

FOUR CORNERS

Second Edition

Teacher's Edition

with Complete Assessment Program

JACK C. RICHARDS & DAVID BOHLKE



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Contents

Introduction

Scope and sequence	iv
Introduction to <i>Four Corners Second Edition</i>	viii
Essential teaching tips	xii
Core series components	xiii
Walkthrough of the Student's Book	xiv
Walkthrough of the Teacher's Edition	xx
Walkthrough of the Workbook and Online Self-study.....	xxi
Introduction to the Video program	xxii
Walkthrough of the Video program	xxiv
Introduction to Presentation Plus.....	xxv
Presentation Plus activity types.....	xxvii
Introduction to the CEFR	xxxii

Teaching notes

Classroom language	T-2
1 Education	T-3
2 Personal stories	T-13
3 Style and fashion	T-23
4 Interesting lives	T-33
5 Our world	T-43
6 Organizing your time.....	T-53
7 Personalities	T-63
8 The environment	T-73
9 Relationships	T-83
10 Living your life	T-93
11 Music	T-103
12 On vacation.....	T-113
Keep talking.....	T-123
Grammar reference	T-151
Answer Key	T-153

Additional resources

Workbook answer key.....	T-155
Class audio scripts	T-165
Video activity sheets	T-173
Video notes.....	T-197
Video scripts	T-221
Language summaries.....	T-227

Scope and sequence

LEVEL 3	Learning outcomes	Grammar	Vocabulary
Classroom language Page 2			
Unit 1 Pages 3–12			
Education A <i>I'm taking six classes</i> B <i>You're not allowed to...</i> C <i>My behavior</i> D <i>Education controversy</i>	Students can... ☒ ask and talk about routines ☒ express prohibition and obligation ☒ ask and talk about feelings and reactions ☒ discuss advantages and disadvantages	Simple present vs. present continuous Zero conditional	School subjects Feelings and emotions
Unit 2 Pages 13–22			
Personal stories A <i>What were you doing?</i> B <i>Guess what!</i> C <i>I was really frightened!</i> D <i>How embarrassing!</i>	Students can... ☒ describe what was happening in the past ☒ announce news ☒ close a conversation ☒ tell personal stories ☒ describe embarrassing moments	Past continuous vs. simple past Participial adjectives	Sentence adverbs Verbs to describe reactions
Unit 3 Pages 23–32			
Style and fashion A <i>Fashion trends</i> B <i>Does this come in...?</i> C <i>The latest look</i> D <i>Views on fashion</i>	Students can... ☒ ask about and describe past fashions ☒ ask where something is in a store ☒ ask for a specific product ☒ express opinions about style and fashion ☒ ask and talk about current fashions	<i>Used to</i> Defining relative clauses	Fashion statements Clothing styles
Unit 4 Pages 33–42			
Interesting lives A <i>Have you ever been on TV?</i> B <i>What I mean is...</i> C <i>Life experiences</i> D <i>What a life!</i>	Students can... ☒ ask and talk about life experiences ☒ check and clarify meaning ☒ describe details of their experiences ☒ ask and talk about a memorable experience	Present perfect Present perfect vs. simple past	Experiences Fun things to do
Unit 5 Pages 43–52			
Our world A <i>Older, taller, and more famous</i> B <i>I don't believe it!</i> C <i>World geography</i> D <i>Natural wonders</i>	Students can... ☒ Compare human-made structures ☒ express disbelief ☒ say that they don't know something ☒ ask and talk about geographical features ☒ describe natural wonders in their country	Comparatives <i>Not as...as</i> Superlatives	Human-made wonders Geographical features
Unit 6 Pages 53–62			
Organizing your time A <i>A busy week</i> B <i>Can I take a message?</i> C <i>Can you do me a favor?</i> D <i>Perspectives on time</i>	Students can... ☒ ask and talk about weekend plans ☒ offer to take a message ☒ leave a message ☒ make requests, promises, and offers ☒ discuss ways to manage time effectively	Present tenses used for future Requests Promises and offers with <i>will</i>	Commitments Favors

