the article will give for the decline in birthrates?*
- Have students read and listen to the article and notice the use of comparatives.
- To check comprehension, ask: *What reasons does the brochure give for falling birthrates?* (People are marrying later and waiting longer to have kids.) *How does education and employment affect family size?* (The more schooling women get, the better opportunities they have for employment. Working women marry later and have smaller families.) *What age group is increasing?* (the elderly) *What challenges does this pose?* (With fewer children, there are fewer family members to take care of the elderly.)

LANGUAGE NOTE *The birthrate* is the number of people who are born for every 1,000 people in a particular year in a particular place; *life expectancy* is the length of time that a person is expected to live; *elderly* is the polite way to refer to people who are old; *old* is used when talking about the age of someone or something (e.g., *How old is your son?*)

B PAIR WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Call on volunteers to read the questions.
- Divide the class into pairs or small groups and have them discuss the questions. Circulate and assist.
- Bring the class together and call on volunteers to share their answers to the questions.

Challenge: [+5 minutes] Have students work in pairs to think up additional reasons why more couples are having fewer children.

C GRAMMAR

Suggested teaching time:	5 minutes	Your actual teaching time:	

- On the board, write:

  People are living longer.

  People are living longer and longer.

  Ask *What is the difference between the two sentences?* (The first sentence indicates that people are living longer than in the past. The second sentence indicates that people are living longer today than in the past, and in the future, people will live even longer than they are today.)
- Have volunteers read the explanation for repeated comparatives and the examples out loud.
- To check understanding, write the following three example sentences on the board:

  1. Changes are occurring faster and faster.
  2. It's becoming more and more difficult to predict life expectancy.
  3. More and more people are marrying later.

  Ask *Which repeated comparison modifies an adjective?* (2) *an adverb?* (1) *a noun?* (3) *Why does sentence 2 use* more and more? (because *difficult* can't take *-er*) *Why does sentence 1 not use the comparative* more and more *form?* (because *fast* takes the *-er* comparative form) *Why does* More and more *appear at the beginning of the sentence in sentence 3?* (because it modifies the noun *people*)
- Have volunteers read the explanation for double comparatives and the examples aloud. After each sentence ask *What is the cause? What is the effect?*
- To focus on the form of the double comparative, write on the board:

  1. The more education women get, the later they marry.

  Ask *What is* more *in the sentence?* (a comparative adjective that modifies the noun *education*)

  What is later *in the sentence?* (a comparative adverb that modifies the verb *marry*)
- Point out that the comma before the second comparative is necessary.
- Focus on the Note at the bottom of the chart. Provide another example on the board:

  The bigger the house, the more expensive the price tag. Write on the board:

  The bigger the house (is), the more expensive the price tag (is).

  Call on a student to fill in where the form of *be* would fit in the sentence.
- Then read the Be careful! note on the side. Explain that the present continuous is not used with double comparatives because double comparatives state facts, not ongoing actions. On the board, write:

  Women are getting better jobs because they are staying in school longer.

  Have students restate the sentence on the board using a double comparative. (The longer women stay in school, the better the jobs they get.)

Challenge: [+5 minutes] On the board, write additional cause / effect statements for students to rewrite using double comparatives:

Since the price of milk is higher, people are buying less.

(The higher the price of milk, the less people buy.)

When a math problem is complex, more students make mistakes.

(The more complex a math problem, the more students make mistakes.)

If you bother me less, I will want to help you more.

(The less you bother me, the more I'll want to help you.)

Option: GRAMMAR BOOSTER *(Teaching Notes page T137)*

Inductive Grammar Activity

D NOTICE THE GRAMMAR

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Call on volunteers to find an example of a double comparative in Exercise C, Spotlight, on page 87. Ask *What is the cause? What is the effect?* (they fought → things got worse)

Extra Grammar Exercises

E 4:13 LISTEN TO ACTIVATE GRAMMAR

Suggested teaching time:	5 minutes	Your actual teaching time:	

- First listening: On the board, write the following topics:

  education life expectancy marriage age
  health care dating time

  Have students close their books. Instruct students to listen and identify the two topics for each conversation. Point out that one of the topics will be used twice. Go over the answers as a class. (1. education and medical / health care, 2. dating time and marriage, 3. education and life expectancy)
- Second listening: With Student Books open, have students listen and complete the exercise.

F GRAMMAR PAIR WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Model the first item with the class. Have a volunteer read the completed statement out loud.
- Tell students to pay attention to meaning to complete each statement logically.
- Have students complete the exercise individually and then compare answers with a partner.
- Go over the answers as a class. After each item ask *What is the cause? What is the effect?* (1. people are older when they marry → they have fewer children; 2. the life expectancy is high → the elderly population is larger; 3. people work hard → they are more successful; 4. the quality of health care is good → the death rate is lower; 5. a country is developed → life expectancy is lower; 6. women are younger when they have children? they are more likely to get a higher education)

G GRAMMAR PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students look at the exercise. For less advanced classes, you can elicit *What words are used for increasing number? (more and more* or adj. + *-er and* adj. + *-er*) *Which words are used for decreasing frequency? (fewer and fewer* or *less and less*) *Which words can be used for increasing speed? (more and more quickly*).
- Have students rewrite the sentences individually. Then have them compare answers with a partner.

H GRAMMAR PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Give students a few minutes to correct the errors. Then go over the answers as a class.
- Ask *Why is the present continuous not correct here?* (because double comparatives state facts, not ongoing actions)

NOW YOU CAN Describe family trends

A PAIR WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- As a class, brainstorm some ideas on how families are changing in your country. Write these on the board. (Possible answers: adult kids moving back home, unemployment, people living longer)
- In pairs, have students make statements. Remind them to use repeated comparatives and double comparatives. Write examples on the board for reference:

  More and more kids are moving back home to live with their parents.

  The more expensive a college education, the more students rely on loans.

B SUMMARIZE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Call on a volunteer to read the model. Ask *What is the repeated comparative? (fewer and fewer*) *What is the double comparative? (the higher the standard of living . . . the healthier the population*) For the double comparative ask *What is the cause?* (the higher standard of living) *What is the effect?* (the population is healthier)
- In pairs, have students write a short paragraph relating some of the ideas they discussed in Exercise A.

C 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 ideas to talk about how changing trends will impact families of the future. Remind them that they should use repeated and double comparatives. Call on two volunteers to read the model response.
- For more support, play the Discussion Activator Video before students do this activity themselves. *Note:* You can print the script or you can view it on the video player on the ActiveTeach.

LESSON 2

GOAL Discuss parent-teen issues

A ▶4:14 VOCABULARY

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

- Before students read and listen, have them look at the pictures and read the captions above the pictures.
- Have students listen to the words and study the explanations below the pictures.
- Then have students listen and repeat the words chorally.

LANGUAGE NOTE If necessary, bring students' attention to the *too* with the adjectives in the first two captions. Review with students that *too* means more than is acceptable or necessary. By saying someone is *too strict* or *too lenient* you are voicing your opinion that it's more than necessary. Then focus on the word *overprotective.* Point out that the prefix *over-* means *too*. *Overprotective* means too protective.

Kids can refer to children or young people in general or, as here, can be synonymous with sons and / or daughters. In this context, *kids* can refer to sons and / or daughters of any age. In this particular lesson, the word refers to teenaged sons and daughters.

To describe a temporary quality, *spoiled* can be used with the verb *act.* For example, *He's acting spoiled. To talk back* means to challenge an authoritative figure verbally. For example, if a parent tells a child to do something, and the child responds disrespectfully *No, you do it.*

Option: [+5 minutes] In small groups, have students share specific examples of occasions when they or someone they know was disrespectful, rebellious, or acted spoiled as a child. Have them also use specific examples to explain why or how their parents were or were not strict, lenient, or overprotective. Then bring the class together and have volunteers share some of their stories.

Vocabulary-Building Strategies

B VOCABULARY PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students complete the exercise individually.
- Then have students compare answers with a partner.

Option: [+5 minutes] If students have used the intensifier *too* in their sentences, ask them to explain why.

Challenge: [+10–15 minutes] In pairs, have students think up several scenarios using the statements in the book as models. Then exchange with a partner and have students choose the adjective the scenario describes.

C ▶4:15 LISTEN TO ACTIVATE VOCABULARY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- First listening: With Student Books closed, play the conversations.
- Second listening: Have students listen again and use adjectives from the target vocabulary to complete the statements. Reminds students to use *too* when necessary.
- Go over the answers as a class.

LANGUAGE NOTE *To set limits* means to have specific rules that have to be followed; *no ifs, ands, or buts about it* is an expression that means there is no negotiation on a matter.

D MAKE PERSONAL COMPARISONS

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Address the question to the class. Call on volunteers to share some personal comparisons.

E PROVIDE EXAMPLES

Suggested teaching time:	5 minutes	Your actual teaching time:	

- In pairs, have students discuss in detail people who exhibit the various behaviors. If students don't know a specific person, they can refer to a movie or TV character with these traits.
- Circulate and encourage students to provide details.

NOW YOU CAN Discuss parent-teen issues

A ▶4:16 CONVERSATION SPOTLIGHT

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

These conversation strategies are implicit in the model:

- Use I'm sorry to say to introduce unwelcome information.
- Use Why's that? to inquire why something is true.
- Use I suppose to indicate hesitant or partial agreement.
- Use But to introduce a dissenting opinion.

- Have students look at the photo. Ask *Do you think these two women are of the same generation? What do you think their relationship is?* (Possible answers: co-workers, friends, mother and daughter) *What might they be talking about?*
- Have students read and listen to the conversation.
- To check comprehension, ask *What are the women discussing?* (what parents should do if their kids start smoking) *Do they have similar opinions?* (no) *What is the first woman's view?* (She thinks kids should be grounded if they don't shape up.) *What's the other woman's view?* (There isn't much parents can do.)
- Have students listen to the phrases listed to the right of the conversation.

LANGUAGE NOTE *Shape up* means improve your behavior.

B ▶4:17 RHYTHM AND INTONATION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students repeat chorally. Make sure they:
  - use falling intonation for *What do you think parents should do if their teenage kids start smoking?* and *Why's that?*
  - use emphatic stress for *can* in . . . *there's not much they can do* and *But they can ground them.*
  - pause slightly after *I'm sorry to say* and *I suppose*.
  - stress *up* in *shape up*.
- Then have students practice the conversation with a partner.

C CONVERSATION ACTIVATOR

Suggested teaching time:	5 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.
- On the board, write *What do you think parents should do if. . .?* Tell students to choose their own topic. Ask a volunteer to read the Examples of bad behavior box. Encourage students to think up their own example.
- Reinforce the use of the spotlighted conversation strategies. Refer students to language from Preview on page 86.

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 Don't Stop! (See page T5, Activity C, for more details.)

Conversation Activator: Speaking Booster

D DISCUSSION

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

- Give students a few minutes to write one piece of advice for parents and one piece of advice for teenagers.
- Call on volunteers and write the ideas on the board:

Advice for Parents	Advice for Teenagers

Option: [+5 minutes] Ask students *Do you think it's more difficult being a parent or a teenager?* Have pairs discuss, referring to the advice on the board.

LESSON 3

GOAL Compare generations

A ▶4:19 LISTENING WARM-UP

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students close their books. Write *responsible* on the board. Elicit the part of speech (adjective) and an example sentence. (Possible answer: Michael is a responsible student.) Ask *What is the noun form of* responsible? Erase *-le* and add the ending *-ility*. You may want to do this with a few other words such as *generous, mature,* and *important*. (generosity, maturity, importance)
- With Student Books open, tell students to listen to the words and study the transformations. Then have them listen and repeat the words chorally.
- Point out that the charts contain examples of both verbs and adjectives that can be transformed into nouns. Have students identify the verbs and the adjectives (the first two sections have verbs—from *expect* to *involve*; the remaining sections have adjectives).
- In pairs, have students find and underline all the words that underwent spelling changes when they were transformed into nouns. Go over the answers as a class. (explanation, frustration, permission, courtesy, responsibility, reliability, capability, dependability, disability, generosity, maturity, mobility, security, productivity, importance, significance, independence, lenience, obedience)
- Have students look up words they don't know in the dictionary. Then have students share the words and definitions with the class.

LANGUAGE NOTE Point out that most words do not follow set rules for the formation of nouns; they just have to be learned.

Option: [+5 minutes] Ask students to find the words in the chart that have internal spelling changes when in a different part of speech. For example:

explain (v) → explanation (n), drop the *i*

permit (v) → permission (n), drop the *t*

courtesy (n) → courteous (adj)

Option: PRONUNCIATION BOOSTER (Teaching Notes *p. T147*)

Pronunciation Pair Work

Vocabulary Building Strategies

B WORD STUDY PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Hint that there can be more than one noun for each item.
- Model the first item for the class. Have a volunteer explain the answer. (The nouns *dependency* and *dependence* end in common endings for nouns: *-y* and *-ence. Dependent* is both a noun and an adjective.)
- Have students compare answers with a partner and use a dictionary to confirm their answers and check meanings. Circulate and assist as needed.

C ▶4:20 LISTEN FOR SUPPORTING INFORMATION

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

- Write *generation gap* on the board. Elicit from the class that this refers to the differences, as well as the lack of understanding, between older people and younger people. Tell students they will hear about the generation gap in one family in Lithuania.
- Pre-listening: Direct students' attention to the photo of Vilnius, the capital of Lithuania. Elicit from the class what they know about Lithuania. (Possible answers: It is in Eastern Europe, near Poland. It was part of the Soviet Union for many years.) If there is a world map in the class, ask a volunteer to locate Lithuania and its capital Vilnius.
- Have a volunteer read the questions out loud.
- First listening: Have students listen and take notes of the answers to the questions.
- Second listening: Ask students to listen again and fill in more information to answer the questions.
- Bring the class together to go over the answers.

LANGUAGE NOTE A person's *immediate family* consists of parents, children, brothers, and sisters. A person's *extended family* includes grandparents, aunts, uncles, and cousins.

Listening Strategies

D ▶4:21 LISTEN FOR DETAILS

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

- Have students read the statements to themselves and see if they can fill in any of the answers.
- Then have students listen and complete the statements individually. Hint to students that item 2 is eliciting a number.

Have students transform the words into nouns and then use them to complete the statements below:

To confirm their answers, have students listen to Part 1 again. To check for correct noun forms, tell students to refer to Exercises A and B. (1. expectation, 2. involvement, 3. closeness, 4. Rebelliousness / disobedience)

E ▶4:22 LISTEN TO COMPARE AND CONTRAST

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

- Pre-listening: Ask student to read the list of topics. Have students predict how the two generations might perceive the various issues differently. (Possible answers: Rimas's generation probably moves around more than the parents' generation did. Rimas's generation probably has kids later, like elsewhere around the world.)
- First listening: Have students listen and complete the chart in note form.
- Second listening: Have students listen again to confirm their answers.
- Have students compare answers in pairs. Then bring the class together. Have students use their notes to describe the differences between the generations.

Option: [+5 minutes] On the board, write *generation gap*. Have students look at the chart of differences in Rimas's family. Ask *In your opinion, which generation's life is better—Rimas's parents' who grew up in a tight-knit family or Rimas's that has had more opportunities to explore the world?* Encourage students to discuss plusses and minuses to each generation's situation. Then bring the class together and discuss.

F RELATE TO PERSONAL EXPERIENCE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To prepare for discussion give students a few minutes to read the questions. Clarify topics if necessary. Invite students to share other topics (e.g., technology).
- Divide the class into small groups and have students discuss the questions.
- Bring the class together. Ask *Whose life is similar to Rimas's? Rimas's parents'?* Then ask *Do your parents worry about you? If you have children, do you worry about your children?*

NOW YOU CAN Compare generations

A NOTEPADDING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students write their ideas on the notepads individually.
- In pairs, have students discuss the differences between their generation and their parents' generation.
- Bring the class together and ask individual students *Is there a generation gap in your family?*

B DISCUSSION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask volunteers to read the discussion questions out loud.
- Divide the class into small groups to discuss. Have students write a list of ideas describing the next generation.
- Bring the class together and call on volunteers to share ideas.

Option: [+5 minutes] Ask students to discuss what they *dislike* most about their parents' generation. Have them discuss whether or not this will influence / has influenced how they raise / raised their own children. Then write on the board *What does your parents' generation dislike most about your generation?* Circulate as students discuss. Time permitting, bring the class together to share ideas.

Challenge: [+5 minutes] If the topic of technology has not come up yet, write *Technological Generation Gap*. Have students discuss if they have witnessed this in their families. Ask *What is the difference between a generation that was born with technology all around them and a generation that is just learning about technology?*

OPTIONAL WRITING [+20–30 minutes]

- Have students choose one of the questions they discussed in Exercise B, Discussion, and summarize their ideas.
- Peer review: Students can read each other's summaries and offer feedback.

LESSON 4

GOAL Discuss caring for the elderly

A READING WARM-UP

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask a volunteer to read the question (In your country, how are older family members traditionally cared for?).
- On the board, write *What do you think are the best ways for older family members to be cared for?* (Possible answers: It would be best for an elderly person to stay on his or her own, either cared for by a family member or hired help, depending on resources.)

B 4:23 READING

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

- On the board, write *demographic shift*. Elicit the meaning. (a change in population structure) If students don't know the meaning, bring their attention to the chart at the bottom of the article. Ask *What does the chart show?* (how population is changing) *How is population changing?* (more and more older people) Explain that the chart illustrates a demographic shift. Tell students to find (approximately) the current year on the chart. Ask *What are expectations for the future?* (more and more older people and fewer and fewer younger people)
- Call on a volunteer to read the title of the article. Then ask other students to read the captions to the photos.
- Then have 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 will some consequences of this demographic shift be?).
- In pairs, have students discuss the focus question.
- On the board, write *Consequences of the Demographic Shift*. Call on students to write the answers on the board.

(Possible answers: an increase in age-related diseases such as heart disease, stroke, diabetes, and cancer; a need for more medical facilities to address more illnesses; a higher prevalence of dementia, especially Alzheimer's; a need for treating or preventing dementia and having facilities to care for these people; a need for long-term facilities for the elderly who have lost their ability to live independently; a rise in costs to run those facilities)

- As a class, look at the various answers on the board. Ask *What are the economic consequences to the demographic shift?* (medical facilities, treatment, research, long-term care facilities)
- Leave the information on the board for students to refer to in Exercise C.

Option: [+5 minutes] Have students look at the information on the board. Ask *What does all this information translate to for young working members of society?* (many job opportunities) Tell students to name different job opportunities. (Possible answers: health care—doctors, nurses, administrative; research and science; health insurance)

Challenge: [+5 minutes] To review the unit's target grammar, invite students to find examples of double and repeated comparatives in this article. (paragraph 1: *As the population of older people gets larger and larger;* paragraph 2: *the more elderly people there are in the population, the more cases of age-related diseases;* last paragraph: *And as fewer and fewer adult children are able or want to stay home*)

Reading Strategies

C SUMMARIZE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students work in pairs to summarize the consequences of the demographic change discussed in the article. Tell them they can refer to the notes the class took on the board in Exercise A when answering the focus question.
- On the board, write *The article "Worldwide Growth of Aging Populations" discusses . . .* to help students start off their summary. Remind students to use their own words and not include their own opinions.

(Possible answers: As people are living longer, the larger number of elderly people is bringing about various societal changes. There is a higher need to care for people with age-related disease such as heart disease, stroke, diabetes, and cancer. As elderly people cannot care for themselves, long-term care options must be made available.)

Option: [+10–15 minutes] On the board, write *How do you think this demographic shift will affect the future of society?* Tell students to write a separate paragraph to share their opinions. Explain that, unlike the summary where students just stated what they read, here they can write their opinions.

Extra Reading Comprehension Exercises

D UNDERSTAND MEANING FROM CONTEXT

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

- Review that *to understand meaning from context* means to look at the words that come just before and after a word or sentence that help you understand its meaning. In pairs, have students find and underline the words and phrases in the reading that help them understand the words and phrases in Exercise D.
- Model the first item. Ask *What sentence follows the one that mentions* demographic shift? (For the first time in history, we soon will have more elderly people than children, and more extremely old people than ever before.) Ask *What tells us the meaning of* demographic shift? (there being more elderly people than children than ever before—there being a change in population)
- Have students continue in pairs in the same manner. Then bring the class together and go over the answers.

E CRITICAL THINKING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Tell students they will focus on the last paragraph of the article to answer the two questions. Let students reread the article to themselves. Then have them choose the best answers.
- Have students compare answers with a partner.

Option: [+5 minutes] Invite students to share stories, either from their lives or people they know, where people were not able to care for aging parents due to geography.

F DRAW CONCLUSIONS

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Briefly review that when you draw conclusions, you don't find the information in the text. You use what you know as well as what the text tells you to make a deduction.
- Give students a few minutes to think about the question. Then bring the class together and have students predict challenges they will face caring for immediate or extended family.

Extra Challenge Reading Activity

NOW YOU CAN Discuss caring for the elderly

A FRAME YOUR IDEAS

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have volunteers read the statements out loud.
- In pairs, have students discuss each statement and check if they think it's true. Encourage students to provide reasons for their answers.
- Bring the class together and have students share opinions. Then call on volunteers to share any statements they wrote under *Other*.

Option: [+5 minutes] Ask pairs *Did any of you disagree on any of the topics?* Invite other students to debate further, especially if students from the same country have differing opinions.

B PAIR WORK

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

- Have students read the case studies individually and underline the challenge each person is facing.
- In pairs, have students discuss possible solutions for the challenges. Encourage students to think of solutions their family or friends may have found to similar problems.
- Bring the class together and have pairs report their solutions to the class. Invite other students to say whether or not they agree with the solutions and explain why.

Challenge: [+10 minutes] In groups of three, have students role-play a conversation between the three people. Have them share their challenges and talk about possible solutions. For example:

David: I'm really worried about my mom. She just turned eighty, and she lives alone. I wish she could move in with us, but we just have no room.

Suzanne: I'm in the same boat, David. My dad is 75, but he's forgetting things. I'm afraid he'll forget to turn off the stove one day and get hurt. But how can I take care of him with the three little ones.

Peter: Well, I've decided to at least get my parents some help around the house a couple times a week. You know, someone to do their shopping and cleaning.

Suzanne: That's a good idea . . .

C DISCUSSION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- On the board, write *When we are old . . .* Have students share different opinions about how the elderly will be cared for when students themselves are elderly. Tell students to share how they personally would like to be cared for.
- On the board, take a poll of student preferences. Ask *Who would like to be cared for by family? Who would agree to go to a nursing home? Who would like to have in-home care?* Then ask *Are you preparing for your future? If not, what can you start doing to prepare?* (Possible answer: start saving money to pay for in-home care or a nice nursing home)

Discussion: Speaking Booster

WRITING Avoiding run-on sentences and comma splices

A WRITING SKILL

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

- Call on students to read the explanations and examples of run-on sentences and comma splices out loud.
- Give students a few minutes to study the way to correct run-on sentences and comma splices. For the third bullet, point out the coordinating conjunctions in the gray box. Point out that some coordinating conjunctions are used to add two things (*and*), to show reasons (*for*), to show contrast (*but, yet*) to show result (*so*), and to show alternative (*or, nor*).
- On the board, write:

  His grandparents live in the country, he doesn't see them very often.

  In pairs, have students identify the type of mistake in the sentence (comma splice) and think of ways to correct it.
- Call on volunteers to come to the board and rewrite the sentence, each in a different way:

  . . . live in the country. He doesn't . . .

  . . . live in the country; he doesn't . . .

  . . . live in the country, so he doesn't . . .

  Test understanding of coordinating conjunctions by asking *Could we write " . . . live in the country, or he doesn't . . ."?* (No, we couldn't. The conjunction *or* presents alternative choice. It doesn't make sense here.)

LANGUAGE NOTE *Run-on* is an adjective that implies that something keeps running on and doesn't stop; the noun *splice* refers to the act of connecting the ends of two things together, or the place where this connection has been made—a comma splice is the end of one sentence that has been connected to the beginning of another sentence incorrectly with a comma.

Challenge: [+5–10 minutes] Have students work in pairs to write run-on sentences and comma splices. Then pairs exchange papers and make corrections to the sentences. Circulate and make sure students are making necessary corrections.

B PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Give students a few minutes to read the statements and identify if any of them are run-on sentences or comma splices. Then have students compare answers with a partner.
- On the board, write:

  Does the second sentence:
  -add information?
  -show reason?
  -show contrast?
  -show result?
  -show an alternative?
- Have students rewrite each sentence, making necessary corrections and introducing correct coordinating conjunctions where needed.
- Go over the answers as a class.

C PRACTICE

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

- Have students work individually to rewrite the paragraph, making corrections. Remind students that there is usually more than one way to correct run-on sentences and comma splices. Tell them to only make one correction for each error.
- Then have students compare answers with a partner.
- Go over the answers as a class. Call on different students to provide different ways to correct each error. Ask students to explain their corrections, or, if possible, write their corrected sentences on the board.

D APPLY THE WRITING SKILL

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

- Write the word blog on the board. Elicit what this is. (a website run by a person or group that is updated regularly; usually written in an informal style) Stress that the style of their writing should be conversational, as if they were talking to the parents and teens.
- Refer students to the Writing Process Worksheet to help walk them through the writing process and peer review.