Functional language	Listening and Pronunciation	Reading and Writing	Speaking
Interactions: Expressing prohibition Expressing obligation	Listening: Office rules An interview about homeschooling Pronunciation: Stress and rhythm	Reading: “Are Video Games Educational?” An article Writing: Advantages and disadvantages of distance education	- Information exchange about school and work <i>Keep talking:</i> “Find someone who” activity about everyday activities - List of class rules - Information exchange about personal behavior <i>Keep talking:</i> Comparison of behaviors - Discussion about distance education
Interactions: Announcing news Closing a conversation	Listening: News about other people A camping trip Pronunciation: Intonation in complex sentences	Reading: “Embarrassing Experiences” An article Writing: An embarrassing moment	- Group story about a past event <i>Keep talking:</i> Description of simultaneous past actions - Celebrity news - Personal stories and anecdotes <i>Keep talking:</i> Picture stories - Descriptions of embarrassing moments
Interactions: Asking where things are Asking for an alternative	Listening: Clothing purchases An interview with a fashion designer Pronunciation: <i>Used to</i> and <i>use to</i>	Reading: “Dress to Impress” An article Writing: Class survey	- Interview about style and fashion <i>Keep talking:</i> Comparison of two people’s past and present styles - Role play of a shopping situation - Opinions on fashion and style <i>Keep talking:</i> Interview about what’s hot - Class survey about style and fashion
Interactions: Checking meaning Clarifying meaning	Listening: Unusual habits An interview with a grandmother Pronunciation: Contrastive stress in responses	Reading: “The Life of an Astronaut” An interview Writing: Interesting people, places, or things	- Interview about experiences <i>Keep talking:</i> Information exchange about experiences never had - Information exchange about unusual habits - True and false information about life experiences <i>Keep talking:</i> “Find someone who” activity about everyday experiences - Description of an interesting person or place
Interactions: Expressing disbelief Saying you don’t know	Listening: An interesting city The Great Barrier Reef Pronunciation: Intonation in tag questions	Reading: “Seven Wonders of the Natural World” An article Writing: A natural wonder	- Comparison of different places <i>Keep talking:</i> Information gap activity about impressive places - Information exchange about human-made structures - Discussion about experiences in different places <i>Keep talking:</i> Advice for foreign visitors - List of the most wonderful places in the country
Interactions: Offering to take a message Leaving a message	Listening: Weekend plans Phone messages Pronunciation: Reduction of <i>could you</i> and <i>would you</i>	Reading: “Time and Culture” An article Writing: Tips for success	“Find someone who” activity about weekend plans <i>Keep talking:</i> Information exchange about upcoming plans - Role play with phone messages - Class favors, offers, and promises <i>Keep talking:</i> Role play with requests - Quiz about overdoing things

LEVEL 3	Learning outcomes	Grammar	Vocabulary
Unit 7 Pages 63–72			
Personalities A <i>You're extremely curious.</i> B <i>In my opinion, ...</i> C <i>We've been friends for six years.</i> D <i>What is your personality?</i>	Students can... ✓ talk about personality traits ✓ give an opinion ✓ ask for agreement ✓ describe people's personalities ✓ talk about their personalities	Adverbs modifying adjectives and verbs Present perfect with <i>for</i> and <i>since</i>	Personality traits More personality traits
Unit 8 Pages 73–82			
The environment A <i>Going green</i> B <i>I'd rather not say.</i> C <i>What will happen?</i> D <i>Finding solutions</i>	Students can... ✓ discuss environmental problems ✓ give an approximate answer ✓ avoid answering ✓ talk about future possibilities ✓ discuss solutions to problems	Quantifiers First conditional	Environmental impacts Tips to help the environment
Unit 9 Pages 83–92			
Relationships A <i>Healthy relationships</i> B <i>I'm really sorry.</i> C <i>That can't be the problem.</i> D <i>Getting advice</i>	Students can... ✓ discuss what's important in relationships ✓ apologize and give excuses ✓ accept an apology ✓ speculate about people ✓ give advice about relationships	<i>It's ...</i> expressions Expressions with infinitives Modals for speculating	Relationship behaviors Inseparable phrasal verbs
Unit 10 Pages 93–102			
Living your life A <i>He taught himself.</i> B <i>I'll give it some thought.</i> C <i>What would you do?</i> D <i>What an accomplishment!</i>	Students can... ✓ talk about themselves and their experiences ✓ advise against something ✓ consider advice ✓ talk about imaginary situations ✓ ask and talk about accomplishments	Reflexive pronouns Second conditional	Qualities for success Separable phrasal verbs
Unit 11 Pages 103–112			
Music A <i>Music trivia</i> B <i>The first thing you do is ...</i> C <i>Music and me</i> D <i>Making your own music</i>	Students can... ✓ talk about music ✓ give instructions ✓ talk about things they've done recently ✓ talk about memorable songs	Past passive Present perfect with <i>yet</i> and <i>already</i>	Compound adjectives Verb and noun formation
Unit 12 Pages 113–122			
On vacation A <i>Travel preferences</i> B <i>Don't forget to...</i> C <i>Rules and recommendations</i> D <i>Seeing the sights</i>	Students can... ✓ discuss travel preferences ✓ ask about preferences ✓ remind someone of something ✓ talk about rules and recommendations ✓ describe their dream trip	Gerunds Modals for necessity and recommendations	Vacation activities Extreme sports

Functional language	Listening and Pronunciation	Reading and Writing	Speaking
Interactions: Giving an opinion Asking for agreement	Listening: Common proverbs A personality quiz Pronunciation: Reduction of <i>don't you</i>	Reading: "The Signs of the Zodiac" Descriptions Writing: My personality	• Interview about personality traits • <i>Keep talking:</i> "Left-brain vs. right-brain" quiz • Discussion about personality assumptions • Information exchange about friends and their personalities • <i>Keep talking:</i> Interviews about special people and things • Guessing game to match people and their personality descriptions
Interactions: Giving an approximate answer Avoiding answering	Listening: A survey on grocery shopping habits Award winners for environmental work Pronunciation: Stress in compound nouns	Reading: "One-of-a-Kind Homes" An article Writing: A letter about an environmental issue	• Discussion about community environmental problems • <i>Keep talking:</i> "Green" quiz • Survey about water usage • Cause and effect • <i>Keep talking:</i> Possible outcomes in different situations • Solutions to environmental issues
Interactions: Apologizing Accepting an apology	Listening: Apologetic phone calls A radio call-in show Pronunciation: Sentence stress	Reading: "Addy's Advice" Emails Writing: A piece of advice	• Tips for healthy relationships • <i>Keep talking:</i> Advice for relationship problems • Role play to apologize and make excuses • Speculations about classmates • <i>Keep talking:</i> Speculations about people • Discussion about relationship problems
Interactions: Advising against something Considering advice	Listening: Three problems Interviews about accomplishments Pronunciation: Stress shifts	Reading: "A Walk Across Japan" An interview Writing: An accomplishment	• Interview about personal experiences • <i>Keep talking:</i> "Find someone who" activity about personal experiences • Role play to give and consider advice • Discussion about hypothetical situations • <i>Keep talking:</i> Interview about hypothetical situations • "Find someone who" activity about accomplishments
Interactions: Beginning instructions Continuing instructions Ending instructions	Listening: How things work Song dedications Pronunciation: Syllable stress	Reading: "A Guide to Breaking into the Music Business" A guide Writing: A music review	• Guessing game about music • <i>Keep talking:</i> Discussion about music • Information exchange with instructions • "Find someone who" activity about recent actions • <i>Keep talking:</i> "Find the differences" activity about two friends • Information exchange about songs and memories
Interactions: Asking about preferences Reminding someone of something	Listening: Hotel check-in A white-water rafting trip Pronunciation: Reduction of verbs	Reading: "A Taste of Cairo" A food blog Writing: A walking tour	• Interview about vacation activities • <i>Keep talking:</i> Comparison of travel preferences • Role play about checking into a hotel • Discussion about extreme sports • <i>Keep talking:</i> Plan for a backpacking trip • Information exchange about dream trips

Introduction to *Four Corners* *Second Edition*

About the course

Four Corners Second Edition is an exciting integrated four-skills course in American English for adults and young adults. This four-level course is for students who want to use English effectively in daily life. Easy and enjoyable to teach, *Four Corners Second Edition* provides content-rich topics in every unit, extensive opportunities to practice natural English, integrated skills, and a wide variety of engaging speaking activities.