LANGUAGE NOTE Point out to students that the word *blog* can be both a noun as defined above, or it can be a verb. *To blog* means to write or add new material to a blog.

Writing Process

- Encourage students to use the Self-Check in the Student Book to go over the paragraphs they wrote.

REVIEW

Digital Game

A

▶ 4:24

Suggested teaching time:	5 minutes	Your actual teaching time:	

- First listening: With Student Books closed, have students listen and decide the relationship between the speaker and who / what they are talking about. Tell them to take notes. Then go over this as a class. (1. husband and wife / their son who is not doing well in school; 2. two friends / the first woman's daughter who comes home late every night; 3. two friends / the girl's father won't let her wear makeup to school; 4. two sisters / their parents' behavior when the girls were young)
- Second listening: Have students listen again and complete the statements.
- Then have students compare answers with a partner.
- Go over the answers as a class. After students provide the answer to each question, ask: After 1: *What is Jordan spending a lot of time on?* (the Internet); After 2: *When did Sandi start staying out so late?* (when she got her driver's license); After 3: *How do we know Jill may become even more rebellious?* (because she said she might get a tattoo next time her dad tells her something she doesn't like); After 4: *Why do they appreciate their parents now?* (because they realize how smart their parents always were)

B

Suggested teaching time:	5 minutes	Your actual teaching time:	

- For more advanced classes: Have students do the quiz without looking back at the Vocabulary on page 90. Then have them compare answers with a partner.
- For less advanced classes, have students first review the adjectives on page 90. Call out an adjective and have students give the definition. Then have students complete the exercise, not looking back at the word list. Have students compare answers with a partner, referring to page 90 as necessary.

Challenge: [+10–15 minutes] In pairs, have students prepare a role play of one of the scenarios in the exercise, acting out the adjective that describes the behavior. When they perform the role play for the class, students guess *She is too strict* or *She is acting spoiled.* Tell students there may be more than one adjective that can describe the scenario.

C

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To clarify, point out that some of the underlined words are correct and some are incorrect. Focus on item 1. Ask *What part of speech is* responsibility? (noun) *Is it used correctly?* (Yes, it's the object of the noun given.)
- Have students do the exercise. If they run into difficulty, hint that the missing word in each item has to be a noun. So if it isn't, it should be changed to a noun. Refer students to page 92 for reference.

Option: TEST-TAKING SKILLS BOOSTER *(p. 158)*

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 9

Facts, Theories, and Hoaxes

PREVIEW

A FRAME YOUR IDEAS

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

- Focus on the title of the unit. Write *facts, theories, hoaxes* on the board. Ask *What is a fact?* (a piece of information known to be true) *What is a theory?* (an idea or set of ideas meant to explain facts or events) *What is a hoax?* (an attempt to make people believe something that is not true).
- Call on a volunteer to read the introduction to the quiz. Ask *What does it mean to take a wild guess?* (guessing based on no information or background) Tell students to look at the context to define the term *process of elimination.* (rejecting answers that can't possibly be true)
- Have pairs take turns reading the questions and working together to figure out unknown language. Tell them to not answer the questions yet. Circulate and assist as needed.
- Then tell students to answer the questions individually.
- Have students compare answers with a partner, referring to the Answer Key at the bottom of the quiz.

LANGUAGE NOTE *Or is it?* is used to question if what you said before may not be true; *a catgut* is a strong string for musical instruments that is made from the intestines of animals; *a finch* is a small wild bird that has a short thick beak; *Chinese gooseberry* or *kiwi fruit* is a small round green fruit with a thin brown skin covered in short hairs.

B DISCUSSION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To prepare for discussion, have students list the questions they guessed correctly. On the board, write *wild guess* and *process of elimination*. Ask them to note how they chose each of the answers. Ask *Did you eliminate any obvious answers?*
- Have students count how many of their correct answers they knew, how many they guessed, and how many they chose by eliminating the others. In pairs, have them discuss which method worked better for them. Then ask *Did anyone do both?* (for example, eliminate one item and then guess?)
- Finally, ask *For this quiz, which method do you think works better? Why?*

Option: [+5 minutes] On the board, write *wild guess* and *process of elimination*. Have students share stories where they took quizzes or had to answer questions in class where they applied either of these two methods. Ask students *If you don't know the answer on a test, are you more likely to take a wild guess or leave it blank?*

C ▶ 5:01 SPOTLIGHT

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

- Ask a student to read the direction line. Elicit the meaning of *mystery.* (a situation or event that cannot be explained)
- After students read and listen, check comprehension by asking *What's been in the news?* (a missing military jet) *What happened to it?* (It vanished over the Mediterranean Sea.) *Is there clear evidence of what happened?* (no) *What does Tina think possibly happened?* (that there was bad weather and it crashed into the water) *What is Boris's speculation?* (that someone took over the plane and flew it to a secret location) *Who was on board the plane?* (two high-level government scientists) *What does Tina think of Boris's speculation?* (doesn't believe it)

D UNDERSTAND IDIOMS AND EXPRESSIONS

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To model the activity, invite a volunteer to read the first idiom or expression. Have students find it in the conversation. Call on another volunteer to read Tina's part where she uses the expression. Ask *What does this mean?* (that something is not understandable or clear) Ask *How do we know this?* (that something mysterious happened)
- 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. Clarify idioms and expressions as needed.
- Bring the class together and go over the answers.

LANGUAGE NOTE *To vanish without a trace* means to disappear completely; *to bark up the wrong tree* means to make the wrong assumption about something (This term refers to a dog chasing some kind of animal, where the animal leaves the dog barking at one tree, while the animal has escaped and is hiding in another.); *to go out on a limb* means to have a very different opinion than other people about something or do something very differently; *to buy something* means to believe it; *far-fetched* means unlikely or improbable.

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 two or three exchanges, demonstrating correct use of the idiom or expression.

E DISCUSSION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students discuss the questions with a partner.
- Then bring the class together and focus on the first question. Ask *Who agrees with Tina's theory? Who agrees with Boris's theory?* Then focus on the second question. Poll where students usually get their news. Ask *Does anyone here still like to read paper newspapers?*

Option: Elicit another far-fetched explanation. For example, *Aliens attacked the plane mid-flight*. Invite students to share if they tend to consider such unusual explanations to events.

SPEAKING

A PAIRWORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Bring students' attention to the double-sided arrow. Point out that the level of believability goes from most believable on the left to least believable on the right.
- In pairs, have students discuss the statements and indicate how believable they think they are. Encourage them to use expressions from Exercise D, Understand Idioms and Expressions, during their discussion. For example, *I don't buy that. That can't be true.*
- Then bring the class together and ask students to share if they disagreed strongly on any topics.

B DISCUSSION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Give students a few minutes to answer the questions in pairs.
- Then bring the class together and go over the answers.

Option: [+5 minutes] Ask individual students *Do you prefer multiple-choice tests or tests where you have to express your opinion on a topic? Do you think there is a wrong answer for the latter?*

LESSON 1

GOAL Speculate about everyday situations

A ▶5:02 VOCABULARY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Call on volunteers to interpret the illustration. Ask *What is happening?* (The man and woman are waiting for someone who is late to a meeting.) *What is the woman in the conference room saying?* (that the woman they are waiting for is probably stuck in traffic) *What time is it?* (probably after 9:30)
- Have students read and listen to the ways to express degrees of certainty. Then have students listen and repeat chorally.
- Point out that the ways to express certainty shown in each section have the same degree of certainty.

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

I wonder why / who / what / where / when . . .

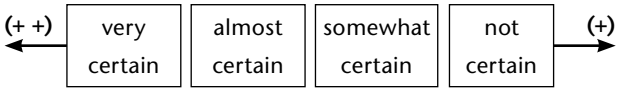
Individually, have students write three imaginary sentences starting with *I wonder* and a question word. In pairs, have students take turns saying their sentences and replying with a way to express certainty from Exercise A. For example:

A: I wonder why Ben didn't take that job.

B: Maybe he wasn't pleased with the pay.

Option: [+5 minutes] Draw the following on the board or print it out for students from the ActiveTeach:

It could be	I suppose	Most Likely	It's obvious
I guess	Maybe	I'll bet	It's possible
There's no question	Probably	Clearly	I imagine



Give students a few minutes to study the ways to express certainty and the degree of certainty they express. With books closed, have pairs classify the ways to express certainty by writing them under the correct boxes. Have students use their books to confirm their answers.

Graphic Organizer

B ▶5:03 LISTEN TO ACTIVATE VOCABULARY

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

- Pre-listening: Have students read each item to orient themselves as to what everyday situation the speculation will be about.
- First listening: Tell students to listen to each conversation to determine how sure each person is about the situation. Pause after each conversation to allow students time to choose an answer.
- Second listening: Have students listen again, this time for specific vocabulary for expressing degrees of certainty. Stop after each conversation and encourage students to write down the word they hear each person use. (1. she: *maybe*, he: *I wonder . . .* ; 2. she: *It's obvious*; he: *There's no question*; 3. she: *I suppose*, he: *Clearly*) Have students compare with a partner the words they wrote down, and then find them in the chart in Exercise A. Then have them check their answers.

Challenge: [+5 minutes] Assign pairs the different scenarios from the exercise, and have students role-play them in their own words, using any of the variations for degrees of certainty. If students need to refresh their memory as to what the conversations were about, play them again. Then have students perform the role plays for the class.

C APPLY THE VOCABULARY

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

- Call on a student to read the first scenario and example answer. Elicit additional speculations.
- Ask volunteers to read the remaining scenarios.
- Individually, have students write three sentences about the situation they discussed. Each situation should express a different degree of certainty. Then have students compare answers with a partner.
- Go over the answers as a class. Have students share speculations and encourage others with different speculations about the same picture to share their ideas. You may want to write some on the board.

Option: [+5 minutes] In pairs, have students role-play conversations between people in pictures 1, 2, and 3. Tell them to have the speakers use different degrees of certainty.

NOW YOU CAN Speculate about everyday situations

A ▶5:04 CONVERSATION SPOTLIGHT

Suggested teaching time:	5 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:

- Use I wonder to speculate about something.
- Use No idea to admit one doesn't know something.
- Use I suppose you're right to voice hesitant agreement.
- Use There must be a good explanation to insist that something can be justified.

- Before students read and listen, have them look at the photo. Ask *What is the woman on the left looking at?* (her watch) *How many plates are there on the table?* (three) *What do you think they are talking about?* (Possible response: the person they are waiting for)
- After students read and listen, check comprehension by asking *Who are the women waiting for?* (Stacey) *Do you know why she's late?* (no) *What might have caused her delay?* (the traffic)
- Have students read and listen to the ways to say "I don't know" and different ways to respond to speculation. Point out that these are all informal ways to say you don't know something. *Beats me* is very informal, but an acceptable expression.
- Bring students' attention to the conversation strategies highlighted in the model.

LANGUAGE NOTE *I'll bet* means you're almost sure something is true.

B ▶5:05 RHYTHM AND INTONATION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students repeat chorally. Make sure they:
  - pronounce the contracted *'d* in *She said she'd . . .*
  - use rising intonation for *I wonder . . . ? Do you think something happened?*
  - stretch the intonation on *No* and let it fall on *idea*
  - use emphatic stress for sure in *I'm sure it's nothing*, for bet in *I'll bet she got stuck in traffic,* for suppose in *I suppose you're right;* for must in *There must be a good explanation*, for could in *Could be.*

C CONVERSATION ACTIVATOR

Conversation Activator Video

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

- *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 to the vocabulary in Exercise A on page 100 for degrees of certainty as they speculate about something.
- Reinforce the use of the spotlighted conversation strategies. For example, *I wonder; No idea; I'm sure it's nothing.* Ask a student to read the expressions in the Recycle This Language box and encourage students to use these sentences.

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 Don't Stop! (See page T5, Activity C, for more details.)

Conversation Activator: Speaking Booster

LESSON 2

GOAL Present a theory

A ▶5:08 GRAMMAR SPOTLIGHT

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

- To warm up, ask students to look at the two pictures. Ask *Has anyone heard of the Island of Mystery?* Point to the caption on the bottom right of the first photo. Ask *Does anyone know what this is referring to?* If yes, invite volunteers to explain.
- Have students listen as they read along. Explain that this Rapa Nui is located in the Pacific Ocean, west of Chile and east of Tahiti. Show on a map if possible.
- To check comprehension ask:

  What is another name for Rapa Nui? (Easter Island)

  What is it famous for? (its huge stone figures)

  How did the stone figures get there? (It's a mystery.)

  What theory did Heyerdahl have about the inhabitants of Rapa Nui? (that they came from South America)

  How did he prove this was possible? (by successfully sailing a raft on that route)

  What does DNA evidence suggest? (that they came from Polynesia.)

  Is the information in the article factual? (No, it proposes various theories.)

LANGUAGE NOTE *Remote* means far from town or other places where people live; *inhabited* means people and / or animals live in a place; *to be shrouded in mystery* means there is little information about something; *habitat* refers to the natural home of a plant or animal; *lush plants* are ones that grow many leaves and look healthy and strong; when something is *extinct* it doesn't exist any longer. Focus on the word *theory* (noun), *theorize* (verb), *theoretical* (adjective), and *theoretically* (adverb).

B DRAW CONCLUSIONS

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Write the word *theory* on the board and review that it is a set of ideas meant to explain something about the world, especially something that hasn't yet been proven to be true.
- Ask *According to the article, what are two possible ways that the figures could have been moved across the island?* (They could have been moved upright using ropes, or the islanders may have laid the figures down and rolled them over logs.)
- In pairs, have students discuss which theory is most believable to them.

C GRAMMAR

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

- Read the first explanation out loud.
- Write the first example sentence on the board:

  The islanders had to have come from Polynesia.

  Ask *What is the modal?* (*had to*) *What is the past participle?* (*come*) Point out that this modal is in the active voice. The performer of the action is mentioned—the islanders. Call on volunteers to read the remaining five examples. Ask *What is the modal? What is the past participle?*
- As a class, read the second explanation in the grammar chart. On the board, write the second example sentence:

  The stone figures must have been moved using ropes and logs.

  Ask *What is the modal?* (*must*) *What is the past participle?* (*been*) *Is there a performer of the action?* (No, the performer is unknown.) Call on volunteers to read the other two example sentences. After each one ask *What is the modal? What is the past participle?* Point out that *not* is placed before the auxiliary verb.
- To focus on the meaning of perfect modals, ask *Do perfect modals have present or past meaning?* (past meaning)
- Focus on the heads *very certain, almost certain,* and *not certain* and the example sentences. Call on volunteers to read each head and example sentences. Explain that to express certainty, the modals *had to have* and *could not have* can be used. To express that something is almost certain, the modals *must have* or *must not have* can be used. To express that something is not certain, the modals *may / might / could* are used in the affirmative and *may not / might not have* are used in the negative. Point out that *could not have* has a different meaning. The negative with *could* expresses that something is very certain. Have students look at the second example sentence under *very certain: They couldn't (or can't) have come from Peru*.
- Finally, look at the batch of example sentences under *Passive voice* and elicit the level of certainty of each statement. (1: almost certain; 2: not certain; 3: very certain)

LANGUAGE NOTE Remind students that in American English, *must* and *not* are not contracted to *mustn't*.

Option: **GRAMMAR BOOSTER** (*Teaching Notes p. T138*)

Inductive Grammar Activity

Option: **PRONUNCIATION BOOSTER** (Teaching Notes *p. T149*)

Pronunciation Pair Work

D UNDERSTAND THE GRAMMAR

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students work individually to circle the perfect modals in the active voice and underline the perfect modals in the passive voice. Have them compare answers with a partner.

Extra Grammar Exercises

E GRAMMAR PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Focus on item 1. Ask *What level of certainty is* it's possible *in the sentence?* (not certain) Tell students *Look at the grammar chart on page 102. Which modal would you use to state something that is not certain?* (*might, may, could*) Ask a volunteer to read the model answer. Then elicit other ways to write this sentence (with *may have existed* or *might have existed*).
- Ask *Is the sentence active or passive?* (active) *Who is the performer of the action?* (scientists) Point out that all the exercise items are in the active voice.
- Instruct students to follow the same pattern to complete the exercise. They can work individually or in pairs.
- Then bring the class together and go over the answers as a class. Make sure students don't use *could not have* for something that is not certain. Remind students that in the negative, this modal means the opposite, that something is very certain.

Challenge: [+5 minutes] In pairs, have students use the information in the exercise item to create a short dialogue about the given topic. Tell students to use a combination of vocabulary for degrees of certainty as well as perfect modals in their conversation. For example:

A: Scientists believe that some form of life may have existed on Mars billions of years ago.

B: Well, it is possible. But it's just a theory. There isn't actual factual evidence.

F GRAMMAR PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Call on students to read the headlines. Then ask *What do all these headlines have in common?* (They make the story seem as exciting or shocking as possible.)
- Model the first item with the class. Point out that there isn't only one correct answer. Write the conversation on the board, and complete it with students' ideas. Include all logical perfect modals in the passive voice.
- Have students complete the other three conversations individually.
- Then ask students to compare answers with a partner. Review as a class. Call on pairs to read each conversation out loud.

Option: [+5 minutes] Have students bring in similar exciting or shocking headlines they find in printed or online newspapers and make speculations about them in small groups. On the board, have volunteers from different groups write a headline they discussed and share their speculations with the class.

NOW YOU CAN Present a theory

A FRAME YOUR IDEAS

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To warm up, have students look at the pictures and read the headings. Ask *Has anyone heard of these mysteries?* (If yes, invite students to share briefly what they know; if not, tell students they will read about them.) Students can read individually or out loud as a class.
- Write believable and far-fetched on the board. Review that *far-fetched* means improbable or unlikely. Encourage students to write both believable and far-fetched theories.
- In preparation for pair work, have students decide if they are not certain, almost certain, or very certain about each theory. In pairs, have students speculate about each theory using phrases with perfect modals or vocabulary for degrees of certainty.
- Circulate as students work to check for correct use of perfect modals and expressions for degree of certainty.

B DISCUSSION ACTIVATOR

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

- *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 speculate about each mystery using active and passive perfect modals. Instruct them to also refer to the degrees of certainty vocabulary from page 100.
- Encourage the pairs to ask each other questions and provide details and examples. The goal is to say as much as they can.

For more support, play the Discussion Activator Video before students do this activity themselves. After each video ask if the students in the video spoke in detail, saying as much as they can.

Discussion Activator Video

C PRESENTATION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Explain that students will prepare individual presentations. Write the following prompts on the board:

  Present the mystery.

  Present the theory.

  Explain why you believe it.

  Ask a volunteer to read the model in quotes to the right of Exercise B. Elicit the grammar form. (passive perfect modal) Encourage students to use perfect modals or vocabulary for degrees of certainty.
- Have students choose a mystery and prepare.
- Bring up one mystery at a time and have students who chose that mystery express their views. Keep a tally on the board to find out which theory for each mystery is supported by the majority of students.

LESSON 3

GOAL Discuss how believable a story is

A READING WARM-UP

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask *Do you believe all the news stories you read online or in print?* (The answer will probably be *no*.)
- On the board, write *how to determine a news story is true*. Elicit the kind of information that could help make a story more believable. (Possible answers: factual information, eye-witness accounts, the reputation of the newspaper in which the story appears)

B ▶ 5:09 READING

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

- Invite students to look at the photos and the title of the article. Ask *Is anyone familiar with the Roswell incident?* (If yes, call on students to share. If no one has heard of it, tell students to look at the pictures and predict what the article may be about.)
- 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 details do you think are the most questionable or the least believable?)
- To check comprehension, ask

  What happened June 25, 1947? (A pilot saw some unidentified flying objects in the sky.)

  What was the Roswell incident? (People claimed that a flying saucer had crashed.)

  What is the military's version of this story? (that the object that had crashed was just an ordinary weather balloon)

  What is the Roswell conspiracy theory? (that a flying saucer had crashed, but the military didn't want anyone to know about it so they covered it up)

  What do Roswell conspiracy fans debate? (various versions of the story)

  What do you think happened?

LANGUAGE NOTE *A conspiracy* is a secret plan to do something that is harmful or illegal; *an exhaustive investigation* is a very thorough one; *to debunk a [claim]* is to show that the [claim] is false.

Reading Strategies

C CONFIRM POINT OF VIEW

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

- Review that *point of view* refers to the position from which a topic is looked at.
- Focus on the A, B, C choices in the bank. Review that *a skeptic* is a person who does not believe something.
- To help students navigate the article, first tell them to scan the article for the various names. In less advanced classes, or if time is limited, you can specify in which paragraph the information can be found. (1. paragraph 1, 2. paragraph 3, 3. paragraph 5, 4. paragraph 4, 5. paragraph 6, 6. paragraph 5, 7. paragraph 6)
- Then have students identify the points of view.
- Have students check answers with a partner and then go over the answers as a class.

Extra Reading Comprehension Questions

D INFER INFORMATION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Remind students that when they infer, they conclude something based on available information and facts. Have students work in pairs to infer the answers.
- If students need more guidance, have them focus on item 1 and ask *Does the article include the words Stanton Friedman's first witness actually said to him?* (no) *What information do we have in the article that will help us speculate what he said?* (that a man claimed to have seen something stranger than a weather balloon in the wreckage of the 1947 crash)
- Go over the answers as a class. Ask students to explain how they inferred their answers. Resolve any disagreements.

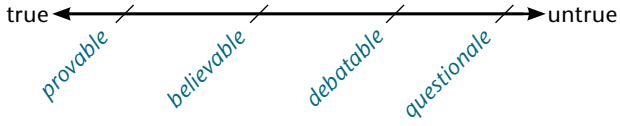
Extra Challenge Reading Activity

E ▶ 5:10 WORD STUDY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students listen to the words and study the definitions. Then have students listen and repeat the words chorally.
- Ask *What part of speech are these words?* (adjectives) Point out that the suffix *-able* indicates that a word is an adjective. Ask *Which verb does each adjective come from?* (*believe, debate, prove, question*)
- To check comprehension, draw the following continuum (without the answers) and word box on the board. With books closed, have students choose the correct words from the box to complete the continuum:

believable	debatable	provable	questionable



LANGUAGE NOTE Be sure students don't confuse *provable* ['pruvəbəl] with *probable* ['prabəbəl], which means possible. *Questionable* also means possibly not honest or morally wrong. For example, *His behavior is highly questionable.* While *believable* implies that something is possibly true, *unbelievable* implies that something is almost certainly not true. Write not believable and unbelievable on the board. Ask *Do these words mean the same thing?* (No, *not believable* means not capable of being believed. *Unbelievable* means impressive or amazing.)

Vocabulary-Building Strategies

F WORD STUDY PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students fill in the blanks individually.
- Tell them to compare answers with a partner.

NOW YOU CAN Discuss how believable a story is

A NOTEPADDING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Set the scene. Explain that pairs will be creating a story for witnesses of the Roswell incident—one who supports the conspiracy theory and one who supports the military's version. Ask a volunteer to read the model answer.
- Encourage pairs to be creative, referring to the article for information as needed.

B GAME

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

- Divide the class into Groups A and B. Tell Group A members to go over the notes they wrote on their notepads for the witnesses supporting the conspiracy theory. Tell Group B members to share notes they wrote for the witnesses supporting the military's version.
- Tell students they will speak in the first person, as if retelling an event that they saw with their own eyes. For example, *I saw a flying saucer on the road. Some injured aliens were lying on the ground . . .*
- After each witness shares an eye-witness account, encourage members of the opposing team to ask questions.

C DISCUSSION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask a volunteer to read the items in the Recycle This Language box. Tell students they will use these expressions when sharing their opinions.
- Work as a class. Ask *Which eye-witness account did you find the most believable? Why? Which ones were less believable? Why?*

LESSON 4

GOAL Evaluate the trustworthiness of news sources

A LISTENING WARM-UP

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students look at the picture. Invite speculations as to what the object behind the family might be. Prompt by asking *What does it look like? What is the tank in front of the family?* (looks like a helium tank) *What does that suggest?* (that the object is inflatable and might fly)
- Ask *Do you recognize the story from the news?* Point out that it occurred in 2009. If yes, invite students to briefly share. If not, have them predict what the story will be about.

B ▶ 5:11 LISTEN FOR MAIN IDEAS

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

- First listening: Have students listen to the story once and discuss the questions.
- Second listening: Have them listen again for anything they may have missed. If necessary, stop the audio after a specific piece of information has been provided, and let students discuss.
- Go over the answers as a class.

Option: [+5 minutes] Tell students that this news story captured everyone's attention: on TV, social media, etc. Everyone was talking about it. In pairs or groups of three, have students go back in time to October 15, 2009, and speculate about the story that everyone is talking about. Encourage students to use passive modals and vocabulary for degrees of certainty. Encourage them to also recycle the idioms and expressions from page 99, Exercise D. For example:

A: The boy couldn't have disappeared. Clearly he was never in the balloon in the first place.

B: You're probably right. A kid doesn't just vanish without a trace.

Listening Strategies

C ▶ 5:12 LISTEN TO DRAW CONCLUSIONS

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

- Have students read the questions and answer choices. Invite students to try to guess the answer to item 3.
- First listening: Have students listen to the story once and then try to choose the correct answers.
- Second listening: Have them listen to check their answers. If necessary, stop the audio after a specific piece of information has been provided that can help students make the correct selection.
- Go over the answers as a class.