The writing of *Four Corners Second Edition* was informed by the Common European Framework of Reference (CEFR) for languages, and the course takes students from the CEFR A1 level (true beginner level) through to a strong CEFR B1 level (mid-intermediate level).

A special feature of *Four Corners Second Edition* is the opportunity to learn through different media, such as interactive whiteboard software, web-based activities, and other options.

The approach

Although many language learners have studied English for several years or more, they often find they still cannot use English effectively for real-world purposes. A common comment from students is: “I know lots of grammar and vocabulary, but I can’t use my English.”

Four Corners Second Edition addresses this problem by focusing on practical communicative skills at every level of the course. It uses a communicative methodology combined with a framework of language learning outcomes (or goals). The course teaches the language, skills, and competencies needed to carry out a communicative speaking activity at the end of each lesson and to achieve a practical learning outcome – the “can do” statement. This approach means that there is a strong focus on defining what learners “can do” with the language at each stage of the course, providing benchmarks to measure students’ progress. These outcomes in turn are the building blocks of the students’ communication skills.

Four Corners Second Edition uses these learning outcomes as a key organizing principle. Every level, from beginner to intermediate, follows a carefully designed set of outcomes mapped to the CEFR. The learning outcomes themselves are practical, transparent, and easy to measure.

The focus on practical learning outcomes is reflected in an outcomes-based approach to assessment. Students

and teachers can measure success after every lesson to find out if they can use what they learned. If students need additional practice, they can use many other *Four Corners Second Edition* components, such as the Online Self-study.

The syllabus

The *Four Corners Second Edition* syllabus is an integrated communicative syllabus linking grammar, vocabulary, skills, and functions and is informed by the CEFR. This syllabus also includes items tested in standardized ELT exams. The amount of new language students are expected to learn in each lesson is manageable and so provides a firm foundation for effective communication. The language taught is recycled within and across levels.

The four strands

The content of *Four Corners Second Edition* has been carefully organized to develop students’ communicative competence in English. Each unit includes these four related strands:

1. Accuracy
2. Functional language
3. Skills
4. Fluency

1. The accuracy strand. This strand draws on vocabulary and grammar and the ability to use grammatically well-formed sentences in communication. In *Four Corners Second Edition*, grammar and vocabulary are presented in Lessons A and C of each unit as key elements of accurate communication.

2. The functional language strand. This strand is found in Lesson B of each unit and focuses on functional speaking skills – the ability to use core functional language in speech – for example: agreeing and disagreeing, complaining, apologizing, accepting and declining invitations.

3. The skills strand. This involves using language across the different modalities of speaking, listening, reading, and writing. In *Four Corners Second Edition*, speaking is strongly emphasized. There are several opportunities for students to speak throughout the lesson, but there is a main speaking activity at the end of each lesson. Speaking is also the main focus of Lesson B. There are two formal listening activities within each unit, but students have the opportunity to listen to recorded sections several times throughout the unit. Reading and writing are the main focus of Lesson D.

4. The fluency strand. As each unit develops, the focus shifts from accuracy to fluency. In Lesson D, students have opportunities to practice fluency, especially in the speaking activity at the end of the lesson.

Benefits of the *Four Corners Second Edition* approach and syllabus

The communicative methodology and outcomes-based approach combined with the *Four Corners Second Edition* syllabus offer numerous advantages to students and teachers:

- **Clarity.** *Four Corners Second Edition*’s clear outcomes at regular intervals provide a learning path for students, so they know where they are going and why.
- **“Can do” approach.** The carefully designed outcomes provide learners with the opportunity to use their English in a variety of real-world contexts.
- **Communication.** The carefully graded grammar and vocabulary syllabus provides a firm foundation for effective communication. In addition, the syllabus enables students to practice communicating regularly.
- **Confidence.** By dividing the task of learning a language into manageable segments, combined with the “can do” statements, *Four Corners Second Edition* increases students’ confidence inside and outside the classroom and prepares them for success in the real world.