Option: [+5 minutes] On the board, write *Why did the rescue attempt cost about 2 million U.S. dollars?* In pairs, have students try to recall all the details that added to the cost (helicopters, airport closed, emergency vehicles, news coverage). Then play Part 1 again to have pairs listen again and fill in anything they may have missed.

D CRITICAL THINKING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Call on students to read the questions. Ask *Do these questions ask for facts? Or opinions?* (opinions) If students want to listen to Part 2 again to help form their opinions, have them listen one more time.
- Then have students discuss the questions with a partner. Bring the class together and call on pairs to share examples of good and bad reporting that they discussed.

Option: [+5 minutes] Ask students to recall Richard Heene's job description. Call on students to say what they remember. (storm chaser, UFO researcher, part-time scientist, interest in mysteries and conspiracies, part-time actor, interest in wacky scientific mysteries, reality shows featuring his family) Play Part 2 of the audio to fill in any gaps. On the board, write *What was he thinking?*

In pairs, have students speculate what Richard was thinking when he was scheming this hoax. (Possible answers: He probably wanted to get attention. He must have hoped that he would make some money off of this.) Encourage students to use perfect modals and vocabulary for degrees of certainty.

Challenge: [+5 minutes] On the board, write *lessons learned.* In groups, have students talk about lessons learned by various parties involved in this incident. Write:

Richard and Mayumi Heene
Falcon Heene
news reporters
bloggers
the general public
authorities

Invite students to think about what these different people or groups walked away with. Circulate as students discuss. Then ask *What important lesson did Falcon learn? How do you think he felt seeing his parents punished for this?*

NOW YOU CAN Evaluate the trustworthiness of news sources

A FRAME YOUR IDEAS

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

- Have students complete the survey individually and calculate the score.
- Then have students discuss their answers in pairs and decide which person is more skeptical. Encourage students to think of reasons why the sources in the survey (e.g., newspapers, TV, politicians, advertisers) tend to give accurate or inaccurate information.
- Bring the class together and ask individual students *How skeptical are you?*
- On the board, write *Do you think it is good to be skeptical? Why? Why not?* Have students discuss in pairs. Time permitting, discuss as a class.

LANGUAGE NOTE *A skeptic* is a person that disagrees with particular claims, especially those that other people think are true; *skeptical* is the adjective form (Andrea is very skeptical about everything.); *skeptically* is the adverb (She approached the issue skeptically).

B NOTEPADDING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students work individually to fill out the notepad. Tell them to name actual programs or publications (print or online) that they trust for the news. Then instruct students to explain why they trust or don't trust them.
- Bring the class together and fill out a chart on the board:

TRUST	DON'T TRUST

- See if any of the same programs or publications are both in the *trust* and *don't trust* columns. Tell students they can debate these during the discussion in Exercise C. Leave the chart on the board.

C DISCUSSION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Divide the class into groups of three. Focus students' attention on the Recycle This Language box. Invite students to read it to themselves or ask a volunteer to read it out loud.
- Then have the groups discuss the questions. Encourage them to refer to their notepads and the chart on the board. Make sure students explain their answers. Encourage them to share specific stories that they read or heard about in trustworthy or untrustworthy sources.
- Then bring the class together and vote on the most reliable medium for news: print, TV, radio, Internet.

Discussion: Speaking Booster

OPTIONAL WRITING [+20–30 minutes]

- Have students choose one of the news sources they discussed in Exercise B, Notepadding, and summarize their ideas.
- Peer review: Students can read each other's summaries and offer feedback.

WRITING Avoiding sentence fragments

A WRITING SKILL

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Ask a volunteer to read the definition of a sentence fragment out loud. Explain that while a sentence expresses a complete thought, a sentence fragment expresses an incomplete thought.
- Have a volunteer read the explanation and the example for a dependent clause. Write on the board:

  Because the military hadn't told the truth.

  After his mother admitted to lying.

  As a class, label the parts of the dependent clause in the examples: the subordinating conjunction, the subject, and the verb. Label the example on the board as students identify the parts.

  Because the military hadn't told the truth.
  (sub. conj.) (sub) (verb)

  After his mother admitted to lying.
  (sub. conj.) (sub) (verb)
- Have students read the explanation and the examples for a phrase. Emphasize that a phrase does not have a subject or a conjugated verb.
- Give students a few minutes to study the information in the boxes about independent clauses, complete sentences, and subordinating conjunctions. Remind students that subordinating conjunctions introduce dependent clauses and join two independent clauses.
- To check comprehension, write on the board:

  1. The man took a picture of the monster as soon as he saw it.
  2. When the man saw the monster.
  3. The man took the picture from the car.

  Ask *Which is a fragment?* (2) *Which is a complete sentence?* (1 and 3) *Which sentence contains a dependent clause?* (1—*as soon as he saw it*) *What are two examples of subordinating conjunctions* (*as soon as* in 1; *when* in 2)
- Focus on the explanation of how to correct a sentence fragment. Point out that the first two fragments mentioned at the top of the chart are dependent clauses. They can be attached to independent clauses to make complete sentences. Have students study how the fragments attach to the independent clauses in the example sentences.
- Then have students study how the next five fragments from the top of the chart are made into complete sentences. Clarify that the highlighted text in the section about correcting sentence fragments is the new information that completes each sentence.
- To check understanding, ask students to suggest different ways for the fragments to be made into sentences. (Possible answers: The people who were at the airport *had to stay overnight*. At the end of the year, *we always have a party*. *Max and Kate* are very reliable. The field on the other side of the house is where the balloon landed. To solve the mystery, *I did a lot of research online*.)

LANGUAGE NOTE Point out that *dependent* clauses need *independent* clauses to make sense. The former *depend* on the latter. Independent clauses, on the other hand, can stand on their own; dependent clauses simply add more information.

B PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students work independently to underline and correct the sentence fragments. Point out that the fragments can be corrected by attaching them to existing information in the article.
- Ask students to compare answers in pairs.
- Go over the answers as a class.

Answer to Exercise B

Answers will vary but may include the following:

When John Tyler did not appear at his wedding, his bride and the wedding guests were worried. They called the police for help. The police used helicopters to search for John's car. An hour later, John called his bride by phone. She was shocked because John told her that he had been carjacked. According to his story, the carjackers had locked him in the trunk of his car. Meanwhile, the police had found John's car in the parking lot of a hotel. Furthermore, John was found in a hotel room speaking with his wife on the phone. Apparently, he had been having doubts about getting married and had made up the whole story about the carjacking. John had to repay the town the $3,000 spent trying to rescue him during his carjacking hoax. He and his bride were married two weeks later.

C APPLY THE WRITING SKILL

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Have a volunteer read the topic choices. Explain that students will be writing a news article, so they need to report information.
- Refer students to the Writing Process Worksheet to help walk them through the writing process and peer review.

Option: [+5 minutes] Invite students to think up sensational headlines for their articles, like those used in Exercise F on page 103.

Writing Process

- Encourage students to use the Self-Check in the Student Book to go over the articles they wrote.

REVIEW

Digital Game

A ▶ 5:13

Suggested teaching time:	10 minutes	Your actual teaching time:	

- First listening: With Student Books closed, have students listen and note what the people are talking about. Review as a class. (1. Bill, who should have been with them; 2. a wallet that someone left behind; 3. a bank scandal; 4. a story about a hairy creature)
- Second listening: Have students listen and choose the best answer to complete each statement.
- Instruct students to compare answers with a partner and review as a class.

Option: [+5 minutes] Have students listen to the conversations again and take notes of phrases from the listening that support their answers. (1. *He might've overslept.* 2. *You're that certain? / You bet.* 3. *How much more evidence do you need? / It's in the paper!* 4. *The guy must have been drinking. / And I can't understand how someone so smart could possibly fall for a story like that!*)

B

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To review active and passive modals, refer students to the grammar chart on page 102.
- Model the first item on the board:

  The military must have moved the aliens' bodies to a secret place.

  Ask *What is the perfect modal?* (*must have moved*) *What is the receiver of the action?* (the aliens' bodies) *Who is the performer of the action?* (the military) Ask a volunteer to rewrite the sentence in the passive: The aliens' bodies must have been moved (by the military) to a secret place.

Option: [+5 minutes] To practice vocabulary for degrees of certainty, have students work in pairs to rewrite the sentences in the book using the expressions on page 100. Instruct students to use the simple past. (Possible answers: The military probably moved the aliens' bodies to a secret place. 2. Maybe witnesses saw evidence of the event. 3. Most likely, Stanton Friedman wrote the first account of the Roswell conspiracy. 4. Clearly, they couldn't move the stones without lots of help. 5. There is no question that Richard Heene lied to the authorities. 6. It's possible that the islanders didn't use the stone figures for religious purposes.)

C

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Read the model out loud. If necessary, refer students to Exercise A on page 100 to review ways to express certainty.
- Encourage students to explain their theories.
- Have students compare and discuss answers with a partner.
- Review as a class. Call on students to share their responses to each question.

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**
  - **Additional Printable Resources**
  - **Assessments**
    - **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

Your Free Time

PREVIEW

A FRAME YOUR IDEAS

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students look at the pictures. Ask *What are these people doing?* (skydiving, resting / relaxing, watching a game, playing chess) Ask individual students *Which activity are you most likely to do in your free time?*
- Ask students to look at the survey and read the instructions. Make sure they understand the rating system.
- Have students complete the quiz.

LANGUAGE NOTE *To immerse oneself in something* means to become completely involved in an activity; *to root for a team* means to watch a game and cheer for one of the teams.

Option: [+5 minutes] Ask *Are there any things* not *listed in the survey that you like to do in your free time?* Write these on the board.

B PAIR WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask students to compare survey responses with a partner. Tell them they should ask questions to get more information.

C ▶ 5:14 VOCABULARY

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Have students listen and repeat. Ask volunteers to read the definitions of the words and the model answer. Tell students they can elicit details about the various activities in a similar way.
- Instruct students to check off words that describe their partner. On the board, write My partner is . . . Then bring the class together and have pairs share information about their partners, including details about why the words describe them. For example, *Sara is active. She works out at the gym every day.*

Option: [+5 minutes] Draw a chart on the board:

sociable	a loner	active	sedentary	laid back

Invite students to write their names in the category they believe best describes them. If students have more than one category they strongly feel they fit in, they can put their name in two columns.

Vocabulary-Building Strategies

D ▶ 5:15 SPOTLIGHT

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students read and listen.
- To check comprehension, ask *Why doesn't Erin pick up the phone?* (because it's her boss and it is after hours) *What does Erin mean when she says she has a life?* (that she has a life outside of work) *Is Ava similar to Erin? Why? Why not?* (No, Ava worries about what her boss thinks and makes herself available after hours.) *How did Erin act with her previous boss?* (She was always available, and he called her on weekends.) *Why does Ava say she can't be like Erin?* (She is afraid of losing her job.) *Does Erin work hard when she is at work?* (yes) *At the end of the conversation, who is calling Ava?* (her boss) *Is she going to take the call?* (yes) *Does Erin approve?* (no)

E UNDERSTAND IDIOMS AND EXPRESSIONS

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To model the activity, invite a volunteer to read the first idiom or expression. Invite students to find it in the conversation. Call on another volunteer to read Erin's part where she uses the expression. Ask *What does* to be on call *mean?* (to make oneself available for someone to contact at any time)
- 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. Clarify idioms and expressions as needed.
- Bring the class together and go over the answers.

LANGUAGE NOTE *Laid back* means relaxed and not worried about anything; *after hours* means after work hours.

Option: [+5 minutes] Have students role-play the conversation in pairs, replacing the definitions with the meanings from the exercise. Tell them to make necessary changes. Model the first item: *She needs to know I'm not available for her to contact me any time.* Then have them role-play the conversation again using the expressions.

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. For example:

A: I have to work late tonight. Then my daughter has baseball and afterwards I need to help her with her project for the science fair. If it's not too late, I will try to finish my report for work.

B: Wow, you have a lot on your plate!

F DISCUSSION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To review, ask *What is Erin's philosophy about work?* (to work hard when she's at work, but then to keep her free time her own) *What is Ava's?* (to be available for work all of the time)
- In small groups, have students discuss which philosophy they agree with more, explaining reasons for their answer.
- Then bring the class together and have students share. Poll who is more like Ava and who is more like Erin.

SPEAKING PAIR WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Call on volunteers to read the items in the chart. Clarify vocabulary as needed.
- Give students a few minutes to complete the chart and then discuss in pairs.
- Bring the class together and ask *Did you write the same name for any of the items?* (Possible answer: the first, second, and last item)

Option: [+5 minutes] Ask *For which of the items in the chart could you write your own name?* Invite volunteers to share.

LESSON 1

GOAL Suggest ways to reduce stress

A ▶5:16 VOCABULARY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- On the board, write *ways to reduce stress*. Ask *What things do you do to relieve stress?* (Possible answers: go for a run, do yoga, talk to a friend, see a funny movie) Then focus on the title *Reducing the Stress of Work*. Ask *What are some examples of work-related stress?* (a heavy workload, tight deadlines, a strict boss)
- Have students read and listen.
- Then have students listen and repeat chorally.
- To check comprehension, ask *What does it mean . . . to take a breather? set aside down time? slow down? set limits? laugh things off? take up a hobby?* Tell students to use the explanation in each corresponding box to answer each question.

LANGUAGE NOTE *Take a rest* means to rest; the word *rest* can be a noun or a verb. Point out that *draw the line* and *set limits* mean the same thing—to make clear that something is unacceptable.

Vocabulary-Building Strategies

B ▶5:17 LISTEN TO ACTIVATE VOCABULARY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Pre-listening: Call on volunteers to read the suggestions. Invite students to predict scenarios when someone might give each piece of advice. (1. when someone isn't taking enough breaks throughout the day while working, 2. when someone isn't making time during the week to relax, 3. when someone is working too quickly, 4. when someone doesn't draw the line between work and personal time, 5. when someone takes things too seriously at work, 6. someone who doesn't find time to do things for him or herself)
- First listening: Have students listen once and try to match the best suggestion to each complaint. Tell students to write the number of the speaker next to the suggestion.
- Second listening: Have students listen again and check their answers.
- Have students compare answers with a partner.

C GRAMMAR

Suggested teaching time:	5 minutes	Your actual teaching time:	

- On the board, write *We're supposed to arrive on time today*. Ask *Have we arrived yet?* (no) *Is it certain that we will arrive on time?* (no) *Do we expect to arrive on time?* (yes)
- Ask a student to read the first explanation. Focus students' attention on the example sentences. Ask *Which one expresses a present expectation?* (the first example) *a future expectation?* (the second example) *Which one expresses a past expectation?* (the third example).
- Write the third example on the board. Ask *Did you come yesterday?* (no) *Did someone expect you to come yesterday?* (yes)
- Focus on Negative statements. Ask *Do we expect them to know about the party?* (no) *Was she expected to stay past 5:00?* (no) Point out *not supposed to* could also mean that something is forbidden. For example, You're not supposed to park in front of the school. The kids are not supposed to have phones in school.
- Call on volunteers to read the two examples for *Yes / no* questions. After the first one, ask *What is the expectation?* (that Paul will give his presentation tomorrow) After the second example, ask *What was the expectation?* (that the school would pay you a refund) For the information questions, point out that the first example focuses on when the expectation was to buy tickets and the second on the expectation about who will call today.
- Have students read the Be careful! note. Focus on the first Don't. Write *Marcy is supposed to bring the snacks tomorrow*. Ask *How do we know that the expectation is about the future?* (the word *tomorrow*)

LANGUAGE NOTE Students might ask about the difference in meaning, in the first person, of *be supposed to, have to* (or *must*), and *should* (or *ought to*) in *We're supposed to / We have to / We should arrive on time today.* Explain that *have to* and *must* express obligation. *Should* and *ought to* express advisability—that something would be a good idea. *Supposed to* expresses expectation.

Option: **GRAMMAR BOOSTER** *(Teaching Notes p. T139)*

Inductive Grammar Activity

D UNDERSTAND THE GRAMMAR

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Point out that when using *supposed to* it is sometimes understood but at other times unclear exactly who has the expectation. Tell students that in the exercise they will speculate as to who has the various expectations.
- As a class, look at item 1. Ask a student to read the example. Invite other students to speculate who else might expect Jeff to call home before he leaves the office. (Possible answer: his son, his roommate)
- Have students complete the exercise. Ask *Is it clear who has the expectation for item 2?* (yes, since clearly a student is talking about a teacher) Ask *Is it clear who has the expectation for item 3?* (It's either wait staff, or restaurant management that expect customers to leave a 15% tip.) Point out that sometimes for something that is generally known, the expectation can come from people in general. For example, when riding a full bus or train and an older person gets on, a younger person is supposed to give up his or her seat. Or if you are in a library, you're supposed to shut off the ringer on your phone.

Extra Grammar Exercises

E ERROR CORRECTION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students correct the errors individually. Then have them compare answers with a partner.
- Bring the class together and go over the answers. For items 1 and 3 ask *Why is it incorrect to use* don't *and* didn't *with* supposed to? (because the expression is *is / was supposed to*; the negative is formed *aren't / weren't supposed to*) *Why is each use of* suppose *in the exercise incorrect?* (because the expression is *be supposed to*) *Do we ever use* will *with* supposed to? (no)
- Point out that item 1 is an example of *not supposed to* used to indicate that something is forbidden.

Challenge: [+5 minutes] Assign pairs a corrected sentence or question to work into a short role play. Then invite students to share with the class. For example:

A: Is that someone talking on a cell phone? How rude.

B: I know. I can't believe it.

A: Wasn't everyone supposed to turn off his or her phone during the talk?

B: Yes. They asked everyone at the beginning of the program.

Option: PRONUNCIATION BOOSTER *(Teaching Notes p. T150)*

Pronunciation Pair Work

F GRAMMAR PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask volunteers to read the people's instructions. After each one ask *Who might expect this?* (Possible answers: 1. the teacher, 2. Sara's mother, 3. the company that sent him the bill, 4. the person planning the party, 5. people in general, 6. the store manager)
- Then have students make the statements with *supposed to.* Have students compare answers with a partner.

NOW YOU CAN Suggest ways to reduce stress

A ▶ 5:18 CONVERSATION SPOTLIGHT

Suggested teaching time:	5 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:

- Use Uh-oh to indicate a mistake has been made.
- Use I just realized to indicate that you suddenly remember something.
- Use Well, frankly to introduce saying something honestly.
- Use It's just that to explain your reaction to something.
- Use Let's face it to indicate that we should accept the truth.
- Use You know what? to introduce a suggestion.

- Have students look at the photo. Ask *What setting are these people in?* (at home) *What do you think their relationship is?* (husband and wife)
- Have students read and listen to the conversation.
- To check comprehension, ask *What was the man expected to do?* (turn in a report) *Did he do this?* (no) *Why?* (He completely forgot.) *Why is the woman not surprised?* (because the man has been working so hard lately) *What does she suggest?* (that he needs a break) *Does the man agree?* (yes)

LANGUAGE NOTE *To mess up* means to make a mistake; when something *slips one's mind* it means the person forgot something.

Challenge: [+5 minutes] Have pairs role-play the conversation, changing A's second exchange to one of the choices in the Some ideas box. Tell students to change the sentences that follow as well.

B ▶ 5:19 RHYTHM AND INTONATION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students repeat chorally. Make sure they:
  - say the sounds of *Uh-oh* consecutively; use a concerned tone
  - use falling intonation for *Why?* (line 2), *What did you do?* (line 2), *What do you mean?* (line 7)
  - use emphatic stress on *completely* in *It completely slipped my mind* (line 4)
  - use emphatic stress on *way* in *I've got way too much on my plate* (line 10)
  - use emphatic stress on *face* in *Let's face it* (line 9)
  - pause after *Well* and stress *frankly* (line 6)
  - use rising intonation after *You know what?* (line 12)

C CONVERSATION ACTIVATOR

Suggested teaching time:	5 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.
- Before students begin, bring their attention to line 3 of the Spotlight. Ask a volunteer to read it. Elicit other things to say here referring to the Some ideas box and students' own ideas.
- Reinforce the use of the spotlighted conversation strategies.
- Encourage students to recycle the expressions in the Recycle This Language box.

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 Don't Stop! (See page T5, Activity C, for more details.)

Conversation Activator: Speaking Booster

LESSON 2

GOAL Describe how you got interested in a hobby

A ▶5:20 GRAMMAR SPOTLIGHT

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To warm up, write *hobbies* on the board. Invite students to brainstorm various hobbies and write these on the board.
- Have students look at the pictures. Ask *What are these hobbies?* If students don't know, have them read the headings. Ask *Does anyone practice these hobbies?* Check if any of the three items are on the brainstorm list on the board. If not, add them.
- Have students read and listen.
- To check comprehension, ask *When did the man become interested in airplanes?* (when he was a kid) *Who did his father show off his planes to?* (to his friends) *Does he still like planes?* (Yes, he builds his own models that fly.) *What is a quilt?* (a huge bed cover) *What are the three steps to making a quilt?* (First, you collect old pieces of colorful cloth, then you sew the pieces together into shapes, and finally sew the shapes together to make a huge bed cover.) *Why was the person embarrassed when friends came over?* (She didn't want them to see the pieces of cloth lying around.) *How old was the woman when she became interested in martial arts*? (eight) *How did she become interested?* (All her friends would walk past her house to classes.) *How long has she been practicing now?* (ten years)

LANGUAGE NOTE *To show off* means to intentionally display one's own or someone else's abilities. The noun form, *a show off,* is a person who displays his or her own abilities to attract attention and be admired by others.

B PAIR WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To warm up, poll the class. Ask *Which is the most appealing hobby to you?*
- Then have students discuss their preferences in pairs, giving reasons.

C GRAMMAR

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Call on a volunteer to read the first explanation and the first example sentence. Ask *Did the mom sew pieces of cloth together only once?* (No, she did this repeatedly.) Have the volunteer read the second example sentence. Ask *Did the person walk around the neighborhood habitually?* (yes) *What other hint do you have that this happened over and over again?* (the words *Every weekend*)
- Ask a student to read the second explanation and example sentences. Ask *Do we need* always *in the sentences?* (Yes, without it the form would be past continuous.) *Did we take care of pets more than once?* (yes) Write the first example sentence on the board and then write it again replacing *was always fixing* with *would fix*. Elicit that the past continuous with *always* puts more focus on the continuity and frequent occurrence of the past habitual action.
- Focus on the Remember note and example sentences. Stress that with *used to* the indication is that this activity no longer continues. Invite students to replace *used to* in the example sentence with *would* and *was always* verb + *ing* . . . (My mom would make quilts. My mom was always making quilts.)
- To check understanding of the Be Careful! note, on the board, write *When I was a kid . . .* Invite students to complete this statement in the different ways. To quiz students, complete the sentence on the board . . . *I would be blond*. Ask *Is this sentence correct?* (No, *be* is a non-action word and cannot be used with *would*.) Then have students correct the sentence. (I used to be blond.) Write it on the board.

Option: **GRAMMAR BOOSTER** *(Teaching Notes p. T139)*

Inductive Grammar Activity

D NOTICE THE GRAMMAR

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask students to scan the Spotlight on page 111 for past continuous with *always*.
- Ask *What past habitual action is described in this sentence?* (a previous boss always calling on the weekend). Then call on a volunteer to restate the sentence with *used to*. (My previous boss used to call me on the weekend.)

Extra Grammar Exercises

E GRAMMAR PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Model the first answer. Ask a volunteer to read the item. Then ask another volunteer to restate it using *would*. Ask the class *Is this correct?* (no) *Why not?* (*Like* is not an action word.) Ask *What are some examples of non-action verbs?* (Possible answers: *love, want, be*)
- Instruct students to continue identifying sentences that cannot be restated with *would*. (4 and 5)
- Have students compare answers with a partner. Then go over any questions as a class.

Option: [+5 minutes] Call on volunteers to read the sentences with *used to*. After each one ask *Is this action still true?* (no)

F GRAMMAR PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students rewrite the sentences with *would*.
- Bring the class together and confirm that only the sentences with *used to* + an action verb can be rewritten.

G GRAMMAR PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask *Can any of the sentences be replaced with the past continuous with* always? (yes, all the sentences but 1, 4, and 5) Have students rewrite the sentences.
- Ask volunteers to read the sentences. Ask *How are the sentences different with the past continuous with* always? (They focus more on the continuity of the past habitual action.)

NOW YOU CAN Describe how you got interested in a hobby

A NOTEPADDING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To warm up, have students look at the picture. Ask *What is this man's hobby?* (playing the guitar) Ask *Does anyone here play an instrument?* Then elicit other hobbies. Write these on the board.
- Model the Notepadding by saying *I love to play the guitar. When I was young, my mom was always playing the guitar. I would listen to her play all the time. Sometimes she would let me strum the strings of her guitar.* Focus on the third question. For example, *I was always interested in music, but I didn't start taking lessons until I was in high school. Now I can't put my guitar down.* Point out that if interest in the hobby hasn't changed, they don't have to answer the question.

B DISCUSSION ACTIVATOR

Suggested teaching time:	5 minutes	Your actual teaching time:	

Discussion Activator Video

- Divide the class into pairs and have students discuss their hobbies.
- 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 questions.
- For more support, play the Discussion Activator Video before students do this activity themselves. Ask if the students in the video spoke in detail, saying as much as they could. *Note:* You can print the script or you can view it on the video player on the ActiveTeach. It is recommended that students watch the video first without viewing the script.

C PRESENTATION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Give pairs a few minutes to organize their Notepadding notes.
- Then bring the class together and ask volunteers to present.

Challenge: [+5 minutes] Ask *Is there a hobby anyone used to do, but no longer enjoys?* Invite the student(s) to elaborate. For example, *I used to ride my bike a lot. It was my favorite thing to do. But then I hurt my leg and couldn't ride anymore.* Allow the class to ask questions.

OPTIONAL WRITING [+20–30 minutes]

- Tell students they can exchange notepadding notes to help write their paragraphs about their partners. Encourage pairs to ask each other additional questions.
- Students can then read each other's writing and comment.

LESSON 3

GOAL Discuss how mobile devices affect us

A READING WARM-UP

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask a student to read the question. Call on volunteers to answer the question and provide examples. For example, *I think it increases stress since it encourages us to try to do too many things at once.*
- Poll the class to see if more students think technology increases or decreases stress.

Option: [+5 minutes] Ask *Do you think a person's age influences how technology affects stress levels?* For example, *A younger person who grew up surrounded by technology might feel more comfortable than an older person who is constantly learning and trying to keep up.*

B 5:21 READING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Focus on the title of the article. Poll the class: *Are you always connected?* Ask a student to read the subhead. Elicit that *a consequence* is something that happens as a result of a particular action. Invite students to predict what consequences the author might discuss.
- Then have students read and listen. Tell them to underline information in the article that will help them answer the focus question in the direction line (How would you summarize the author's main points about technology today?).
- In pairs, have students discuss the focus question.
- On the board, write Consequences of Never Switching Off. Call on students to write the answers on the board:
  1. poor sleep
  2. work and private lives merge
  3. reduced face-to-face time

  Ask *Do you agree that all these are consequences of not switching off? Do you suffer any of these consequences?*

Option: [+5 minutes] On the board, write What advice can you take from the article? Have students discuss in pairs.

Reading Strategies

C UNDERSTAND MEANING FROM CONTEXT

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students work in pairs to find the words and phrases in the article. Then have them match each one with the correct meaning.
- Bring the class together to go over the answers.

LANGUAGE NOTE *Odds are* means it is likely.

Option: [+5 minutes] Have students practice using the words and phrases in sentences. For example, *My sister never switches off. She even checks her messages when she is in the shower!*

Challenge: [+5 minutes] Have pairs take turns reading the statements from the article with the select words and phrases, and then replacing them with the definitions from the exercise. For example, *We're more connected to our mobile devices than ever before, which provides us contact with our work, social media, and the Internet all day and night.*

Extra Reading Comprehension Questions

D IDENTIFY SUPPORTING DETAILS

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students work individually or in pairs to find examples and information to support their answers. If necessary, help direct students to the paragraphs where the information is found. (1. paragraph 3, 2. paragraph 2, 3. paragraph 4)
- Bring the class together to go over the answers.

Option: [+5 minutes] Divide the class into three groups and assign the groups paragraphs 2, 3, or 4. Have students in each group reread the paragraph and discuss which parts they agree or disagree with. Then have each group summarize their ideas to the class.

Option: [+5 minutes] Divide the class into pairs. On the board, write the following statements from the article:

> Today's online posts and tweets with family, friends, and colleagues are shorter, more superficial, and less satisfying.

Ask *Do you agree with this statement? Why or why not?*

E INFER POINT OF VIEW

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students answer the questions in pairs.
- Bring the class together and discuss students' opinions.

Extra Challenge Reading Activity

NOW YOU CAN Discuss how mobile devices affect us

A FRAME YOUR IDEAS

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have volunteers read the statements out loud. Focus students' attention on the adverbs of frequency. Ask individual students *How often do you text to connect with other people?* Have them respond with an adverb of frequency from the list.
- Instruct students to complete the survey individually and then score it to find which statement best describes them.
- Bring the class together and have students share scores. Ask *Who is almost always connected? Who is hardly ever connected? Who is somewhere in the middle? Who is not happy with his or her level of connectedness. Why?*

Option: [+5 minutes] On the board, write *Why are you connected as much or as little as you are?* Invite students to share what things they do that add up to the given level of connectivity. Ask *Are you comfortable with how much you are connected?*

B DISCUSSION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Divide students into groups and have them discuss the questions.
- Then bring the class together and have groups share. On the board, write:

Save time	Waste time

Ask students to fill in the chart with ways the Internet saves and wastes time. Then, taking all the information into account, as a class decide if, for the most part, technological advances waste or save time.

Challenge: [+15 minutes] On the board, draw the following chart for students to copy, or print it out from the ActiveTeach and distribute it to students.

	TODAY	1985
Morning:	-Checked weather online -Read social network while eating breakfast	-Watched the news for the weather -
Noon:		
Evening:		

Invite students to write up several things they did throughout the day today using technological devices. (Possible answers: checked weather online, sent a few text messages, ordered a sweater online) Then have students translate the day to 1985 when the typical person didn't have a computer or cell phone. Wire phones and pay phones served for communication; TVs and movie theaters served for entertainment; and news was available in print, on TV, or on the radio. Tell students to indicate which things the person did in a different way and which things the person did not do at all in 1985. Let students compare answers. Tell students to discuss what other things people did instead in 1985. (Possible answers: I listened to the radio, I talked with my husband.)

For more language practice, students can summarize the things listed under the 1985 column using *would*. For example, *People would watch the news in the morning for the weather.*

Graphic Organizer

LESSON 4

GOAL Compare attitudes about taking risks

A LISTENING WARM-UP

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Write *take a risk* on the board. Ask *What does it mean* to take a risk? (to decide to do something even though it may have bad results)
- Have students look at the pictures and call on volunteers to read the captions. Ask *Has anyone ever done any of these things? Do you know people who have done these things? Would you do any of these things?* Invite students to share.

Option: [+5 minutes] Ask students *What other risks have you taken?*

LANGUAGE NOTE *Way over the speed limit* means a lot faster than the speed limit permits.

B 5:22 LISTEN FOR MAIN IDEAS

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Pre-listening: Point to the photo of the people on the roller coaster and ask *What are these people doing?* (riding a roller coaster) *How do you think they feel? If you were riding this roller coaster, how would you feel? Do you enjoy roller coasters? Why or why not?*
- Elicit from the class that someone with a risk-taking personality is willing to take or likes taking risks.
- First listening: Have students listen to the interview and answer the question *Do people who ride roller coasters have a "big T" or "small t" personality?*
- Second listening: Have students listen and take notes on each personality type.
- Then have students write descriptions of each of the two personality types.
- Go over the answers as a class. Call on different students to read their descriptions out loud.

Option: [+5 minutes] Have students listen again and take notes on the positive and negative sides of people with a "big T" personality. Have students compare their notes with a partner. To review as a class, have volunteers describe the positive and negative sides. Write notes on the board as students respond. (Possible answers: *Positive side:* They play an important role socially. They are responsible for achievements in creative fields. *Negative side:* They put themselves in danger. They have more accidents.)

Listening Strategies

C 5:23 LISTEN FOR SUPPORTING DETAILS

Suggested teaching time:	5 minutes	Your actual teaching time:	

- On the board, write *supporting details* and elicit that this term refers to specific information that develops and supports the main idea of a paragraph.
- Pre-listening. Call on students to read the individual statements. Tell students they will listen to the interview to fill in supporting statements.
- First listening: Have students listen once. For less advanced classes, you can stop the audio to alert students that the upcoming section will focus on the topic for the corresponding question. For item 1, this will be after the question *You can call this the type-T analysis . . .* For item 2, this will be after the question *Is there another side to big T behavior?* For item 3, this will be after the question *I love riding on roller coasters . . . Does that make me a big T?*
- Second listening: Have students listen again to check their answers.
- Have students compare answers in pairs. If necessary, allow students to listen one more time.

D 5:24 LISTEN TO UNDERSTAND MEANING FROM CONTEXT

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Pre-listening: Have students read the three items and see if they can answer them.
- Listening: Write the expressions on the board:

  1. faint of heart / wouldn't dare
  2. takes chances / live on the edge
  3. adrenaline rush / right up to the edge

  Tell students to listen for the expressions and try to determine the meaning from context. For less advanced classes, you can alert students in which sections the expressions will appear. For item 1, this will be in the interviewer's first exchange, starting *When you stop to think about it . . .* For item 2, this will be Sue Franklin's first lengthy answer, starting *Well, it's based on the work . . .* For item 3, this will be Sue Franklin's second lengthy response, starting *Much of it is . . .*
- If necessary, allow students to listen again. Have students check answers with a partner.
- Bring the class together and focus on the two expressions with *edge* in them. Elicit what each expression means. (*To live on the edge* is to live in a way that involves risk; *going right up to the edge* means participating in a dangerous, exciting, risky activity)

LANGUAGE NOTE *To take chances* means to take risks; *faint of heart* refers to people who have a nervous nature and prefer safe and familiar things to new or unknown things.

E RELATE TO PERSONAL EXPERIENCE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Point out that the continuum is a scale for identifying how much risk you take. Elicit from the class that a risk-taker has a "big T" personality, and a risk avoider has a "small t" personality.
- Draw a two-column chart with the heads "big T" and "small t" on the board. Individually, have students complete the chart by writing examples of ways they have a "big T" or "small t" personality.
- Ask students where they think they fit on the risk-taking continuum.
- Form small groups and have students share their opinions of their personality type and give examples.
- Go over the answers as a class. Take a poll to find out whether most students in the class consider themselves risk-takers or risk-avoiders. Write some examples in the chart on the board as students respond.

F ▶5:25 WORD STUDY

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students read the first explanation in the Usage Note box to the right and example. Write another example on the board: *The dancers performed gracefully.*

  Ask *What is the adverb of manner?* (*gracefully*) *What word does it modify?* (*danced*)
- Focus on the second example. Ask *Does it modify a verb?* (No, it modifies an adjective.) Write another example on the board: *Max is unusually tall.*

  Ask *What does* unusually *modify?* (the adjective *tall*)
- Focus students' attention on the lists of adjectives and adverbs. Ask a volunteer to read the adjective to adverb formations. Then look at the Exceptions note. To test understanding, write these adjectives on the board:

  happy grateful unbearable

  Elicit the adverb forms. (*happily, gratefully, unbearably*) Then elicit sentences. (Possible answers: Max drove off happily. We gratefully accepted the loan. My history class is unbearably boring.) Have students identify what the adverb modifies in each sentence.
- Focus on the last explanation and example sentences. Elicit additional sentences (Possible answers: Fortunately, the pharmacy was still open. Sadly, Jack Wilson lost his job.)

Vocabulary-Building Strategies

G WORD STUDY PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students work individually to form the adverbs of manner. Refer students to the lists of adjectives and adverbs in Exercise F.
- In pairs, have students compare answers. Then have them identify if the adverb modifies a verb or an adjective, or if it expresses the speaker's attitude. (1. verb / *to live*; 2. speaker's attitude, 3. verb / *get hurt*, 4. verb / *checked*, 5. speaker's attitude, 6. adjective / *challenging*, 7. verb / *are written*, 8. verb / *walked*, 9. adjective / *absent*)

NOW YOU CAN Compare attitudes about taking risks

A NOTEPADDING

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To warm up, have students look at the picture. Ask *What is this person doing?* (walking on a tightrope between mountains) *Have you ever done anything this risky? Is this person a big T or a small t personality?* (definitely big T).
- Have students work individually to fill out the notepad. To help elicit adverbs of manner, on the board, write examples of how students can describe what happened:

  Bungee jumping was incredibly frightening.
  I walked on the volcano carefully.
  Fortunately, everyone came home in one piece.
- Circulate and assist as needed. Point out to students that what may not be risky to one person, may be very risky to someone else. There may be different answers.

B DISCUSSION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- In groups of three, have students compare experiences with their partners. Encourage them to refer to their notepads and to describe the risky experiences, using adverbs where possible.
- As students work, draw a risk-taking continuum on the board like the one at the top of page 119, Exercise E, labeling *Risk-Avoider* on the left and *Risk-Taker* on the right. Then bring the class together and have students share their risky experiences. As a class, decide where each experience fits on the continuum and write it along the line.

Option: [+5 minutes] Have students refer to the continuum on the board to discuss which activities they would try. Encourage them to use vocabulary from Exercise D on page 118. (Possible answers: I wouldn't dare jump from a plane. I don't usually take chances. For me, flying in a plane was risky enough. I get such an adrenaline rush from anything risky—I would speed in a car just for the fun of it.)

Discussion: Speaking Booster

OPTIONAL WRITING [+20–30 minutes]

- On the board, write *What makes a person a risk-taker? A risk avoider?* In groups, encourage students to use information from the lesson to brainstorm ideas. Ask *Do you think it's possible to become a risk taker?*
- Have students work individually to write their paragraphs. Circulate and assist as needed.
- Bring the class together and have students share paragraphs.

WRITING Presenting and supporting opinions clearly

A WRITING SKILL

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask a volunteer to read the first explanation. Focus on the phrase *critique another person's ideas* and elicit that it means to say how good or bad these ideas are. Point out that it's possible to also critique a book or a painting or a movie.
- Reiterate that organizing ideas logically and giving good reasons or examples strengthens the critique.
- Give students a few minutes to read the first set of example sentences. Ask *If you take away the sequence words, can the sentences stand alone?* (yes) Confirm that these are independent clauses. Then have students look at the second set of example sentences. Ask *Are these independent clauses?* (Only the third one is; in the others, subordinate conjunctions introduce the dependent clauses.)
- To test student understanding, make the statement *Smart phones are a useless invention*. Invite students to critique your point of view. (Possible answers: First of all, smart phones are not useless. They are a brilliant invention that connect you to the world at all times. Furthermore, they allow you to have any information you need at your fingertips. Because a smart phone has GPS features, it will never let you get lost . . .)
- Finally, focus on Citing the writer's words on the right to review direct and indirect speech.

B PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students work individually to write the statements. Refer them to the writing skill chart in Exercise A to help them form the sentences correctly and put the commas in the right places when necessary.
- Bring the class together and have students write answers on the board. Leave the sentences there.
- Return to the Citing the writer's words box in Exercise A. Elicit other ways to introduce a writer's ideas. (Possible answers: The writer says / comments / discusses; According to the writer)

Option: [+5 minutes] Have students look at the sentences on the board. Say *Imagine these are direct quotes from an author. Use indirect speech to restate what the writer says.* Model the first item. (The writer suggests that since smart phones are so convenient, everyone needs to have one.) Call on students to put the remaining sentences into indirect speech. (Possible answers: 2. The author says that because of online shopping, fewer people shop at the mall these days. 3. Murphy's arguments are very strong. That is why the author agrees with them. 4. He argues that people don't get enough sleep due to light from their devices.)

C PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To warm up, have students look back at the two sets of example sentences in Exercise A. Point out that the three sentences that begin with subordinate conjunctions are dependent clauses. Then have volunteers read the sentences out loud. After each numbered sentence ask *Is this an independent or dependent clause?* (All are independent except for item 3.) Tell students this will help them determine which connecting words or phrases to use.
- Have students compare answers with a partner. Point out that answers may vary for some of the items.

D APPLY THE WRITING SKILL

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Tell students they will write a critique of the article "Always Connected?" on page 116. First, have them reread the article, underlining sentences in the article they want to comment on.
- Point out to students that to comment on the point of view of the article they must voice their own opinion and support why they agree or disagree with the writer.
- Refer students to the Writing Process Worksheet to help walk them through the writing process and peer review.
- Encourage students to use the Self-Check in the Student Book to go over the critiques they wrote.

Writing Process

REVIEW

Digital Game

A ▶ 5:26

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Pre-listening: Ask students to skim the idioms and expressions in the multiple choices. Refer students to page 111 if they need to review.
- Listening: Have students listen once and choose the best response. If necessary, let students listen again.
- Have students compare answers with a partner.

Challenge: [+5 minutes] Invite students to work in pairs to create short role plays to illustrate one of the idioms and expressions. Then have them perform the role plays for the class and have students guess the idiom or expression being performed.

B

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students look at the prompts. Ask *Which item does not have a question word*? (1) *What type of question will this be*? (a *yes / no* question)
- Have students work individually to write the questions.
- Go over the answers as a class.

C

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Tell students they need to write their own response. If necessary, refer them to page 113 to review possible responses. Point out that answers will vary.
- Go over the answers as a class.

Challenge: [+5 minutes] Have students continue the conversations for a few more exchanges. Then invite students to perform for the class.

D

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students do the exercise individually.
- Bring the class together and have them write the adverbs of manner on the board to check correct formation. Review rules as needed by referring students to page 119, Exercise F.

Option: [+5 minutes] In pairs, have students use the adverbs of manner in sentences. Circulate and quiz pairs if the adverb modifies a verb or an adjective.

Option: TEST-TAKING SKILLS BOOSTER (p. 160)

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**

Reference Charts

PRONUNCIATION TABLE

These are the pronunciation symbols used in *Summit 1*.

Vowels

Symbol	Key Word	Symbol	Key Word
i	b**ea**t, f**ee**d	ə	b**a**nan**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	ab**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		
d	**d**ie		
k	**c**ame, **k**ey, **qu**ick	ʒ	mea**s**ure, vi**s**ion
g	**g**ame, **g**uest	h	**h**ot, **wh**o
ʧ	**ch**urch, na**t**ure, wa**tch**	m	**m**en, so**m**e
		n	su**n**, **kn**ow, **pn**eumonia
ʤ	**j**udge, **g**eneral, ma**j**or	ŋ	su**ng**, ri**ng**ing
f	**f**an, **ph**otograph	w	**w**et, **wh**ite
v	**v**an	l	**l**ight, **l**ong
θ	**th**ing, bre**th**	r	**r**ight, **wr**ong
ð	**th**en, bre**th**e	y	**y**es, **u**se, m**u**sic
s	**s**ip, **c**ity, **ps**ychology	ṭ	bu**tt**er, bo**tt**le
		t̚	bu**tt**on

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

base form	simple past	past participle
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	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

STATIVE VERBS

amaze	desire	hear	need	seem
appear*	dislike	imagine	owe	smell*
appreciate	doubt	include*	own	sound
astonish	envy	know	please	suppose
be*	equal	like	possess	surprise
believe	exist	look like	prefer	taste*
belong	fear	look*	realize	think*
care	feel*	love	recognize	understand
consist of	forget	matter	remember*	want*
contain	hate	mean	resemble	weigh*
cost	have*	mind	see*	

*These verbs also have action meanings. Example: *I see a tree.* (non-action) *I'm seeing her tomorrow.* (action)

VERBS FOLLOWED BY A GERUND

acknowledge	consider	endure	imagine	prevent	resent
admit	delay	enjoy	justify	prohibit	resist
advise	deny	escape	keep	propose	risk
appreciate	detest	explain	mention	quit	suggest
avoid	discontinue	feel like	mind	recall	support
can't help	discuss	finish	miss	recommend	tolerate
celebrate	dislike	forgive	postpone	report	understand
complete	don't mind	give up	practice		

EXPRESSIONS THAT CAN BE FOLLOWED BY A GERUND

be excited about	be opposed to	believe in	blame [someone or something] for
be worried about	be used to	participate in	forgive [someone or something] for
be responsible for	complain about	succeed in	thank [someone or something] for
be interested in	dream about / of	take advantage of	keep [someone or something] from
be accused of	talk about / of	take care of	prevent [someone or something] from
be capable of	think about / of	insist on	stop [someone or something] from
be tired of	apologize for	look forward to	
be accustomed to	make an excuse for		
be committed to	have a reason for		

VERBS FOLLOWED DIRECTLY BY AN INFINITIVE

afford
agree
appear
arrange
ask
attempt
can't wait
care
choose
claim
consent
decide
demand
deserve
expect
fail
grow
hesitate
hope
hurry
intend
learn
manage
mean
need
neglect
offer
pay
plan
prepare
pretend
promise
refuse
request
seem
struggle
swear
threaten
volunteer
wait
want
wish
would like
yearn

VERBS FOLLOWED BY AN OBJECT BEFORE AN INFINITIVE*

advise
allow
ask*
beg
cause
challenge
choose*
convince
enable
encourage
expect*
forbid
force
get*
help*
hire
instruct
invite
need*
order
pay
permit
persuade
promise*
remind
request
require
teach
tell
urge
want*
warn
wish*
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*).

ADJECTIVES FOLLOWED BY AN INFINITIVE*

afraid
alarmed
amazed
angry
anxious
ashamed
certain
content
curious
delighted
depressed
determined
disappointed
distressed
disturbed
eager
easy
embarrassed
encouraged
excited
fortunate
glad
happy
hesitant
likely
lucky
pleased
prepared
proud
ready
relieved
reluctant
sad
shocked
sorry
surprised
touched
upset
willing

*Example: *I'm willing* ***to accept*** *that.*

VERBS THAT CAN BE FOLLOWED BY A GERUND OR AN INFINITIVE

with a change in meaning

forget (+ gerund)	=	forget something that happened
(+ infinitive)	=	forget something that needs to be done
regret (+ gerund)	=	regret a past action
(+ infinitive)	=	regret having to inform someone about an action
remember (+ gerund)	=	remember something that happened
(+ infinitive)	=	remember something that needs to be done
stop (+ gerund)	=	stop a continuous action
(+ infinitive)	=	stop in order to do something

without a change in meaning

begin
can't stand
continue
hate
like
love
prefer
start
try

PARTICIPIAL ADJECTIVES

alarming	–	alarmed
amazing	–	amazed
amusing	–	amused
annoying	–	annoyed
astonishing	–	astonished
boring	–	bored
comforting	–	comforted
confusing	–	confused
depressing	–	depressed
disappointing	–	disappointed
disgusting	–	disgusted
distressing	–	distressed
disturbing	–	disturbed
embarrassing	–	embarrassed
entertaining	–	entertained
exciting	–	excited
exhausting	–	exhausted
fascinating	–	fascinated
frightening	–	frightened
horrifying	–	horrified
inspiring	–	inspired
interesting	–	interested
irritating	–	irritated
moving	–	moved
paralyzing	–	paralyzed
pleasing	–	pleased
relaxing	–	relaxed
satisfying	–	satisfied
shocking	–	shocked
soothing	–	soothed
startling	–	startled
stimulating	–	stimulated
surprising	–	surprised
terrifying	–	terrified
tiring	–	tired
touching	–	touched

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

Infinitives: review, expansion, and common errors

- Have a student read the first explanation and examples out loud.
- To check comprehension, write on the board *To get a job is my only focus*. Ask *How would you make the infinitive a subject complement?* (My only focus is to get a job.) *How would you use the impersonal* It? (It's my only focus to get a job.) Invite students to write these examples on the board, or write them yourself.
- Read the second explanation. Have volunteers read the example sentences.
- On the board, write *It isn't hard _____ to learn new languages*. Then write in *for me* on the line. Elicit other ways to complete the sentence. (Possible answers: for us, for Mike, for her)
- Read the Be careful! note. Ask students to read the adjectives of feeling or emotion. On the board, write *It's sorry to be late*. Ask *What is the problem with this sentence?* (You need an actual subject.) Cross out *It's* and write *Marianna*. On the board, write *I'm _____ to ____*. Elicit additional sentences with adjectives of feeling or emotion.
- Focus on the third explanation, labeled With causative get. Write:

  Lisa washed the car.

  Lisa got the kids to wash the car.

Elicit the difference. (In the first sentence, Lisa did the washing. In the second sentence, Lisa *caused* the kids to do the washing. Maybe she asked them or paid them to do it. But they did it for her. She didn't do it herself.)

- Ask students to read the example sentences. After each one ask *Who caused the action?* (we, the teacher) *Who was persuaded to do the action?* (everyone, me)
- Call on a volunteer to read the final explanation, labeled In indirect speech. Ask students to read the pairs of sentences. Point out how, in the second example, *don't* turned to *not to* in indirect speech.
- To check comprehension write on the board:

  Mel said, "Don't go in there!"

Elicit indirect speech with an infinitive. (Mel said not to go in there.) Write the answer on the board.

A On a separate sheet of paper . . .

- Model the first item on the board. Make sure students understand that the subject complement follows the linking verb: *Every new graduate's wish is to be successful.*
- Have students complete the exercise.
- Then have them compare answers with a partner.

B Rewrite each sentence . . .

- Model item 1. On the board write *It _____* Ask *What is the verb in the first sentence?* (is) Write this to the right of *It* on the board. Then elicit the rest of the sentence. (difficult for an easygoing person to be disciplined about an exercise program) Then ask *What is the contracted form of* it is? (*it's*) Edit this on the board and tell students to use contractions in their answers when possible.
- Have students rewrite the rest of the sentences.
- Review as a class.

C Insert a phrase with for . . .

- Call on a volunteer to read the model answer. Point out that the *for* phrase goes before the infinitive. Tell students they will make up their own *for* phrases.
- Have students compare answers.

D On a separate sheet of paper, . . .

- Instruct students to rewrite the sentences replacing imperatives with infinitives.
- Have students compare answers with a partner.

Grammar for Writing: parallelism . . .

- Have a volunteer read the first explanation and correct and incorrect examples out loud.
- Point out that in the first example, *prefer* refers to the three activities: relaxing at home, spending time with family, and getting things done around the house.
- Have a volunteer read the second explanation and correct and incorrect examples out loud.
- You may want to write two correct, contrasting examples on the board:

  I managed to catch the train, to get there on time, and to buy the tickets.

  I managed to catch the train, get there on time, and buy the tickets.

E On a separate sheet of paper, . . .

- Model the first item with the class. Call on a student to identify the items in a series. (to write long letters; calling her parents)
- Encourage students to first identify the items listed in a series in each sentence as they complete the exercise.
- Have students compare answers with a partner and review as a class.

F Complete the following sentences . . .

- Remind students that when the infinitive and gerund are both grammatically possible, they should pay attention to the meaning of the sentence. You may want to refer them to the Grammar boxes on pages 125 and 126.
- Have students review answers in pairs, using pages 123–124 in the Appendices to confirm or correct their answers. Then review as a class.

Option: [+15–20 minutes] On the board, write:

A	B
On weekends, I enjoy . . .	Next year, I'm planning to . . .
Right now I feel like . . .	Last year, I managed to . . .
Sometimes I can't help . . .	I can't wait to . . .

To provide more practice with parallelism with gerunds and infinitives, have pairs choose two phrases from each column and take turns completing them. Encourage them to respond with two or more ideas for each phrase. (Possible answers: On weekends, I enjoy getting up late, doing sports, and eating out with friends. Next year, I'm planning to take up a sport and get a new job.)

UNIT 2

Finished and unfinished actions: summary

Finished actions

- To review verb tenses, ask

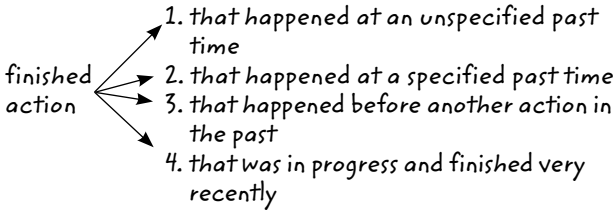
  How do you form the simple past of regular verbs? (verb + *-ed*)

  What are some examples of irregular verbs in the simple past? (Possible answers: ate, sold)

  How do you form the present perfect? (*have / has* + past participle)

  How do you form the present perfect continuous? (*have / has* + *been* + present participle)

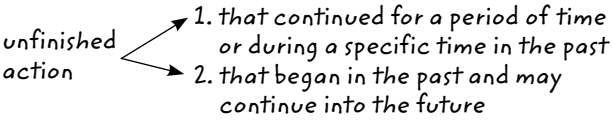
  How do you form the past perfect? (*had* + past participle)
- Have volunteers read the explanations and examples out loud. Then have students close their books.
- On the board, write:



To check comprehension, have pairs decide what form is used for each situation on the board. Then have students use their books to confirm their answers. Review as a class. (1. present perfect, 2. simple past, 3. past perfect, 4. present perfect continuous)

Unfinished actions

- Have a volunteer read the explanation and examples out loud.



To check comprehension, have pairs decide what form is used for each situation on the board. Then have students use their books to confirm their answers. Review as a class (1. past continuous, 2. present perfect OR present perfect continuous)

Option: [+15–20 minutes] On the board, write:

1. I _____, but I'm done now.
2. I _____ several times.
3. When I got here, _____.
4. I _____ last week.
5. I _____ for / since _____.

To provide practice, have students complete the sentences with their own ideas. Circulate as students write to offer help as needed. Then have them share their sentences with a partner. Encourage students to ask each other if actions are finished or unfinished.

(Possible answers: 1. I was exercising, but I'm done now. 2. I have seen that movie several times. 3. When I got here, the music was playing. 4. I finished my classes last week. 5. Max has been my roommate since 2010.)

A Complete the article . . .

- Point out that students should decide whether each of the actions happened at a specified or unspecified time in the past.
- Have students compare answers with a partner and review as a class.

B Read each statement . . .

- Encourage students to read the first statement and decide the order in which the events occurred before choosing statement **a** or **b**.
- Have students compare answers with a partner and review as a class.

Noun clauses: review and expansion

- Ask volunteers to read the Remember note in the main Grammar box and example sentence out loud. Write it on the board. Ask *What is the verb?* (realize) *What is the direct object of the verb?* (that art therapy could be so helpful) Reiterate that *that* can be omitted.
- Call on a student to read the second explanation and examples.
- Read the first section of the Be careful! note on word order. On the board, write:

  We don't know if are they coming.

  Elicit the correction. (We don't know if they are coming.)

  On the board write:

  Does he think will he pass the test?

  Elicit the correction (Does he think he will pass the test?) Keep these sentences on the board.
- Read the second section of the Be careful! note. Then return to the two sentences on the board. Ask *Which one is an embedded question within a statement?* (the first one) *Which one is an embedded question within a question?* (the second one)
- Ask students to read the last explanation and example sentences. To check comprehension, have students focus on the last example. Ask *How can you change the sentence so the noun clause is in the subject position?* (What I love is teaching children.)

C Complete each noun clause . . .

- Hint to students to notice the placement of the noun clause in the sentence and determine if it is a direct object, embedded question, subject, or complement.
- Model the first answer. Ask *What is the function of the noun clause?* (direct object) *What can be used to introduce a noun clause that is a direct object?* (*that* or nothing)
- Circulate as students work, assisting with identifying placement of noun clause as needed. (2. subject complement, 3. embedded information question, 4. subject, 5. direct object, 6. embedded Yes / No question, 7. embedded information question, 8. embedded information question, 9. subject complement, 10. embedded information question)
- Have students compare answers. Then review as a class.

D Complete each statement . . .

- Tell students the exercise focuses on word order. Model the first item on the board:

  Where did Mozart live?

Ask *Is this a Yes / No or an information question?* (information question)

Write I don't know . . . and elicit the answer. (where Mozart lived)

Ask *Can you say* I don't know where did Mozart live? (No, you can't use question word order.)

- Instruct students to do the questions individually.
- Have them compare answers with a partner.

Grammar for Writing: noun clauses

- Have volunteers read the explanations and examples out loud.
- Write on the board:

  1. It is possible that he will win first prize.

  2. The fact that his project was the best was why he won first prize.

Ask *What is the grammatical function of the noun clause in sentence 1?* (adjective complement) *Why?* (because it gives information about an adjective—*possible*) *What is the grammatical function of the noun clause in sentence 2?* (noun complement) *Why?* (because it gives information about a noun—*fact*)

- Point out that *that* can usually be omitted after adjectives.
- To provide practice, have pairs complete the sentences with their own ideas, using noun clauses. To review, call on volunteers to share their sentences with the class.
- Have a volunteer read the list of impersonal expressions that introduce noun clauses and the list of noun phrases that can precede a noun clause and the examples out loud.

Option: [+15–20 minutes] On the board, write:

pollution population education poverty

To provide practice, have pairs take turns using impersonal expressions that introduce noun clauses to express their opinions on some of the world issues on the board. Model the activity for students. For example, *It is essential that all children get a good education*. To review, call on volunteers to share their views with the class.

E On a separate sheet of paper, . . .

- Model the first item with the class. Call on a student to identify the expression that will be used to introduce the noun clause (is extremely important). Have a volunteer read the correct sentence out loud.
- Have students compare answers with a partner and review as a class.

F Read each quote . . .

- Point out that the two sentences should be combined into one sentence.
- Have a volunteer read the example out loud. As a class, identify the noun phrase and noun clause. (Noun phrase: *The announcement;* Noun clause: *that Volkswagen would unveil a new car design early next year*)
- Have students compare answers with a partner and review as a class.

Answers to Grammar Booster, Unit 2—Exercise F

1. The announcement that the Health Ministry will begin vaccinating all infants for measles was greeted with criticism from the opposition party.
2. The possibility that the president would resign by the end of this year has taken everyone by surprise, including the news media.
3. The report that Dr. Regina Blair of the Glasgow Medical Center has discovered a new protein is attracting much interest in the world of science.
4. The claim that a ninety-five-year-old New Zealand man had broken the world record for growing the longest beard has triggered similar claims across three continents.

UNIT 3

The past unreal conditional: inverted form

- Review briefly past unreal conditional. Write If I had studied for the test, I wouldn't have failed. Ask *Did you study for the test?* (no) *Did you fail?* (yes) *Is this a real situation?* (No, it's imaginary—I didn't study, so I failed.) Point out that past unreal conditional allows a person to describe what could have been different under different circumstances.
- Have a volunteer read the explanation.
- Write the first example sentence under *Usual word order* on the board:

  If I had known it would take up so much room, I wouldn't have bought it.

  Then rewrite the beginning of the sentence to Had I known.
- Call on a volunteer to read the second pair of sentences. Point out how the conditional clause can appear at the beginning or end of the sentence. Ask *Can the conditional clause appear at the beginning of a sentence?* (yes) Write the second sentence on the board:

  I might have gotten another brand had I realized it would be so hard to operate.
- Ask a volunteer to read the third pair of sentences. Then read the Be careful! note. Focus on the example third set of sentences in the chart again. Ask *Could you say* Hadn't we been so busy? (no)
- Finally, ask a student to read the last pair of example sentences.

A On a separate sheet of paper...

- Have students rewrite the sentences individually. Suggest to students that they can first identify the conditional clause (*if*) and then change it to inverted form.
- Have students compare answers with a partner.
- As students work, write on the board:

  2. Hadn't I spent so much money on my vacation, I would have considered buying a stationary bike.

Bring the class together and elicit the mistake in the sentence (the contracted inverted form). Tell students to check that they didn't contract the negative in item 4.

B On a separate sheet of paper,

- Have students turn to page 28 in their Student's Book to review expressing buyer's remorse.
- Ask a student to read item 1 of Exercise B. Ask *What could be a reason not to buy an espresso maker?* (Possible answer: It's so hard to operate.) Then elicit a conditional statement. (Possible answer: Had I known it would be so hard to operate . . .) Write it on the board.
- Ask students to complete the sentences individually.
- Then have them compare answers with a partner.

Option: [+15–20 minutes] Call on students to restate their sentences using the if non-inverted word order. For item 1 modeled at the beginning of the exercises, the answer would be *If I had known it would be so hard to operate* . . . Students will have different answers.

The future continuous

- Have a volunteer read the first explanation and examples out loud.
- Write a new example on the board:

  Next year, I | 'll be living / 'm going to be living | in London.

  Point out that both forms of the future continuous ('ll be living, 'm going to be living) have the same meaning.
- To provide practice, address different students and ask questions eliciting the future continuous. For example, *Where will you be living in three years? What will you be studying next week? Where are you going to be spending your next vacation? What will you be doing tomorrow at this time?* Encourage students to answer in complete sentences.
- Have a volunteer read the second explanation and examples out loud.
- Have students study the Remember box. Point out that the simple future should be used with stative verbs. You may want to refer students to page 123 for a list of stative verbs.
- Have students read the examples under *Questions and short answers.*
- Have a volunteer read the last explanation and examples out loud.
- On the board, write:

  I'll be preparing the decorations while she makes the cake.

  As a class, identify the time clause and the future continuous. (while she makes the cake; I'll be preparing)

Option: [+15–20 minutes] Have students think about what they and the people in their family will be doing this weekend and write two sentences using the future continuous with a time clause. (Possible response: My brother will be riding his bike while I repair my car.) To review, have a few students share their sentences with the class.

C On a separate sheet of paper, . . .

- Model the first item with the class. Have students identify the time clause. (when she's going to be attending the meeting) Ask *What tense do we use with the time clause?* (a present tense) Point out that either the present simple tense or the present continuous are possible in the time clause.
- Have students compare answers with a partner and review as a class.

D Complete the following sentences . . .

- Remind students not to use the future continuous with stative verbs. You may want to refer them to the Remember box on page 130.
- Have students compare answers with a partner and review as a class.

The future perfect continuous

- Have a volunteer read the first explanation and example out loud.
- To clarify the use of the future perfect continuous, write on the board:

  Use the future perfect continuous for an action that:
  - *starts before a future time*
  - *will be in progress for some time*
  - *may continue after the stated future time*
- To illustrate the explanation, write an example on the board:

  By June next year, Joan will have been running her own business for ten months.

  Addressing each of the bullets above, point out that:
  - Joan will start running her own business before June next year.
  - By June, the action will have been in progress for ten months.
  - Joan may continue running her own business after June.
- Have a volunteer read the second explanation and examples out loud.
- Ask *What are the two actions taking place?* (arriving in New York, sitting on a plane) *Which action happens first?* (sitting in a plane) Point out that the action in the future perfect continuous begins first.
- On the board, write:

  By the time he _____ (graduate), he _____ (live) abroad for six years.

To check comprehension, ask *What is the time clause?* (By the time he . . .) *What tense do we use with the time clause?* (the simple present tense) Elicit the correct tenses to complete the sentence on the board.

- Point out that the time clause usually starts with *By the time.*

Option: [+15–20 minutes] On the board, write:

Where I live: _____
A course I'm taking: _____
A sport I do: _____
A hobby I have: _____

Have students complete the ideas on the board. Then add to the board:

By _____, I _____ for _____?

Have students write future perfect continuous statements about themselves, using the ideas on the board. Have students write at least three sentences. Circulate to offer help as needed. Have volunteers share a sentence with the class. Encourage all students to respond.

E Complete the postcard, . . .

- You may want to refer students to the Grammar box on page 130 to quickly review the future continuous.
- Have students complete the exercise in pairs, and then review as a class.

Challenge: [+15–20 minutes] Have pairs imagine they are going on their ideal vacation next week. Ask them to write a notecard similar to the one in Exercise E explaining what they will be doing and will have already done on different days and at different times.

UNIT 4

Quantifiers: a few and few, a little and little

- Have a volunteer read the explanation and examples out loud.
- To summarize, draw a chart on the board (without the answers) and complete as a class:

	Plural count nouns	Non-count nouns
some	*a few*	*a little*
not many / much	*few*	*little*

- Photocopy and distribute this exercise or write it on the board:

  1. *I have very _____ time. We can't discuss that today.*
  2. *I have _____ time. Let's discuss the project now.*
  3. *There were _____ interesting places. She liked the city.*
  4. *There were _____ interesting places. She didn't quite like the city.*

To check comprehension, have students complete the blanks with the most suitable quantifier from the chart. Review as a class. (1. little, 2. a little, 3. a few, 4. few). Bring students' attention to the note on the side.

- Write another example on the board:

  There's plenty of soup. Would you like a little?

A Change the underlined quantifiers . . .

- Ask *What two quantifiers mean* some? (a few, a little)
- Have a volunteer read item 1 out loud. Ask *Why can't we use* a few *in item 1?* (because *music* is a non-count noun) As students work on the exercise, have them identify the type of noun the quantifier refers to. Point out that in item 5, the infinitive *to do* acts as the noun. If students have trouble, explain that infinitives and gerunds as nouns are non-count.
- Have students compare answers with a partner and review as a class.

Quantifiers: using *of* . . .

- Have volunteers read the first explanation. Use the note on the side to review possessive adjectives, possessive nouns, and demonstrative adjectives. Then focus on reading the examples.
- Have a volunteer read the second explanation, examples, and Be careful! note out loud.
- Have students study the explanation and examples for *one* and *each*. Emphasize that both forms (*one* and *one of* / *each* and *each of*) have the same meaning.
- Have students study the last explanation and list of quantifiers that must include *of*.
- Write contrasting examples on the board:

  I have a lot of fashion magazines. (general noun)

  She likes fashion magazines. She has a lot! (no noun)
- To check comprehension, ask a few volunteers to use one of these quantifiers in a sentence. Point out that these sentences must have a noun or a noun phrase. (Possible answer: Plenty of people prefer dressing up for work.)

Option: [+15–20 minutes] Photocopy and distribute this exercise or write it on the board:

1. I have a few / a few of designer clothes.
2. Just a few / a few of my clothes are formal.
3. Most of / Most employees dress down on Fridays.
4. Most of / Most our employees dress down on Fridays.
5. Please take both of / both dresses to the dry-cleaners.
6. Both / Both of these dresses are expensive.
7. Each / Each of school has its own rules.

To check comprehension, have pairs choose the correct quantifiers. Point out that both choices are correct in one sentence. Review as a class and have students explain their choices. (1. a few, 2. a few of, 3. Most, 4. Most of, 5. both, 6. Both / Both of, 7. Each)

B Only one of each pair of sentences . . .

- Go over item 1 with the class. Call on a student to explain the correct answer. (*Of* is not correct in **b** because *classmates* isn't preceded by a possessive adjective, a possessive noun, *this*, *that*, *these*, or *those*.) Ask *How else could we correct* **b***?* (Several of her classmates went out for coffee.)
- Have students compare answers with a partner and review as a class.

Challenge: [+15–20 minutes] Fashion survey. In pairs, have students write four questions about clothes, dress codes, and / or fashion. For example, *Are you interested in fashion? What kind of clothes do you usually wear?* Have students interview their classmates and take notes of their answers. Then have them report their findings to the class using quantifiers. (Possible answers: All the students are interested in fashion. None of the men we interviewed likes formal clothes.)

Grammar for Writing: subject-verb . . .

- Have a volunteer read the first explanation and examples out loud.
- If necessary, clarify that *some of the movie* means a part of the movie.
- Have a volunteer read the Be careful! note out loud.
- Write two examples on the board:

  One child _____ leaving early.

  All of the children _____ leaving early.

  Each of the children _____ leaving early.

  To check comprehension, have students complete the sentences with the correct tense of the verb *be* and review as a class. (is, are, is) To clarify, point to the first example and ask *How many children are leaving early?* (one) Point to the second example and ask *How many children are leaving early?* (all of them) Point to the third example and ask *How many children are leaving early?* (all of them)
- Explain that in the last example, even though we are talking about all of the children, we are referring to each individually.
- Have students study the last explanation.
- Point out that even though *none of* plus a plural verb is acceptable in spoken English, we shouldn't use it in writing.

C Choose the verb . . .

- Model the first item. Elicit from the class the noun that the quantifier modifies. (choices) Ask *Which verb is correct?* (sounds) *Why?* (because the quantifier *every one* always takes a singular verb)
- Have students compare answers with a partner and review as a class. For item 6, point out that *are coming* is only possible in everyday spoken English.

Challenge: [+15–20 minutes] Guessing game. In pairs, have students write six to eight sentences describing a movie, using quantifiers. Then have each pair join another pair and take turns reading the descriptions and guessing the movie. You may want to model some questions for the class. For example, *One of the scenes takes place in the jungle. A lot of the movie takes place in Rome. Some of the movie was filmed on location. Three of the actors were nominated for an Oscar.*

UNIT 5

Conjunctions with so, too, neither, or not either

- Have a volunteer read the first explanation and examples, and the first note (Notice the subject-verb order) out loud.
- On the board, write:

  Gossiping is impolite. Shouting is impolite.

  Gossiping is impolite, and _____.
  _____.

  To check comprehension, elicit from the class the two ways to finish the sentence, and add to the board. (so is shouting; shouting is, too)
- Point out the comma after the first statement.
- To check comprehension, ask *Are additions with* so *and* too *used for affirmative or negative statements?* (affirmative statements) *Do* so *and* too *have the same meaning?* (yes) *Do they have the same form?* (No. *So* needs subject-verb inversion.)
- Have a volunteer read the second explanation and examples out loud.
- On the board, write:

  Smoking is not considerate. Using cell phones is not considerate.

  Smoking is not considerate, and _____.
  _____.

  To check comprehension, elicit from the class the two ways to finish the sentence, and add to the board. (using cell phones isn't either; neither is using cell phones)
- Point out the comma after the first statement.
- To check comprehension, ask *Are additions with* neither *and* not either *used for affirmative or negative statements?* (negative statements) *Do* neither *and* not either *have the same meaning?* (yes) *Do they have the same form?* (No. *Neither* needs subject-verb inversion.)
- Have a volunteer read the Be careful! note out loud.
- Point out that *neither* has a negative meaning, so it needs an affirmative verb. *Either* has a positive meaning, so it needs a negative verb. To help clarify, you may want to add to the board:

  neither is using cell phones = using cell phones isn't either
  (-) (+) (-) (+)

Option: [+15–20 minutes] On the board, write:

1. Junk food is unhealthy, and _____.
   _____.
2. Strong perfumes are not pleasant, and _____.
   _____.

To provide practice, have pairs complete the statements with their own ideas. They should express each idea twice using *so* and *too*, and *neither* and *not either*. To review, call on volunteers to read their statements out loud. (Possible responses: 1. smoking is too / so is smoking, 2. neither are cigars / cigars aren't either)

- Have a volunteer read the third explanation and examples out loud.
- Have students number the examples from 1 to 5. To check comprehension, have pairs identify the example(s) that use the verb *be*, an auxiliary verb, and a modal. (be: 1; an auxiliary verb: 2 [does], 3 [has]; a modal: 4 [can]; an auxiliary verb: 5 [have])
- Have a volunteer read the fourth explanation and example out loud.
- On the board, write:

  Wendy wears strong perfumes, and so _____ Katie.
  Wendy wears strong perfumes, and so _____ Katie and Christine.

Point out that the verb in the second statement must agree with the subject: *Katie* is singular, so it needs a singular verb; *Katie and Christine* is plural, so it needs a plural verb. Elicit the correct verbs from the class and complete the sentences on the board. (does, do)

A Find and underline the nine errors . . .

- Model the first error correction with the class. Call on a student to read the first sentence. As a class, identify the verbs. (is, does) Ask *What's wrong with this sentence?* (Since the first clause uses the verb *be*, the second clause has to use *be* too.)
- Have students compare answers with a partner and review as a class.

B On a separate sheet of paper, . . .

- Call on a student to read the example out loud. Point out the change in the verb (*have* changed to *has*) and the comma after the first statement. Also point out *does*, which is needed because the verb in the first statement isn't *be*, an auxiliary verb, or a modal.
- Have students complete the exercise individually, and then compare answers in pairs. Review as a class.

Challenge: [+15–20 minutes] On the board, write:

Things people do that are

considerate:

rude:

irresponsible:

unacceptable:

Have pairs write a few ideas for each adjective. Then have students express their ideas in statements using *too*, *so*, *neither* or *not either*. Circulate as students write to provide help as needed. To review, have pairs share some of their sentences with the class.

So, too, neither, or not either: short responses

- Have a volunteer read the first explanation and examples out loud.
- Point out the subject-verb inversion with *so* (So do I.) and *neither* (Neither can I.) in the examples.
- Also point out that main verbs that are not *be* (for example, *hate, like*) are not used in short responses, and the verb *be*, auxiliary verbs, and modals are used. For example, A: *I'm tired.* B: *So am I.*
- To provide practice, address different students and have them agree with the statements you say. For example, *I can speak two languages.* (So can I. I can, too.) *I got up late this morning.* (So did I. I did, too.) *I'm giving a party this Friday.* (So am I. I am, too.) *I don't like horror films.* (Neither do I. I don't either.) *I've never been to Sweden.* (Neither have I. I haven't either.)
- Have a volunteer read the second explanation and examples out loud.
- To provide practice, address different students, and have them agree with the statements you say. You can use the same statements as above or your own.

C Agree with each statement . . .

- Model the first item with the class. Elicit all possible answers for item 1. (I haven't either. Neither have I. Me neither.)
- Point out that students should agree with each of the statements, even if the information is not true for them.
- Point out that there are three correct answers for each statement. You may want to have students write all three possible responses.
- Review as a class. Read each statement out loud and call on students to agree with you.

Challenge: [+15–20 minutes] On the board, write:

IDEAS

- Activities you do on the weekends
- Things you like / dislike
- Things you are good at
- Things you could do when you were small
- Things you were never able to do
- Things you would like to do

In pairs, have students find things they have in common. They can use the ideas on the board or their own ideas. As students talk, encourage them to use *so*, *too*, *neither*, or *not either* in short responses. Model the activity with a more confident student. For example, *I clean my room on the weekends.* Student: *I do, too. / So do I. / Me, too. / I don't.* Then have students share some of the things they have in common with their partners, with the class.

UNIT 6

Modals and modal-like expressions: summary

- Have volunteers read the uses of modals / modal-like expressions and examples out loud.
- After the group of examples for each use, have a volunteer give his / her own example.
- To review modals, ask students the following questions and write answers on the board as students respond:

  How do we form negative modals? (modal + *not* + verb)

  How do we form Yes / No *questions with modals?* (modal + subject + verb)

  How do we form information questions with modals? (question word + modal + subject + verb)

Remind students that in information and *Yes* / *No* questions with *have to*, we have to add *do* / *does* before the subject. You may want to refer students to the Grammar box on page 64.

- Have pairs find an example for each item on the board, in the Grammar box.
- Have volunteers read the uses of modals / modal-like expressions and examples out loud.
- After the group of examples for each use, have a volunteer give his / her own example.
- In pairs, have students think of possible situations in which they would use these modals / modal-like expressions and write an example for each use.

Option: [+15–20 minutes] On the board, write the twelve categories in the Grammar box (Make polite requests, Express preferences, etc.). In pairs, have students take turns reading sentences from the Grammar box and saying what category they fall under. Have one student read a sentence from the Grammar box while the other student (with his / her book closed) names the category.

Challenge: [+15–20 minutes] In pairs, have students choose four sentences from the Grammar box and put them in context in short conversations. Students can make any necessary variations. Model a conversation for the class. For example, A: *My father is the CEO of a big company.* B: *He must be very smart!* Circulate to offer help as needed. To finish, call on pairs to share one of their conversations with the class.

A Cross out the one modal . . .

- Model the first item with the class. Have a volunteer name the category from the Grammar box that it falls under (Make polite requests) and explain why *may* is not possible. (because *may* can only be used with *I* or *we* in polite requests)
- Have students first choose the category each item falls under and then cross out the incorrect modal. Point out that some items might fall under more than one category.
- Have students discuss their choices with a partner. Review as a class and have students explain their choices.

B Circle the one modal . . .

- Model the first item with the class. Have a volunteer explain why *had to* is correct. (because the statement is about what happened last night, so a modal with past meaning is necessary)
- Have students discuss their choices with a partner. Review as a class and have students explain their choices.

UNIT 7

The passive voice: review and expansion

- Call on a student to read the first explanation. Ask volunteers to read the Transitive and Intransitive example sentences. Make sure students understand that a transitive verb is transitive whether or not there's a direct object in the sentence. For example, *speak* is a transitive verb: *We speak French*. If the verb is used in a sentence without a direct object, such as *We spoke for hours*, it is still transitive.
- Ask students to skim the list of Common intransitive verbs on the right. Elicit sentences (for example: It rained all day.) After each one ask *Is there a receiver?* (no)
- Call on a student to read the Remember note. Have students read through the various examples of the passive voice individually. To quiz understanding, ask *Are any of the verbs in these sentences intransitive?* (No, the verbs are transitive, since these are all passive sentences.)
- Read the explanation under Questions and write the following statement and question on the board:

  Russian is spoken by many people in Chicago
  Is Russian spoken by many people in Chicago?

  Point out how the subject and auxiliary verb are inverted in the question.
- Call on students to read the example questions in the book. After each one, elicit the statement form to point out the inversion. Tell students that they will have to make up answers for the information questions. (Possible answers: No, my uncle has not been hired by an advertising company. She will be given a new office next month. I have been called by the office manager. We should be married at the beach. This house can be painted in only two days if we hire someone.)

Challenge: [+15–20 minutes] Elicit the active voice of each statement in the chart. Tell students they may have to make up an agent if a sentence does not have one. (Possible answers: At least a million people a day see the ad. The leaders at the meeting called people by their first names. We are painting every house white. The network is going to show Maurizio's new fashions on TV tonight. If I wear this dress before the event, everyone will have seen it and it won't seem new. Before we had regulations, companies tested dangerous products on small animals. Our friends have helped us a lot. Workers had worn the aloha shirt only on Fridays for a couple of years . . .)

A Write a check mark . . .

- To review, ask *What does* intransitive *mean?* (that it does not take a direct object)
- Tell students to circle the verb in each sentence. Then tell them to write a check next to sentences that have intransitive verbs.
- Have students check answers with a partner.
- Then bring the class together. To confirm that the unchecked statements are correct *What is the direct object?* (2. very short dresses, 3. a new restaurant, 5. French, 7. the complete story)

B On a separate sheet of paper, . . .

- After students rewrite the four sentences, have them check answers with a partner.
- Go over the answers as a class. After each statement ask *Who is the performer of the action?* (2. models, 3. my parents, 5. People, 7. advertisers) *What is the receiver of the action?* (2. very short dresses, 3. a new restaurant, 5. French, 7. the complete story)

C On a separate sheet of paper, . . .

- To confirm that each statement can be changed to the passive voice, for each item ask *What is the direct object?* (1. this book, 2. English, 3. people, 4. people's emotions, 5. the car) Review that the direct object is the receiver of the action.
- Circulate as students work. If they need help with form, review *be* + past participle, or modal + form of *be* + past participle.
- Go over the answers as a class. Ask *Which item could skip mentioning the performer of the action?* (item 2)

D On a separate sheet of paper, . . .

- Model the first item. Ask *How do we make passive Yes / No questions?* (invert the subject and the auxiliary verb or modal) Ask a volunteer to do the first item. Write it on the board:

  Was this book written by Joan Saslow and Allen Ascher?

- Have students complete the exercise individually. Circulate and assist with inverting the verb as needed.
- Have students compare answers with a partner.

Answers to Exercise D

1. Was this book written by Joan Saslow and Allen Ascher?
2. Is English practiced online by students at most language schools today?
3. Can people be persuaded by ads to buy products?
4. Have people's emotions been manipulated by some ads?
5. Was the car being driven by your friend when the accident occurred?

E On a separate sheet of paper, . . .

- Call on a student to model the first item on the board: When was that new shampoo endorsed by Larissa La Rue? Point out how the subject and *was* were inverted.
- After students complete the exercise, go over the answers as a class.

UNIT 8

Making comparisons: review and expansion

- Have a volunteer read the explanation and examples for comparative forms of adjectives and adverbs out loud.
- Have students number the examples from 1 to 3 and identify what or who are being compared. (1. John and Rob; 2. this movie and the last one; 3. my sister's typing and my typing)
- To review how comparatives are formed, ask *How do you form the comparative of short adjectives or adverbs such as* fast*?* (adjective or adverb + *-er*) *How do you form the comparative of long adjectives or adverbs such as* interesting*?* (*more* or *less* + adjective or adverb + *than*)
- To review irregular comparative forms, have students look at the Irregular forms box at the bottom.
- To provide practice, have volunteers share sentences comparing the people in their families. Give your own example. (Possible answers: My brother drives faster than I do. My uncle's house is much bigger than mine.)
- Have a volunteer read the explanation and examples for superlative forms of adjectives and adverbs out loud.
- Have students number the examples from 1 to 5 and identify the examples of superlative adjectives and the examples of superlative adverbs. (superlative adjectives: 1, 2, 4; superlative adverbs: 3, 5)
- To review how superlatives are formed, ask *How do you form the superlative of short adjectives and adverbs such as* fast*?* (*the* + adjective or adverb + *-est*) *How do you form the superlative of long adjectives or adverbs such as* beautiful*?* (*the most / the least* + adjective or adverb)
- To review irregular superlative forms, have students look at the Irregular forms box at the bottom.
- To provide practice, have volunteers share sentences with superlatives. Give your own example. (Possible answers: My friend Brad is the funniest person I've ever met. Of all my friends, Sam is the most responsible.)
- Have a volunteer read the Be careful! note out loud.
- On the board, write:

  1. Which is best?
  2. Which is best brand?
  3. Which is the best brand?
  4. Which brand is best?

To check comprehension, have students identify the examples that are correct. (1, 3, 4) Elicit from the class why 2 is incorrect. (You can't omit *the* if the superlative is followed by a noun.)

- Have a volunteer read the explanation and examples for determiners.
- Have a volunteer read the explanation and examples for comparisons with *as . . . as*.
- Point out that *just* emphasizes that the things being compared are equal.
- Have volunteers read the last two explanations and examples out loud.
- On the board, write:

  1. The new bridge is as wide as the old one.
  2. The new bridge is almost as wide as the old one.
  3. The new bridge is three times as wide as the old one.

To check comprehension, make a statement and have students identify which sentence on the board has the same meaning. Say *The old bridge was wider than the new one.* (2) *The new bridge is wider than the old one.* (3) *Both bridges have the same width.* (1)

Option: [+15–20 minutes] To provide practice with *as . . . as,* have students write a statement about themselves for each of the three explanations for *as . . . as.* Have students discuss and correct their sentences in pairs. To review, have a few volunteers read their sentences out loud. You may want to write a few examples on the board.

A Read each quoted statement . . .

- Model the first item with the class. Ask *Is one textbook better than the other?* (no) Elicit the correct answer to fill in the blank from the class.
- Have students compare answers with a partner and review as a class.

Challenge: [+15–20 minutes] Have pairs choose two cities they both know and write six to eight sentences comparing the cities using comparatives, superlatives, and *as . . . as.* Encourage students to use *almost, about, not quite, twice,* or *(X) times* with *as . . . as* in some of their sentences. To review, have volunteers share their sentences with the class.

Other uses of comparatives, superlatives, . . .

- Have volunteers read the examples under For emphasis.
- On the board, write:

  1. It costs $90.
  2. It was a bad concert.
  3. The album can hold 200 photos.

To provide practice, have students add emphasis to the statements on the board. Point out that in some cases there may be more than one way to add emphasis. Review as a class. (Possible answers: 1. It can cost as much as $90. 2. It was one of the worst concerts ever. 3. The album can hold as many as 200 photos.)

- Have students study the examples under To show progression.
- Point out that the second part of the comparison (than) is not used.
- On the board, write:

  1. Prices are getting _____.
  2. The book is becoming _____.

  To provide practice, have students complete the statements with their own ideas. To review as a class, have volunteers read their sentences out loud. (Possible answers: 1. Prices are getting higher. 2. The book is becoming more interesting.)
- Have students study the examples under To show tendencies or preferences.
- On the board, write:

  1. In class, we _____ more than _____.
  2. At home / work, I spend more time _____ than _____.
  3. Your idea: _____

  To provide practice, have pairs complete the statements with their own ideas. Review as a class. Have volunteers read their sentences out loud. (Possible answers: 1. In class, we speak more than write. 2. At home, I spend more time in the garden than inside.)
- Have students study the examples under To clarify.
- On the board, write the following prompts:

  1. ice skating—not difficult but easy
  2. vacation—not relaxing but tiring

  To provide practice, have pairs form sentences with the prompts on the board, using the comparative form to clarify. To review as a class, have volunteers read their sentences out loud. (Possible answers: 1. Ice skating is a lot easier than you would think. 2. My vacation was more tiring than relaxing.)

B Use a comparative, a superlative, . . .

- Model the first item with the class. Point out that students should pay attention to the meaning of the sentence in quotes and choose the best use from the Grammar box above. Call on one student to say the use and another to complete the statement out loud.
- Have students complete the exercise individually and then compare answers with a partner. Review as a class.

Option: [+15–20 minutes] Photocopy and distribute this exercise or write it on the board:

I'm getting _____ every day.
On the weekends, I _____ more than _____.
I read _____ than _____ a year.
I'm a lot _____ than people think.

For further practice, have students complete the sentences with true information about themselves. In pairs, have students exchange sentences and decide on the use of the comparative, superlative, or comparison with *as . . . as* in their partners' sentences. Have a few volunteers read their sentences out loud and say the use. Then encourage students to create other sentences about themselves using comparatives, superlatives, and comparisons with *as . . . as* to show emphasis, progression, tendencies or preferences, and to clarify. Circulate as students write to provide help as needed. To finish, have students share their sentences with a partner.

UNIT 9

Perfect modals: short responses

- Review that we use perfect modals to speculate with different degrees of certainty about the past.
- Ask a student to read the question in the bubble under Active voice. Then call on a volunteer to read the various short responses. Write the following full responses on the board for comparison. Label the degrees of certainty.

  They might have come from Sweden. (not certain)
  They must have come from Sweden. (almost certain)
  They had to have come from Sweden. (very certain)
  They couldn't have come from Sweden. (very certain)
- Ask a student to read the question in the bubble under Passive voice. Then call on a volunteer to read the various short responses. Write the following full responses on the board for comparison. Label the degrees of certainty.

  It might have been moved by someone. (not certain)
  It must have been moved by someone. (almost certain)
  It had to have been moved by someone. (very certain)
  It couldn't have been moved by someone. (very certain)
- Read the Be careful! note. Point out that the example exchange is Active voice, but that the rule also applies to passive sentences as illustrated in the examples: *A: Was the story of the yeti just a joke?; B: It must have been.* Been is not omitted.

Respond to each statement . . .

- Before doing the exercise, have students mark which statements are active and which are passive. (Only items 1 and 2 are passive.) Remind students to always include *been* in a short response or statement with the verb *be* in it.
- Have students compare answers with a partner.
- Go over the answers as a class.

UNIT 10

Be supposed to: expansion

- Point out that in addition to expressing expectations with *be supposed to*—as taught in Unit 10—this construction can also be used to express a broadly held opinion.
- Ask a volunteer to read the explanation. Read the first example sentence and rewrite it on the board starting the statement *Everyone says . . .*

  Everyone says green tea ice cream is really good.

  Then call on other volunteers to read the other two examples and restate them with *Everyone* (Everyone says the new album wouldn't be very good, but I love it. Everyone says John was rude during the dinner, but I just don't believe it.)

A On a separate sheet of paper, . . .

- Have students look at the example. Demonstrate how *the new Fernadno Meirelles movie* becomes the subject of the sentence, followed by *is supposed to*.
- Instruct students to scan the exercise items and underline what will be the subjects of the new sentences. (1. our new manager, 2. acupuncture, 3. Ashley Morgan, 4. Ethiopian food, 5. Paul Coelho's latest novel, 6. Myanmar, 7. corruption)
- Then have students rewrite the sentences.
- Go over the answers as a class.

Would: review

- Ask a student to read the first explanation. Then call on volunteers to read the two sets of examples.
- Call on a volunteer to read the second explanation. Then call on volunteers to read the three sets of examples.

B Write a check mark . . .

- Have students work in pairs to identify past repeated or habitual actions.
- Go over the answers as a class.

Challenge: [+15–20 minutes] Have students identify the uses of the unchecked items in the exercise:

1. past intention or plans that changed
3. past form of the future of will
5. past form of the future of will
7. past intention or plans that changed
9. past form of the future of will
10. present / future result of unreal conditions
12. present / future result of unreal conditions
13. present / future result of unreal conditions
14. past intention or plan that changed

Grammar for Writing: placement of adverbs of manner

- Start by bringing students' attention to the list of adverbs titled Other adverbs of manner on the right. Ask a volunteer to read it.
- Read the first explanation, stressing that adverbs of manner modify adjectives or verbs. Call on students to read the examples of adverbs of manner modifying adjectives.
- Write on the board, *transitive* and *intransitive*. Explain that there are different rules for placing adverbs of manner before a transitive or intransitive verb. Have volunteers read the two explanations and sets of example sentences.
- Focus on the Be careful! note and have students read the correct and incorrect variations.
- To check comprehension, write three sentences on the board:

  1. *They entered the room noisily.*
  2. *They noisily entered the room.*
  3. *They entered noisily the room.*

Have students decide which sentences are correct. (1, 2) Point out that an adverb of manner can never separate a verb (*entered*) from its object (*the room*). Cross out the third example.

Option: [+15–20 minutes] To provide practice, have pairs use three adverbs from the list in sentences of their own. Then bring the class together and call on volunteers to share their sentences. Write a few sentences on the board.

C Write a check mark . . .

- To warm up, have students circle the adverbs of manner in each sentence.
- Then have students complete the exercise individually.
- Ask students to compare answers with a partner. Bring the class together and have students explain what was wrong in each incorrect sentence.

D On a separate sheet of paper, . . .

- Have students identify which exercise items have intransitive verbs. (2, 5) Tell them to look at rules in the Grammar box for placement of adverbs of manner in these sentences.
- Then point out that the remaining sentences contain transitive verbs. Tell students to look at rules in the Grammar box for placement of adverbs of manner in these sentences.
- Circulate as students work, assisting as needed. Then bring the class together and invite a couple volunteers to write the sentences on the board. Check adverb placement as a class.

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

Content words and function words

- Have a volunteer read the explanation and examples out loud. Point out that stressed content words are set in capital letters.
- Direct students' attention to the lists of Content words and Function words. As a class, brainstorm more words for each category in the Content words box. (Possible answers: **nouns:** window, frustration; **verbs:** walk, have; **adjectives:** friendly, wide; **adverbs:** beautifully, painfully; **possessive pronouns:** ours, theirs; **demonstrative pronouns:** these; **reflexive pronouns:** myself, himself; **interrogative pronouns:** when, why)
- On the board, write:

  1. She left her keys on that desk.
  2. He wants to sell his bicycle.

  To check comprehension, have pairs decide which words receive the stress. To review, underline the content words in the examples as students say them. (1. left, keys, that, desk; 2. wants, sell, his bicycle)
- Explain that the existence of stressed and unstressed syllables creates the rhythm of English. (This makes English sound different from those languages in which *all* the syllables are stressed.)

Stress in compound nouns

- Have a volunteer read the explanation and examples of compound nouns and adjective + noun combinations out loud.
- On the board, write:

  1. a library book
  2. a good book
  3. a fast car
  4. a sports car
  5. a movie star
  6. a bright star

  To check comprehension, have students identify compound nouns and adjective + noun combinations. (**compound nouns:** 1, 4, 5; **adjective + noun combinations:** 2, 3, 6) Call on students to read items 1–6 out loud and stress the appropriate words. Underline the stressed words as students identify them. (1. library, 2. good book, 3. fast car, 4. sports, 5. movie, 6. bright star)
- Direct students' attention to the Be careful! note. Make sure students understand that although auxiliary verbs are function words, they are stressed in short answers because they carry meaning—they represent the main verb in the question.

LANGUAGE NOTE In English, words are often stressed for emphasis. This can often include function words that are not normally stressed. For example, in the sentence "He's such a wise guy," *such* is stressed to show emphasis.

A ▶6:01 Listen and practice.

- First listening: Have students listen and study the examples.
- Second listening: Have students listen and repeat individually or chorally.

Note: This procedure for first and second listening is repeated in each unit.

B Circle the content words.

- In pairs, have students take turns reading the sentences. Then have them highlight or circle the stressed words.

▶6:02 Now practice . . .

- Have students read each sentence out loud and listen for how their choices compare with the speakers' on the audio. If necessary, have them listen again and repeat chorally.

Note: To build students' confidence, make sure they have ample practice before reading. Students will say the item out loud when they hear the item number and then will hear the speaker say the same item immediately after.

C ▶6:03 Listen and practice.

- Refer to the procedure for Exercise A on page T141.

D ▶6:04 Practice reading . . .

- Have students highlight or circle the stressed words. In pairs, have them take turns saying the compound nouns.
- Then have students listen for confirmation. If necessary, have them listen again and repeat chorally.

▶1:07 **Option:** To provide more practice, have pairs choose a paragraph from the Grammar Spotlight on page 6 in the Student's Book. and take turns reading it out loud, focusing on content words. Then have them listen to compare.

Pronunciation Pair Work

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

Content words and function words

In English, content words are generally stressed. Function words are generally unstressed.

My **BOSS** is a **PAIN** in the **NECK**!
He's **REALLY** a **TERRIFIC BOSS**.
MARK is **SUCH** a **SMART GUY**.
I'm **SURE** she'll be a **GREAT MANAGER**.

Stress in compound nouns

Many compound nouns are made up of two nouns, with the first one modifying the second one. In these compounds, stress usually falls on the first noun. However when a noun is modified by an adjective, stress is equal on both words.

noun + noun		adjective + noun
I drink **APPLE** juice.	BUT	I like **RED APPLES**.
She's a **PEOPLE** person.	BUT	She's a **NICE PERSON**.
It's an **APARTMENT** building.	BUT	It's a **TALL BUILDING**.
They're **EXERCISE** machines.	BUT	They're **NEW MACHINES**.

Content words

nouns	boss, Julie, happiness
verbs	find, meet, call
adjectives	talkative, small, green
adverbs	quietly, again, very
possessive pronouns	mine, yours, his
demonstrative pronouns	this, those, that
reflexive pronouns	ourselves, herself
interrogative pronouns	what, who, where

Function words

prepositions	of, from, at
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 ▶6:01 **Listen and practice.**

1 My **BOSS** is a **PAIN** in the **NECK**.
2 He's **REALLY** a **TERRIFIC BOSS**.
3 **MARK** is **SUCH** a **SMART GUY**.
4 I'm **SURE** she'll be a **GREAT MANAGER**.

B **Circle the content words.**

1 Learn to live in the present.
2 He reminded me to call my mother.
3 He asked me to work faster.
4 I prefer to stick closer to home.

▶6:02 **Now practice reading each sentence aloud and listen to compare.* (Note that your choices may differ from what you hear on the audio.)**

C ▶6:03 **Listen and practice.**

1 I drink **APPLE** juice. I like **RED APPLES**.
2 She's a **PEOPLE** person. She's a **NICE PERSON**.
3 It's an **APARTMENT** building. It's a **TALL BUILDING**.
4 They're **EXERCISE** machines. They're **NEW MACHINES**.

D ▶6:04 **Practice reading each compound noun aloud and then listen to check.***

1 global warming
2 tennis courts
3 a reliable person
4 a telephone directory
5 office managers
6 the bullet train

DIGITAL PAIR WORK

***Note:** Whenever you see a listening activity with an asterisk (*), say each word, phrase, or sentence in the pause after you hear each number. Then listen for confirmation.

UNIT 2

Intonation patterns

In statements, commands, and information questions, lower pitch after the stressed syllable in the last stressed word. If the last syllable in the sentence is stressed, lower pitch on the vowel by lengthening it.

I haven't been going to many concerts lately.

Don't forget to watch them on YouTube tonight.

How long have you been listening to that song?

She's been practicing for several months.

Raise pitch after the stressed syllable in the last stressed word in yes / no questions and requests. If the last syllable in the sentence is stressed, raise pitch on the vowel by lengthening it.

Have you been listening to Christina Perri lately?

Could you pick up the tickets for me?

Do you think she has a nice voice?

Has he been checking online?

A ▶6:05 **Listen and practice.**

1 I haven't been going to many concerts lately.
2 Don't forget to watch them on YouTube tonight.
3 How long have you been listening to that song?
4 She's been practicing for several months.
5 Have you been listening to Christina Perri lately?
6 Could you pick up the tickets for me?
7 Do you think she has a nice voice?
8 Has he been checking online?

B **Circle the last stressed content word in each of the following sentences. If that word has more than one syllable, underline the stressed syllable.**

1 That song has a great beat you can dance to.
2 Her catchy lyrics make you want to sing along.
3 Didn't you like that song's melody?
4 What time do you think the concert will be finished?
5 How long has she been dancing to that song?

DIGITAL PAIR WORK ▶6:06 **Now practice reading each sentence aloud, using the intonation patterns you have learned. Listen to check.***

UNIT 2

Intonation patterns

- Tell students that intonation patterns are important because they affect meaning.
- Explain that *pitch* refers to how high or how low a sound is.
- Have a volunteer read the first explanation out loud and have students study the examples. You may want to model the examples for students.
- To clarify, point out that a rising line indicates rising intonation. A falling line indicates falling intonation.
- Point out that the last stressed word is usually the last content word in a sentence.
- Have students identify the last stressed word in each example under the first explanation. (concerts, YouTube, song, months) Then ask *In which examples is the last syllable stressed?* (in the third and fourth: *song* and *months*) Point out that in these sentences, the vowels in *song* and *months* are lengthened to lower pitch.
- Summarize on the board:

statements
commands
information
questions } pitch falls after last stressed syllable

- Have a volunteer read the second explanation out loud and have students study the examples. You may want to model the examples for students.
- Have students identify the last stressed word in each example. (Perri, tickets, voice, online) Then ask *In which example will the vowel be lengthened?* (in the third: *voice*) Why? (because *voice* is the last syllable in the sentence and is stressed)
- Summarize on the board:

Yes / No questions
requests } pitch rises after last stressed syllable

Option: [+15-20 minutes] On the board, write:

1. I like the Beatles.	command
2. Change the channel.	Yes / No question
3. Is he a good singer?	request
4. What's on TV?	statement
5. Can you play it louder?	information question

To check comprehension, have students match the examples on the left with the types of sentences and questions on the right, and decide the intonation pattern for each. Review as a class. (1. statement—falling intonation; 2. command—falling intonation; 3. *Yes / No* question—rising intonation; 4. information question—falling intonation; 5. request—rising intonation)

A ▶ 6:05 Listen and practice.

- Refer to the procedure for Exercise A on page T141.

B Circle the last stressed content word . . .

- Have students circle the words individually. You may want to have students compare their choices with a partner.
- In pairs, have students practice reading each line aloud.

▶ 6:06 Now practice . . .

- Have students listen to confirm their choices or make corrections.

▶ 1:19 **Option:** Have students identify *Yes / No* questions and information questions in the Conversation Spotlight on page 19 in the Student's Book. Then have pairs practice the conversation using the intonation patterns they learned. To finish, have students listen to the conversation to compare the intonation they chose with the intonation used by the speakers on the audio.

Pronunciation Pair Work

UNIT 3

Sentence rhythm: thought groups

- Have a volunteer read the explanation and examples out loud.
- To help convey meaning, point out that the speaker says the words in each thought group together and pauses slightly between thought groups.
- Have students study the examples of thought groups in the box. As a class, brainstorm additional examples for each thought group. (Possible answers: **subject + verb:** she will be going; **noun phrases:** his spending habits; **prepositional phrases:** at the end of this year; **predicates:** are gradually getting out of debt; **noun clauses:** where I parked my car; **adjective clauses:** that they bought last week; **adverbial clauses:** when I've paid off my credit cards)
- On the board, write:

  1. She will go on vacation as soon as she graduates.
  2. I don't know where I put the money that you lent me.

  To check comprehension, have students divide the sentences into thought groups. To review as a class, identify the variations of possible thought groups on the board. (Possible answers: 1. She will go / on vacation / as soon as she graduates. 2. I don't know / where I put / the money / that you lent me.)

Pitch in longer sentences

- Have a volunteer read the explanation and examples out loud. As students study the examples, remind them that a falling line indicates falling intonation, and a rising line indicates rising intonation.
- To clarify, tell students that in longer sentences pitch can sometimes rise or fall within thought groups randomly.

A ▶6:07 Listen and practice.

- Refer to the procedure for Exercise A on T141.

B Read the following sentences . . .

- Have students break the sentences into thought groups individually and then compare their choices with a partner. Review as a class.

▶6:08 Now practice . . .

- Have students listen to compare. Point out that students' choices may vary. The recorded sentences are only one example of what is correct.

Challenge: [+15-20 minutes] On the board, write the following sentences:

1. I don't plan to be financially dependent for the rest of my life.
2. By this time next year, I plan to have saved up enough cash to buy a new car.
3. Once I've completed my studies, I'll get married.

In pairs, have students break down the sentences into thought groups. (Possible responses: 1. I don't plan to be / financially dependent / for the rest of my life. 2. By this time next year, / I plan to have saved up / enough cash / to buy a new car. 3. Once I've completed my studies, / I'll get married.) Review the variations of possible thought groups as a class. Individually, have students replace one or more thought groups in each sentence with their own ideas to create true sentences about themselves. For example, *By this time next year, I plan to have saved up enough cash to travel abroad.* Then have students share their sentences with a partner. To finish, call on volunteers to share a sentence with the class.

Pronunciation Pair Work

UNIT 4

Linking sounds

Linking with vowels

- Have a volunteer read the explanation and examples out loud.
- Point out that a final consonant sound and an initial vowel sound are needed.
- Emphasize that sound—not spelling—is what counts. To help clarify, write two examples on the board:

  Leave it here. ⏑ In an hour. ⏑ ⏑

  Point out the final consonant sound in *leave* (which is spelled with a final *-e*) and the initial vowel sound in *hour* (which is spelled with an initial *h-*).

Linking identical consonants

- Have a volunteer read the explanation and examples out loud.
- Once again, point out that sound—not spelling—is what counts. To help clarify, write an example on the board:

  Write to me. ⏑

  Point out the final consonant sound in *write* (which is spelled with a final *-e*).

LANGUAGE NOTE Note that some similar sounds also link—for example, on page T144, Exercise B, item 6: "I think Kyle has stylish taste." The final /z/ sound in *has* links with the initial /s/ sound in *stylish*. Other examples of similar sounds that link include /t/ and /tʃ/ as in *that church*, /d/ and /dʒ/ as in *old judge*, and /s/ and /ʃ/ as in *this shirt*. Note, however, that the linking occurs only when the sounds occur in a particular order. For example, the final /s/ sound links with the initial /ʃ/ sound, as in *this shirt*, but the final /ʃ/ sound does not link with the initial /s/ sound, as in *fresh soup*.

Option: [+15-20 minutes] On the board, write:

1. Is it open?
2. Have a seat.
3. I like cookies.
4. He's a good dog.

To check comprehension, have pairs decide which words are linked in the examples. Review as a class. (1. is‿it‿open; 2. have‿a; 3. like‿cookies; 4. he's‿a; good‿dog)

UNIT 3

Sentence rhythm: thought groups

Longer sentences are usually divided by rhythm into smaller "thought groups"—groups of words that naturally or logically go together. Exactly how statements may be divided into thought groups will vary among speakers.

My short-term goal / is to start living / within my means.
NOT ~~My short-term / goal is to / start living within my / means.~~
I don't plan / to be financially dependent / for the rest of my life.
By next year / I hope to have gotten / a good job / as a financial consultant.

Examples of thought groups

subject + verb	I don't know
noun phrases	my short-term goal
prepositional phrases	by the end of the month
predicates	is drowning in debt
noun clauses	where the money goes
adjective clauses	that I paid off last year
adverbial clauses	when I've finished my report

Pitch in longer sentences

In longer sentences, pitch may fall—or rise—after the last stressed syllable in each thought group, with no change in meaning.

Once he tries keeping / a realistic budget / he'll find it easy / to save money. **OR**
Once he tries keeping / a realistic budget / he'll find it easy / to save money.

A ▶6:07 **Listen and practice.**

1 My short-term goal is to start living within my means.
2 I don't plan to be financially dependent for the rest of my life.
3 By next year, I hope to have gotten a good job as a financial consultant.
4 a Once he tries keeping a realistic budget, he'll find it easy to save money.
4 b Once he tries keeping a realistic budget, he'll find it easy to save money.

B **Read the following sentences. Decide how you might break each sentence into thought groups.**

1 By the end of this month,/ I hope to have finished/ paying off/ my student loans./
2 In two months,/ when we've finally paid off our house,/ we're going to have/ a big party to celebrate./
3 To be perfectly honest,/ I couldn't tell you/ where the money goes./
4 By next year,/ I will have completed my studies,/ but I don't think/ I will have gotten married./

DIGITAL PAIR WORK ▶6:08 **Now practice reading each sentence aloud, paying attention to pitch. Listen to compare.* (Note that your choices may differ from what you hear on the audio.)**

UNIT 4

Linking sounds

Linking with vowels

When the final consonant sound of a word is followed by a vowel sound, link the sounds together.

It's‿in style now.
She bought him‿an‿elegant tie.
I've‿already bought‿a new suit.

Linking identical consonants

When the final consonant sound of a word is followed by the same sound, link the sounds together as one sound.

The blouse is‿striped.
They preferred‿dark suits.
What an attractive‿vest!

A ▶6:09 **Listen and practice.**

1 It's in style now.
2 She bought him an elegant tie.
3 I've already bought a new suit.
4 The blouse is striped.
5 They preferred dark suits.
6 What an attractive vest!

B **Underline all the places where you think the sounds should be linked.**

1 She wants Susan to dress up next time.
2 It's fashionable and elegant.
3 It's out of style.
4 I wish she preferred dressing down.
5 That blouse isn't trendy enough for my taste.
6 I think Kyle has stylish taste.

DIGITAL PAIR WORK ▶6:10 **Now practice reading each sentence aloud and listen to check.***

UNIT 5

Unstressed syllables: vowel reduction to /ə/

In conversation, the vowels in unstressed syllables are often reduced to the sound /ə/. The vowel sound /ə/ occurs more often in English than any other vowel sound and contributes to maintaining the rhythm of English.

· — · ·			· · — · ·		
ac cept a ble	→	/ək'septəbəl/	ir re spon si ble	→	/ˌɪrə'spɑnsəbəl/
· — · ·			· —		
con sid er ate	→	/kən'sɪdərət/	po lite	→	/pə'laɪt/
· · — · ·			· — ·		
dis o be di ent	→	/ˌdɪsə'bidiənt/	re spect ful	→	/rə'spektfəl/
· · — · ·			· — · ·		
in ex cus a ble	→	/ˌɪnək'skyuzəbəl/	ri dic u lous	→	/rɪ'dɪkyələs/

A ▶6:11 **Listen and practice.**

1 acceptable
2 considerate
3 disobedient
4 inexcusable
5 irresponsible
6 polite
7 respectful
8 ridiculous

B ▶6:12 **Listen to each word and circle the unstressed syllables that have the sound /ə/.**

1 (un)(ac)cept(a)ble
2 in(con)si(de)rate
3 im(po)lite
4 (un)pleas(ant)
5 ir ra(tion)(al)
6 im(ma)ture
7 (un)(i)mag i(na)ble
8 dis(re)spect(ful)
9 in(ap)pro pri(ate)

DIGITAL PAIR WORK ▶6:13 **Now practice reading each word aloud and listen again to check.***

A 6:09 Listen and practice.

- Refer to the procedure for Exercise A on page T141.

B Underline all the places . . .

- Have students mark the linking sounds individually. Remind students that sound—not spelling—is important.

6:10 Now practice . . .

- Have students listen to confirm their answers or make corrections.

Pronunciation Pair Work

UNIT 5

Unstressed syllables: vowel reduction to /ə/

- Explain that symbols are used to represent and clarify sounds across languages.
- Write /ə/ on the board. Explain that this is a pronunciation symbol for the sound *uh*.
- Have volunteers read the explanation and examples out loud. Point out that dots indicate unstressed syllables and lines indicate stressed syllables. Explain that when a vowel is reduced, it is made weaker and shorter.
- To help clarify, point out that:
  1. English has stressed and unstressed syllables.
  2. Stressed syllables are longer than unstressed syllables.
  3. The vowel in a stressed syllable is never reduced.
- On the board, write:

  1. about 3. edible
  2. grateful 4. literate

  To check comprehension, have pairs identify the unstressed syllable in each word. Review as a class. (1. ȧbo̱u̱t, 2. g̱ṟa̱ṯe̱f̱u̱l, 3. e̱ḏi̱ḇḻe̱, 4. ḻi̱ṯe̱ṟa̱ṯe)

A 6:11 Listen and practice.

- Refer to the procedure for Exercise A on page T141.

B 6:12 Listen to each word . . .

- Have students listen and circle the syllables individually.

6:13 Now practice . . .

- Have students read each word out loud and listen for confirmation.
- Then have students compare answers with a partner and review as a class.

Option: [+15-20 minutes] Have pairs identify vowels reduced to the sound /ə/ in Exercise B on page 52 in the Student's Book. Then have them look up the words in a dictionary to compare. Have students practice saying the words out loud.

Pronunciation Pair Work

UNIT 6

Sound reduction

Vowel reduction

- Have volunteers read the explanations and examples for reductions of /u/, /æ/, and /ɑr/ and /ɔr/ out loud.
- Review the pronunciation of /ə/: *uh*.
- Emphasize that reduction often occurs in function words. Remind students that function words are generally unstressed.
- To illustrate further, write on the board:

  Give two to Sandra. I bought four for Sarah.

  Point to the first example and ask *What is the function word?* (to) Point to *two* and ask *Is* two *a function word or a content word?* (content word) Point to the second example and ask *What is the function word?* (for) Point to *four* and ask *Is* four *a function word or a content word?* (content word) Label the examples on the board as students answer. Say Two *and* four *are content words, so they are not reduced in spoken English.* To *and* for *are function words, so they are reduced.*
- Draw students' attention to the first Be careful! note.
- Point out that function words at the end of sentences are stressed, so they are not reduced.
- Have a volunteer read the explanation and examples for the reduction of *and* out loud.
- Emphasize that the weaker form of *and* is used when *and* occurs between two items in a series.
- Have a volunteer read the second Be careful! note out loud. Call on a few students to give their own examples. (Possible answer: Stan is buying an iguana, and Shelly is buying a snake.)
- Have students study the explanation and examples for the reduction of /h/.
- On the board, write:

  What if he's happier now?

  To check comprehension, have students identify the word in which the /h/ sound is dropped. (he's)

LANGUAGE NOTE The phonetic transcription of the words presented may differ from what appears in the dictionary. In cases where they differ, the reduced sound /ə/ occurs in conversation.

Option: [+15-20 minutes] Photocopy and distribute this exercise or write it on the board:

1. She's pretty and smart.
2. She's pretty. And she's so smart!
3. Take this to the dry cleaners.
4. Who's she shouting to?
5. Who are you waiting for?
6. I'm waiting for Brian.

To check comprehension, have pairs decide in which examples the underlined words are reduced. (1, 3, 6) Review as a class.

A ▶ 6:14 Listen and practice.

- Refer to the procedure for Exercise A on page T141.

B In the following sentences . . .

- Have students circle the words individually. Circulate to offer help as needed.
- In pairs, have students compare answers and take turns reading the sentences out loud.

▶ 6:15 Now practice . . .

- Have students read each sentence out loud and listen for confirmation.

Pronunciation Pair Work

UNIT 6

Sound reduction

In everyday speech, sounds in unstressed words are often "reduced"; that is, vowels change to /ə/ or /ɚ/ or consonants are dropped.

Vowel reduction

The /u/ sound in the function word to is often reduced to /ə/.

I'll be going **to** the airport after dinner. /tə/
It's ten **to** two. /tə/

The /æ/ sound in many one-syllable function words is often reduced to /ə/.

Look **at** that. /ət/
I saw **an** eagle. /ən/
That's more **than** I need. /ðən/

The /ɑr/ and /ɔr/ sounds in function words are often reduced to /ɚ/.

Pets **are** no trouble. /ɚ/
Is it black **or** white? /ɚ/
Where's **your** parrot? /yɚ/
He's been gone **for** days. /fɚ/

The function word and is often reduced to /ən/ when it occurs between two subjects, objects, modifiers, verbs, or phrases.

They have long arms **and** legs. /ən/
She laughed **and** cried when she heard the news. /ən/
We stayed out late **and** went dancing. /ən/

The initial /h/ sound is usually dropped in function words.

What does **he** mean? /dʌzi/
It's in **his** bag. /ɪnɪz/

Be careful! Function words that occur at the end of a sentence are never reduced.
What a beautiful bird you **are**! /ɑr/
What are you looking **at**? /æt/
What are you waiting **for**? /fɔr/
Who's she talking **to**? /tu/

Be careful! The vowel sound /æ/ in and is generally not reduced when it occurs at the beginning of a clause, but the consonant sound /d/ may still be dropped.
He wore a black suit, **and** she wore a green dress. /æn/

A ▶6:14 **Listen and practice.**

1 I'll be going to the airport after dinner.
2 It's ten to two.
3 Look at that.
4 I saw an eagle.
5 That's more than I need.
6 Pets are no trouble.
7 Is it black or white?
8 Where's your parrot?
9 He's been gone for days.
10 They have long arms and legs.
11 She laughed and cried when she heard the news.
12 We stayed out late and went dancing.
13 He wore a black suit, and she wore a green dress.
14 What does he mean?
15 It's in his bag.

B **In the following sentences, circle the words you think will be reduced.**

1 Alternatives can be found for medical research on animals.
2 A lot can be done to make conditions better on factory farms.
3 Some animals are raised to be used for medical research.
4 Do we have to ban hunting and bullfighting?

DIGITAL PAIR WORK ▶6:15 **Now practice reading each sentence aloud and listen to check.***

UNIT 7

Vowel sounds /i/ and /ɪ/

The sound /i/ is longer and is formed by tensing the tongue.
The sound /ɪ/ is shorter and formed with the tongue relaxed.

/i/	/ɪ/
leave	live
team	Tim
feel	fill
steal	still
feet	fit

The vowel sound /ɪ/ also appears frequently in unstressed syllables.

— · — · — · — ·
pla ces mar ket mi nute wo men

The vowel sounds /i/ and /ɪ/ are represented in spelling in a number of ways.

/i/	/ɪ/
steal	blimp
steep	syllable
people	busy
handy	building
believe	women
receive	pretty
boutique	been
key	give

A ▶ 6:16 **Listen and practice.**

1	leave	live	**4**	steal	still
2	team	Tim	**5**	feet	fit
3	feel	fill			

B ▶ 6:17 **Listen and practice.**

1 places **2** market **3** minute **4** women

C ▶ 6:18 **Listen to each pair of words. Circle if they are the same or different.**

1	(same)	different	**5**	same	(different)
2	same	(different)	**6**	same	(different)
3	(same)	different	**7**	(same)	different
4	same	(different)	**8**	(same)	different

D ▶ 6:19 **Listen and check which sound you hear in the stressed syllable.**

	/i/	/ɪ/		/i/	/ɪ/
1	✓	☐	**8**	✓	☐
2	☐	✓	**9**	☐	✓
3	☐	✓	**10**	✓	☐
4	☐	✓	**11**	☐	✓
5	✓	☐	**12**	☐	✓
6	✓	☐	**13**	✓	☐
7	☐	✓	**14**	☐	✓

DIGITAL PAIR WORK ▶ 6:20 **Now listen again and practice.**

UNIT 7

Vowel sounds /i/ and /ɪ/

- Point out that producing the correct sound is important because it affects meaning. This is particularly important in words like *sheep* and *ship* where the only difference between the words is the vowel sound.
- On the board, write:

  /i/ ⟶ tense and long (sheep)
  /ɪ/ ⟶ relaxed and short (ship)

- Have a volunteer read the first explanation and examples out loud.
- On the board, write:

  1. slip 2. sleep 3. heat 4. hit 5. seat 6. sit

  To check comprehension, say the words on the board in random order, and have students say the number of the word they hear.
- Have students study the possible spellings for each sound.
- In pairs, have students think of another example for some of the spellings of /i/ and /ɪ/ and then share them with the class. Point out that students may want to look through their books for examples. (Possible answers: /i/: scream, sleep, fancy, relieve, deceive, unique, monkey; /ɪ/: flip, bicycle, business, live)
- Have a volunteer read the second explanation and examples out loud.
- Point out that although many unstressed vowels are reduced to /ə/, some are not.
- On the board, write:

  magic incredible dolphin united

  To check comprehension, have students identify the /ɪ/ sound in the unstressed syllables. (magic, incredible, dolphin, united) Review as a class.

A 6:16 Listen and practice.

- Refer to the procedure for Exercise A on page T141.

B 6:17 Listen and practice.

- Have students listen and circle the unstressed /ɪ/ sound in each word.
- Then have students listen and repeat chorally.

C 6:18 Listen to each pair of words . . .

- Have students listen and circle the answers.
- Then have students listen again to confirm or correct their choices. (1. same, 2. different, 3. same, 4. different, 5. different, 6. different, 7. same, 8. same)

D 6:19 Listen and check . . .

- Have students listen and complete the exercise.
- Then have students compare answers with a partner and listen again to confirm or correct their answers. (1. /i/, 2. /ɪ/, 3. /ɪ/, 4. /i/, 5. /ɪ/, 6. /i/, 7. /ɪ/, 8. /ɪ/, 9. /ɪ/, 10. /i/, 11. /i/, 12. /ɪ/, 13. /i/, 14. /i/)

6:20 Now listen again . . .

- To finish, you may want to have students listen, write the words, and practice saying them in pairs.

4:04 **Option:** For further practice, have students identify words with /i/ and /ɪ/ sounds in the Conversation Spotlight on page 77 in the Student's Book.

Pronunciation Pair Work

UNIT 8

Stress placement: prefixes and suffixes

- On the board, write:

  understand misunderstand misunderstanding

  Point out how the three words are stressed on the same syllable.
- Have a volunteer read the first explanation and examples out loud.
- On the board, write:

  technology technological
- Point out how the words are stressed on different syllables.
- Have a volunteer read the second explanation and examples out loud.
- On the board, write:

  1. library librarian
  2. communicate communication
  3. mobile mobility
  4. tolerate tolerance

  To check comprehension, have pairs decide which syllable is stressed in each word and whether the stress changes when the suffixes are added.
- Ask *In which sets of words will stress change?* (1, 2, 3) *Why?* (because the suffixes *-ian*, *-ion,* and *-ity* were added)
- Have volunteers read the last explanation and examples out loud.
- To check comprehension, have various students read the words in the box out loud, first as nouns and then as verbs. Make sure students use the correct intonation.

A ▶ 6:21 **Listen and practice.**

- Refer to the procedure for Exercise A on page T141.

B ▶ 6:22 **Listen and practice.**

- Refer to the procedure for Exercise A on page T141.

UNIT 8

Stress placement: prefixes and suffixes

Stress placement does not change when most prefixes and suffixes are added to a word.

· — ·	· · — ·	· — ·	· — · ·
im**por**tant	un**im**por**tant**	im**por**tance	im**por**tantly
·— · ·	·— · ·	· ·— · ·	·— · · ·
o**be**dient	o**be**dience	diso**be**dience	o**be**diently
— ·	· — ·	— · ·	— ··
happy	un**hap**py	**hap**piness	**hap**pily

However, adding the suffixes -ion, -ic, -ity, -ical, and -ian generally shifts stress to the syllable before the suffix.

—· ·	→	· ·— ·
educate		edu**ca**tion
— · ·	→	· · — ·
photograph		photo**graph**ic
· — · ·	→	· · ·—· ·
de**pend**able		dependa**bil**ity
—· ·	→	· —· ·
politics		po**lit**ical
— ·	→	· — ·
music		mu**si**cian

Some nouns and verbs have the same spelling. When the word is a noun, the stress is on the first syllable. When the word is a verb, the stress is on the second syllable.

nouns	**verbs**
— ·	· —
rebel	re**bel**
— ·	· —
protest	pro**test**
— ·	· —
present	pre**sent**
— ·	· —
object	ob**ject**
— ·	· —
progress	pro**gress**

Other words in this category
conduct
conflict
contrast
convert
permit
record
survey
suspect

A ▶ 6:21 **Listen and practice.**

1	important	unimportant	importance	importantly
2	obedient	obedience	disobedience	obediently
3	happy	unhappy	happiness	happily

B ▶ 6:22 **Listen and practice.**

1	educate	education
2	photograph	photographic
3	dependable	dependability
4	politics	political
5	music	musician

C Look at the stressed syllable of each word in Column A. According to the rules given in the chart on page 147, mark the stressed syllable of each word in Column B.

	A	B
1	fa mil iar	fa mil iar i ty
2	e mo tion al	e mo tion al ly
3	reg u late	reg u la tion
4	ap pre cia tive	ap pre cia tive ly
5	sym pa thy	sym pa thet ic
6	hy poth e size	hy po thet i cal
7	beau ty	beau ti fy
8	his to ry	his tor i cal
9	ma te ri al ist	ma te ri al is tic
10	pol i tics	pol i ti cian

▶ 6:23 Now practice reading each word aloud and listen to check.*

D ▶ 6:24 Listen and practice.

Nouns	Verbs	Nouns	Verbs
1 rebel	rebel	8 contrast	contrast
2 protest	protest	9 convert	convert
3 present	present	10 permit	permit
4 object	object	11 record	record
5 progress	progress	12 survey	survey
6 conduct	conduct	13 suspect	suspect
7 conflict	conflict		

E Circle the syllable you think will be stressed in each blue word.

1 A summer fishing **permit** **permits** you to fish all you want.
2 The **protest** was organized to **protest** government spending.
3 All the employees were **surveyed** so the results of the **survey** would be useful.
4 The **contrast** between them now is not great compared to how much they **contrast** at other times of the year.
5 We strongly **object** to the decision to sell art **objects** outside the museum.

DIGITAL PAIR WORK

▶ 6:25 Now practice reading each sentence aloud, paying attention to words that are both nouns and verbs. Listen to check.*

C Look at the stressed syllable . . .

- Have students mark the stressed syllables of the words in Column B individually. Then have students compare choices with a partner.

▶ 6:23 Now practice . . .

- Have students listen and confirm answers or make corrections.
- You may want to have students listen again and repeat chorally.

D ▶ 6:24 Listen and practice.

- Refer to the procedure for Exercise A on page T141.

E Circle the syllable . . .

- Have students first decide if each word is a noun or a verb. Then have them circle the syllable they think will be stressed in each blue word and compare their choices with a partner.

▶ 6:25 Now practice . . .

- Have students read each sentence out loud and listen for confirmation.

▶ 4:19 **Option:** Have students circle the stressed syllables in the words in Exercise A on page 92 in the Student's Book. Then have students listen to check their answers.

Pronunciation Pair Work

UNIT 9

Reduction and linking in perfect modals . . .

- Have volunteers read the first two explanations and examples out loud.
- To help clarify, summarize on the board:

  Perfect modals in the passive voice

  affirmative: MODAL + have been + MAIN VERB

  (have been: linked)

- Have a volunteer read the last explanation and examples out loud.
- To help clarify, add to the summary on the board:

  negative: MODAL + NOT + have been + MAIN VERB

  (have been: linked)

- To check comprehension, have students read aloud the sentences with perfect modals in the passive voice from the Grammar Spotlight on page 102 in the Student's Book. Make sure students use the proper intonation and link words correctly.

A ▶6:26 Listen and practice.

- Refer to the procedure for Exercise A on page T141.

B Underline . . .

- Have students underline the words that are linked and compare their choices with a partner.
- In pairs, have students practice reading the sentences out loud.

▶6:27 Now practice . . .

- Have students read the sentences out loud and listen for confirmation.

Challenge: [+15-20 minutes] Individually, have students underline the words that are stressed and indicate the words that are linked in the examples from the Grammar box on page 102 in the Student's Book. Have students confirm or correct with a partner. In pairs, have students take turns reading the examples out loud. Encourage partners to correct each other when necessary.

Pronunciation Pair Work

UNIT 9

Reduction and linking in perfect modals in the passive voice

In perfect modals in the passive voice, the modal and the auxiliary verbs have been are said together as one unit. Note that stress falls on the modal and the main verb. In everyday speech, the /h/ sound in the auxilliary have is dropped and /æ/ is reduced to /ə/.

/ˈkʊdəvbɪn/
They **COULD have been KILLED**.

/ˈmaitəvbɪn/
They **MIGHT have been LOST**.

/ˈmʌstəvbɪn/
They **MUST have been MOVED**.

/ˈmeiyəvbɪn/
They **MAY have been DISCOVERED**.

With had to, stress had and the main verb. Say had to and have been as one unit.

/ˈhætuəvbɪn/
They **HAD to have been STOLEN**.

In negative perfect modals, stress falls on the modal, the word not, and the main verb. In everyday speech, not and the auxiliary verbs have been are generally said as one unit.

/ˈnatəvbɪn/
They **MIGHT NOT have been LOST**.
They **MUST NOT have been MOVED**.

A ▶ 6:26 **Listen and practice.**

1 They could have been killed.
2 They might have been lost.
3 They must have been moved.
4 They may have been discovered.
5 They had to have been stolen.
6 They might not have been lost.
7 They must not have been moved.

B **Underline where you think the words should be linked and which sounds should be reduced.**

1 The damage may have been caused by a storm.
2 The building could have been destroyed by a fire.
3 The gold figures couldn't have been stolen.
4 The stone statues must have been moved using animals.
5 The drawings must not have been discovered until later.
6 The islands had to have been inhabited by Polynesians.
7 The secrets of Rapa Nui might not have been lost.

DIGITAL PAIR WORK ▶ 6:27 **Now practice reading each sentence aloud, paying attention to reductions. Listen to check.***

UNIT 10

Vowel sounds /eɪ/, /ɛ/, /æ/, and /ʌ/

The sound /eɪ/ is longer and is formed by tensing the tongue with the lips spread. The sounds /ɛ/, /æ/, and /ʌ/ are shorter and are formed with the tongue relaxed. Say /eɪ/ and /ɛ/ with the lips spread wide. Say /æ/ with the lips spread slightly and the mouth slightly open. Say /ʌ/ with the tongue and jaw completely relaxed.

/eɪ/	/ɛ/	/æ/	/ʌ/
pain	pen	pan	pun
Dane	den	Dan	done
mate	met	mat	mutt
bait	bet	bat	but

Mouth positions for vowels

tongue tensed (long)	/eɪ/
tongue relaxed (short)	/ɛ/, /æ/, /ʌ/
lips spread	/eɪ/, /ɛ/, /æ/
jaw relaxed	/ʌ/

The vowel sounds /eɪ/, /ɛ/, /æ/, and /ʌ/ may be represented by these spellings.

/eɪ/	/ɛ/	/æ/	/ʌ/
pay	rest	snacks	up
weigh	sweat	have	some
shape	says	laugh	touch
wait	said	half	does
taking	friend	guarantee	blood
great	guess	relax	what

A ▶ 6:28 **Listen and practice.**

1	pain	pen	pan	pun
2	Dane	den	Dan	done
3	mate	met	mat	mutt
4	bait	bet	bat	but

B ▶ 6:29 **Listen to each word and place it in the correct column.**

age any just banned debt love edge face flashy great health
jump can't some faint enough chance text nothing trait way

/eɪ/	/ɛ/	/æ/	/ʌ/
age	any	banned	love
face	debt	flashy	jump
great	edge	can't	some
faint	health	chance	enough
trait	text		nothing
way			just

▶ 6:30 **Now practice reading each word aloud and listen again to check.***

C ▶ 6:31 **Listen to each sentence and circle the word you hear.**

1 Give the money to the (men / man).
2 I think it's (Dan / done).
3 What is that (rag / rug) made of?
4 Do you need this (pen / pan)?
5 He's a perfect (mutt / mate).
6 My (date / debt) is causing me trouble.
7 Could you take that (bug / bag) off the counter?
8 Please put a bandage on the (cut / cat).

DIGITAL PAIR WORK **Now practice reading the sentences both ways.**

UNIT 10

Vowel sounds /eɪ/, /ɛ/, /æ/ and /ʌ/

- Have students study the explanation for each sound, the examples, and the mouth positions for vowels.
- On the board, draw the following chart (without the answers):

A	B	C
tongue tensed, lips spread	/eɪ/	rain, date
tongue relaxed, lips spread slightly, mouth open slightly	/æ/	math, cat
tongue relaxed, lips spread wide	/ɛ/	wet, send
tongue and jaw relaxed	/ʌ/	lump, cut

To check comprehension, have students write the sounds in the correct row in Column B. Review as a class.

- Add to the board:

lump rain wet date cut math send cat

To check comprehension, have students classify the words in Column C. Review as a class.

LANGUAGE NOTE /ə/ and /ʌ/ are the same sound, but /ʌ/ is used for stressed syllables.

Option: [+15-20 minutes] Have students add their own examples to the chart. You may want to encourage students to add two examples for each vowel sound. Then have volunteers share their examples with the class. (Possible answers: **/eɪ/:** stain, face; **/æ/:** ran, last; **/ɛ/:** best, lend; **/ʌ/:** stuck, come)

A ▶6:28 Listen and practice.

- Refer to the procedure for Exercise A on page T141.

B ▶6:29 Listen to each word . . .

- Have students listen and write the words in each column.
- Then have students compare with a partner.

▶6:30 Now practice . . .

- Have students read the words out loud and listen to confirm their answers or make corrections.
- You may want to have students practice reading the words aloud in pairs.

C ▶6:31 Listen to each sentence . . .

- Have students listen and circle the words.
- Then have students listen again to confirm their answers or make corrections.
- As students practice saying the sentences, circulate to offer help as needed. If necessary, remind students how to produce each sound correctly.

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

Content words and function words

- Have a volunteer read the explanation and examples out loud. Point out that stressed content words are set in capital letters.
- Direct students' attention to the lists of Content words and Function words. As a class, brainstorm more words for each category in the Content words box. (Possible answers: **nouns:** window, frustration; **verbs:** walk, have; **adjectives:** friendly, wide; **adverbs:** beautifully, painfully; **possessive pronouns:** ours, theirs; **demonstrative pronouns:** these; **reflexive pronouns:** myself, himself; **interrogative pronouns:** when, why)
- On the board, write:

  1. She left her keys on that desk.
  2. He wants to sell his bicycle.

  To check comprehension, have pairs decide which words receive the stress. To review, underline the content words in the examples as students say them. (1. left, keys, that, desk; 2. wants, sell, his bicycle)
- Explain that the existence of stressed and unstressed syllables creates the rhythm of English. (This makes English sound different from those languages in which *all* the syllables are stressed.)

Stress in compound nouns

- Have a volunteer read the explanation and examples of compound nouns and adjective + noun combinations out loud.
- On the board, write:

  1. a library book
  2. a good book
  3. a fast car
  4. a sports car
  5. a movie star
  6. a bright star

  To check comprehension, have students identify compound nouns and adjective + noun combinations. (**compound nouns:** 1, 4, 5; **adjective + noun combinations:** 2, 3, 6) Call on students to read items 1–6 out loud and stress the appropriate words. Underline the stressed words as students identify them. (1. library, 2. good book, 3. fast car, 4. sports, 5. movie, 6. bright star)
- Direct students' attention to the Be careful! note. Make sure students understand that although auxiliary verbs are function words, they are stressed in short answers because they carry meaning—they represent the main verb in the question.

LANGUAGE NOTE In English, words are often stressed for emphasis. This can often include function words that are not normally stressed. For example, in the sentence "He's such a wise guy," *such* is stressed to show emphasis.

A ▶6:01 Listen and practice.

- First listening: Have students listen and study the examples.
- Second listening: Have students listen and repeat individually or chorally.

Note: This procedure for first and second listening is repeated in each unit.

B Circle the content words.

- In pairs, have students take turns reading the sentences. Then have them highlight or circle the stressed words.

▶6:02 Now practice . . .

- Have students read each sentence out loud and listen for how their choices compare with the speakers' on the audio. If necessary, have them listen again and repeat chorally.

Note: To build students' confidence, make sure they have ample practice before reading. Students will say the item out loud when they hear the item number and then will hear the speaker say the same item immediately after.

C ▶6:03 Listen and practice.

- Refer to the procedure for Exercise A on page T141.

D ▶6:04 Practice reading . . .

- Have students highlight or circle the stressed words. In pairs, have them take turns saying the compound nouns.
- Then have students listen for confirmation. If necessary, have them listen again and repeat chorally.

▶1:07 **Option:** To provide more practice, have pairs choose a paragraph from the Grammar Spotlight on page 6 in the Student's Book. and take turns reading it out loud, focusing on content words. Then have them listen to compare.

Pronunciation Pair Work

UNIT 2

Intonation patterns

- Tell students that intonation patterns are important because they affect meaning.
- Explain that *pitch* refers to how high or how low a sound is.
- Have a volunteer read the first explanation out loud and have students study the examples. You may want to model the examples for students.
- To clarify, point out that a rising line indicates rising intonation. A falling line indicates falling intonation.
- Point out that the last stressed word is usually the last content word in a sentence.
- Have students identify the last stressed word in each example under the first explanation. (concerts, YouTube, song, months) Then ask *In which examples is the last syllable stressed?* (in the third and fourth: *song* and *months*) Point out that in these sentences, the vowels in *song* and *months* are lengthened to lower pitch.
- Summarize on the board:

statements
commands
information
questions } pitch falls after last stressed syllable

- Have a volunteer read the second explanation out loud and have students study the examples. You may want to model the examples for students.
- Have students identify the last stressed word in each example. (Perri, tickets, voice, online) Then ask *In which example will the vowel be lengthened?* (in the third: *voice*) Why? (because *voice* is the last syllable in the sentence and is stressed)
- Summarize on the board:

Yes / No questions
requests } pitch rises after last stressed syllable

Option: [+15-20 minutes] On the board, write:

1. I like the Beatles.	command
2. Change the channel.	Yes / No question
3. Is he a good singer?	request
4. What's on TV?	statement
5. Can you play it louder?	information question

To check comprehension, have students match the examples on the left with the types of sentences and questions on the right, and decide the intonation pattern for each. Review as a class. (1. statement—falling intonation; 2. command—falling intonation; 3. *Yes / No* question—rising intonation; 4. information question—falling intonation; 5. request—rising intonation)

A ▶ 6:05 Listen and practice.

- Refer to the procedure for Exercise A on page T141.

B Circle the last stressed content word . . .

- Have students circle the words individually. You may want to have students compare their choices with a partner.
- In pairs, have students practice reading each line aloud.

▶ 6:06 Now practice . . .

- Have students listen to confirm their choices or make corrections.

▶ 1:19 **Option:** Have students identify *Yes / No* questions and information questions in the Conversation Spotlight on page 19 in the Student's Book. Then have pairs practice the conversation using the intonation patterns they learned. To finish, have students listen to the conversation to compare the intonation they chose with the intonation used by the speakers on the audio.

Pronunciation Pair Work

UNIT 3

Sentence rhythm: thought groups

- Have a volunteer read the explanation and examples out loud.
- To help convey meaning, point out that the speaker says the words in each thought group together and pauses slightly between thought groups.
- Have students study the examples of thought groups in the box. As a class, brainstorm additional examples for each thought group. (Possible answers: **subject + verb:** she will be going; **noun phrases:** his spending habits; **prepositional phrases:** at the end of this year; **predicates:** are gradually getting out of debt; **noun clauses:** where I parked my car; **adjective clauses:** that they bought last week; **adverbial clauses:** when I've paid off my credit cards)
- On the board, write:

  1. She will go on vacation as soon as she graduates.
  2. I don't know where I put the money that you lent me.

  To check comprehension, have students divide the sentences into thought groups. To review as a class, identify the variations of possible thought groups on the board. (Possible answers: 1. She will go / on vacation / as soon as she graduates. 2. I don't know / where I put / the money / that you lent me.)

Pitch in longer sentences

- Have a volunteer read the explanation and examples out loud. As students study the examples, remind them that a falling line indicates falling intonation, and a rising line indicates rising intonation.
- To clarify, tell students that in longer sentences pitch can sometimes rise or fall within thought groups randomly.

A ▶6:07 Listen and practice.

- Refer to the procedure for Exercise A on T141.

B Read the following sentences . . .

- Have students break the sentences into thought groups individually and then compare their choices with a partner. Review as a class.

▶6:08 Now practice . . .

- Have students listen to compare. Point out that students' choices may vary. The recorded sentences are only one example of what is correct.

Challenge: [+15-20 minutes] On the board, write the following sentences:

1. I don't plan to be financially dependent for the rest of my life.
2. By this time next year, I plan to have saved up enough cash to buy a new car.
3. Once I've completed my studies, I'll get married.

In pairs, have students break down the sentences into thought groups. (Possible responses: 1. I don't plan to be / financially dependent / for the rest of my life. 2. By this time next year, / I plan to have saved up / enough cash / to buy a new car. 3. Once I've completed my studies, / I'll get married.) Review the variations of possible thought groups as a class. Individually, have students replace one or more thought groups in each sentence with their own ideas to create true sentences about themselves. For example, *By this time next year, I plan to have saved up enough cash to travel abroad.* Then have students share their sentences with a partner. To finish, call on volunteers to share a sentence with the class.

Pronunciation Pair Work

UNIT 4

Linking sounds

Linking with vowels

- Have a volunteer read the explanation and examples out loud.
- Point out that a final consonant sound and an initial vowel sound are needed.
- Emphasize that sound—not spelling—is what counts. To help clarify, write two examples on the board:

  Leave it here. ⏑ In an hour. ⏑ ⏑

  Point out the final consonant sound in *leave* (which is spelled with a final *-e*) and the initial vowel sound in *hour* (which is spelled with an initial *h-*).

Linking identical consonants

- Have a volunteer read the explanation and examples out loud.
- Once again, point out that sound—not spelling—is what counts. To help clarify, write an example on the board:

  Write to me. ⏑

  Point out the final consonant sound in *write* (which is spelled with a final *-e*).

LANGUAGE NOTE Note that some similar sounds also link—for example, on page T144, Exercise B, item 6: "I think Kyle has stylish taste." The final /z/ sound in *has* links with the initial /s/ sound in *stylish*. Other examples of similar sounds that link include /t/ and /tʃ/ as in *that church*, /d/ and /dʒ/ as in *old judge*, and /s/ and /ʃ/ as in *this shirt*. Note, however, that the linking occurs only when the sounds occur in a particular order. For example, the final /s/ sound links with the initial /ʃ/ sound, as in *this shirt*, but the final /ʃ/ sound does not link with the initial /s/ sound, as in *fresh soup*.

Option: [+15-20 minutes] On the board, write:

1. Is it open?
2. Have a seat.
3. I like cookies.
4. He's a good dog.

To check comprehension, have pairs decide which words are linked in the examples. Review as a class. (1. is‿it‿open; 2. have‿a; 3. like‿cookies; 4. he's‿a; good‿dog)

A 6:09 Listen and practice.

- Refer to the procedure for Exercise A on page T141.

B Underline all the places . . .

- Have students mark the linking sounds individually. Remind students that sound—not spelling—is important.

6:10 Now practice . . .

- Have students listen to confirm their answers or make corrections.

Pronunciation Pair Work

UNIT 5

Unstressed syllables: vowel reduction to /ə/

- Explain that symbols are used to represent and clarify sounds across languages.
- Write /ə/ on the board. Explain that this is a pronunciation symbol for the sound *uh*.
- Have volunteers read the explanation and examples out loud. Point out that dots indicate unstressed syllables and lines indicate stressed syllables. Explain that when a vowel is reduced, it is made weaker and shorter.
- To help clarify, point out that:
  1. English has stressed and unstressed syllables.
  2. Stressed syllables are longer than unstressed syllables.
  3. The vowel in a stressed syllable is never reduced.
- On the board, write:

  1. about 3. edible
  2. grateful 4. literate

  To check comprehension, have pairs identify the unstressed syllable in each word. Review as a class. (1. ȧbo̱u̱t, 2. g̱ṟa̱ṯe̱f̱u̱l, 3. e̱ḏi̱ḇḻe̱, 4. ḻi̱ṯe̱ṟa̱ṯe)

A 6:11 Listen and practice.

- Refer to the procedure for Exercise A on page T141.

B 6:12 Listen to each word . . .

- Have students listen and circle the syllables individually.

6:13 Now practice . . .

- Have students read each word out loud and listen for confirmation.
- Then have students compare answers with a partner and review as a class.

Option: [+15-20 minutes] Have pairs identify vowels reduced to the sound /ə/ in Exercise B on page 52 in the Student's Book. Then have them look up the words in a dictionary to compare. Have students practice saying the words out loud.

Pronunciation Pair Work

UNIT 6

Sound reduction

Vowel reduction

- Have volunteers read the explanations and examples for reductions of /u/, /æ/, and /ɑr/ and /ɔr/ out loud.
- Review the pronunciation of /ə/: *uh*.
- Emphasize that reduction often occurs in function words. Remind students that function words are generally unstressed.
- To illustrate further, write on the board:

  Give two to Sandra. I bought four for Sarah.

  Point to the first example and ask *What is the function word?* (to) Point to *two* and ask *Is* two *a function word or a content word?* (content word) Point to the second example and ask *What is the function word?* (for) Point to *four* and ask *Is* four *a function word or a content word?* (content word) Label the examples on the board as students answer. Say Two *and* four *are content words, so they are not reduced in spoken English.* To *and* for *are function words, so they are reduced.*
- Draw students' attention to the first Be careful! note.
- Point out that function words at the end of sentences are stressed, so they are not reduced.
- Have a volunteer read the explanation and examples for the reduction of *and* out loud.
- Emphasize that the weaker form of *and* is used when *and* occurs between two items in a series.
- Have a volunteer read the second Be careful! note out loud. Call on a few students to give their own examples. (Possible answer: Stan is buying an iguana, and Shelly is buying a snake.)
- Have students study the explanation and examples for the reduction of /h/.
- On the board, write:

  What if he's happier now?

  To check comprehension, have students identify the word in which the /h/ sound is dropped. (he's)

LANGUAGE NOTE The phonetic transcription of the words presented may differ from what appears in the dictionary. In cases where they differ, the reduced sound /ə/ occurs in conversation.

Option: [+15-20 minutes] Photocopy and distribute this exercise or write it on the board:

1. She's pretty and smart.
2. She's pretty. And she's so smart!
3. Take this to the dry cleaners.
4. Who's she shouting to?
5. Who are you waiting for?
6. I'm waiting for Brian.

To check comprehension, have pairs decide in which examples the underlined words are reduced. (1, 3, 6) Review as a class.

A ▶ 6:14 Listen and practice.

- Refer to the procedure for Exercise A on page T141.

B In the following sentences . . .

- Have students circle the words individually. Circulate to offer help as needed.
- In pairs, have students compare answers and take turns reading the sentences out loud.

▶ 6:15 Now practice . . .

- Have students read each sentence out loud and listen for confirmation.

Pronunciation Pair Work

UNIT 7

Vowel sounds /i/ and /ɪ/

- Point out that producing the correct sound is important because it affects meaning. This is particularly important in words like *sheep* and *ship* where the only difference between the words is the vowel sound.
- On the board, write:

  /i/ ⟶ tense and long (sheep)
  /ɪ/ ⟶ relaxed and short (ship)

- Have a volunteer read the first explanation and examples out loud.
- On the board, write:

  1. slip 2. sleep 3. heat 4. hit 5. seat 6. sit

  To check comprehension, say the words on the board in random order, and have students say the number of the word they hear.
- Have students study the possible spellings for each sound.
- In pairs, have students think of another example for some of the spellings of /i/ and /ɪ/ and then share them with the class. Point out that students may want to look through their books for examples. (Possible answers: /i/: scream, sleep, fancy, relieve, deceive, unique, monkey; /ɪ/: flip, bicycle, business, live)
- Have a volunteer read the second explanation and examples out loud.
- Point out that although many unstressed vowels are reduced to /ə/, some are not.
- On the board, write:

  magic incredible dolphin united

  To check comprehension, have students identify the /ɪ/ sound in the unstressed syllables. (magic, incredible, dolphin, united) Review as a class.

A 6:16 Listen and practice.

- Refer to the procedure for Exercise A on page T141.

B 6:17 Listen and practice.

- Have students listen and circle the unstressed /ɪ/ sound in each word.
- Then have students listen and repeat chorally.

C 6:18 Listen to each pair of words . . .

- Have students listen and circle the answers.
- Then have students listen again to confirm or correct their choices. (1. same, 2. different, 3. same, 4. different, 5. different, 6. different, 7. same, 8. same)

D 6:19 Listen and check . . .

- Have students listen and complete the exercise.
- Then have students compare answers with a partner and listen again to confirm or correct their answers. (1. /i/, 2. /ɪ/, 3. /ɪ/, 4. /i/, 5. /ɪ/, 6. /i/, 7. /ɪ/, 8. /ɪ/, 9. /ɪ/, 10. /i/, 11. /i/, 12. /ɪ/, 13. /i/, 14. /i/)

6:20 Now listen again . . .

- To finish, you may want to have students listen, write the words, and practice saying them in pairs.

4:04 **Option:** For further practice, have students identify words with /i/ and /ɪ/ sounds in the Conversation Spotlight on page 77 in the Student's Book.

Pronunciation Pair Work

UNIT 8

Stress placement: prefixes and suffixes

- On the board, write:

  understand misunderstand misunderstanding

  Point out how the three words are stressed on the same syllable.
- Have a volunteer read the first explanation and examples out loud.
- On the board, write:

  technology technological
- Point out how the words are stressed on different syllables.
- Have a volunteer read the second explanation and examples out loud.
- On the board, write:

  1. library librarian
  2. communicate communication
  3. mobile mobility
  4. tolerate tolerance

  To check comprehension, have pairs decide which syllable is stressed in each word and whether the stress changes when the suffixes are added.
- Ask *In which sets of words will stress change?* (1, 2, 3) *Why?* (because the suffixes *-ian*, *-ion,* and *-ity* were added)
- Have volunteers read the last explanation and examples out loud.
- To check comprehension, have various students read the words in the box out loud, first as nouns and then as verbs. Make sure students use the correct intonation.

A ▶ 6:21 **Listen and practice.**

- Refer to the procedure for Exercise A on page T141.

B ▶ 6:22 **Listen and practice.**

- Refer to the procedure for Exercise A on page T141.

C Look at the stressed syllable . . .

- Have students mark the stressed syllables of the words in Column B individually. Then have students compare choices with a partner.

▶ 6:23 Now practice . . .

- Have students listen and confirm answers or make corrections.
- You may want to have students listen again and repeat chorally.

D ▶ 6:24 Listen and practice.

- Refer to the procedure for Exercise A on page T141.

E Circle the syllable . . .

- Have students first decide if each word is a noun or a verb. Then have them circle the syllable they think will be stressed in each blue word and compare their choices with a partner.

▶ 6:25 Now practice . . .

- Have students read each sentence out loud and listen for confirmation.

▶ 4:19 **Option:** Have students circle the stressed syllables in the words in Exercise A on page 92 in the Student's Book. Then have students listen to check their answers.

Pronunciation Pair Work

UNIT 9

Reduction and linking in perfect modals . . .

- Have volunteers read the first two explanations and examples out loud.
- To help clarify, summarize on the board:

  Perfect modals in the passive voice

  affirmative: MODAL + have been + MAIN VERB

  (have been: linked)

- Have a volunteer read the last explanation and examples out loud.
- To help clarify, add to the summary on the board:

  negative: MODAL + NOT + have been + MAIN VERB

  (have been: linked)

- To check comprehension, have students read aloud the sentences with perfect modals in the passive voice from the Grammar Spotlight on page 102 in the Student's Book. Make sure students use the proper intonation and link words correctly.

A ▶6:26 Listen and practice.

- Refer to the procedure for Exercise A on page T141.

B Underline . . .

- Have students underline the words that are linked and compare their choices with a partner.
- In pairs, have students practice reading the sentences out loud.

▶6:27 Now practice . . .

- Have students read the sentences out loud and listen for confirmation.

Challenge: [+15-20 minutes] Individually, have students underline the words that are stressed and indicate the words that are linked in the examples from the Grammar box on page 102 in the Student's Book. Have students confirm or correct with a partner. In pairs, have students take turns reading the examples out loud. Encourage partners to correct each other when necessary.

Pronunciation Pair Work

UNIT 10

Vowel sounds /eɪ/, /ɛ/, /æ/ and /ʌ/

- Have students study the explanation for each sound, the examples, and the mouth positions for vowels.
- On the board, draw the following chart (without the answers):

A	B	C
tongue tensed, lips spread	/eɪ/	rain, date
tongue relaxed, lips spread slightly, mouth open slightly	/æ/	math, cat
tongue relaxed, lips spread wide	/ɛ/	wet, send
tongue and jaw relaxed	/ʌ/	lump, cut

To check comprehension, have students write the sounds in the correct row in Column B. Review as a class.

- Add to the board:

lump rain wet date cut math send cat

To check comprehension, have students classify the words in Column C. Review as a class.

LANGUAGE NOTE /ə/ and /ʌ/ are the same sound, but /ʌ/ is used for stressed syllables.

Option: [+15-20 minutes] Have students add their own examples to the chart. You may want to encourage students to add two examples for each vowel sound. Then have volunteers share their examples with the class. (Possible answers: **/eɪ/:** stain, face; **/æ/:** ran, last; **/ɛ/:** best, lend; **/ʌ/:** stuck, come)

A ▶6:28 Listen and practice.

- Refer to the procedure for Exercise A on page T141.

B ▶6:29 Listen to each word . . .

- Have students listen and write the words in each column.
- Then have students compare with a partner.

▶6:30 Now practice . . .

- Have students read the words out loud and listen to confirm their answers or make corrections.
- You may want to have students practice reading the words aloud in pairs.

C ▶6:31 Listen to each sentence . . .

- Have students listen and circle the words.
- Then have students listen again to confirm their answers or make corrections.
- As students practice saying the sentences, circulate to offer help as needed. If necessary, remind students how to produce each sound correctly.

Pronunciation Pair Work