Unit organization

	Objectives	Typical unit organization
Warm-up	Introduces students to the topic and activates schema.	Unit overview; two <i>Warm-up</i> activities
Lesson A	Presents and practices first set of vocabulary items and first grammar point of the unit.	<i>Vocabulary, Language in context, Grammar, Speaking</i> , (Extra speaking: <i>Keep talking</i>)
Lesson B	Presents and practices the functional language.	<i>Interactions</i> (functional language), <i>Pronunciation, Listening, Speaking</i>
Lesson C	Presents and practices second set of vocabulary items and second grammar point of the unit.	<i>Vocabulary, Conversation, Grammar, Speaking</i> , (Extra speaking: <i>Keep talking</i>)
Lesson D	Practices the skills of reading, writing, speaking (and sometimes listening).	<i>Reading, Listening, Writing, Speaking</i>
Wrap-up	Reviews the target language; helps students find examples of English in the real world.	<i>Quick pair review, In the real world</i>

How to teach a *Four Corners Second Edition* unit

This information takes you through a unit, section by section.

Warm-up

This page introduces the overall unit topic in a creative context in order to activate schema and create interest in the topic. Students do not need to use the target language from the unit at this point. The exercises are designed so that language from previous units is recycled here.

The second part of the *Warm-up* (Part B) is usually a personalization exercise so that students begin to relate the unit topic to their own lives.

Both activities can be done in pairs, groups, or as a class.

Teaching Notes

- Direct students’ attention to the picture(s) on this page. Go over the instructions. Have students complete the activity. Then go over answers with the class.
- Go over the instructions. Have students complete the activity. Set a time limit if necessary. Discuss students’ answers.

After you have finished the *Warm-up* activities point to the four boxes at the top of the page and explain that this is the language that students will be learning in Lessons A–D. These boxes act as a first signpost and help students understand the structure of the unit.

Vocabulary

The aim of this section (in Lesson A and C) is to teach eight or more lexical items related to the topic of the lesson. The new vocabulary is accompanied by attractive illustrations or photos, which aid comprehension and motivate students. Students generally listen and repeat the target vocabulary or do an exercise, such as labeling, categorization, or matching, and then personalize the vocabulary orally in pairs.

Teaching Notes

- Play the audio while students listen and read silently. Then play the audio again, and have the students listen and repeat the words.

Note: In some cases, this section has a labeling, categorization, or matching activity. If so, go over the instructions and point out the example. Have students work in pairs or groups to complete the activity. Students check their answers against the audio.

- Go over the instructions and point out the example. Have students work individually, in pairs, or in groups to complete the activity. Finally, elicit the answers from individual students.

Language in context

Target vocabulary is recycled and new grammar is previewed here within a variety of text types, such as emails, advertisements, messages, short texts, and short exchanges. The section includes a written and /or listening activity, followed by personalized oral practice. Note that it is not necessary to teach the grammar at this point.

Teaching Notes

- Direct students' attention to the pictures to set the scene. Elicit or explain the meaning of unfamiliar words. Go over the instructions and play the audio. Have students listen and complete the activity. Go over the answers with the class.
- Model the personalized speaking activity. Have students work in pairs or small groups and discuss the questions. Call on individual students for feedback.

Conversation

Just as in the *Language in context* section, target vocabulary is recycled, and new grammar is previewed here in a conversation between two or three speakers. The students listen and practice the conversation.

Teaching Notes

- Direct students' attention to the picture to set the scene. Elicit or explain the meaning of unfamiliar words. Play the audio and have the students listen read silently. Then have the students practice the conversation in pairs.

Grammar

The aim is to present and practice the grammar that appeared in the previous section: i.e., *Language in context* (Lesson A) or *Conversation* (Lesson C). The grammar box is brief and clear, without written rules, so that the teacher can either *elicit* or *explain* them. Some of the examples in the grammar box are usually taken directly from the *Language in context* or *Conversation*, which enables teachers to link the two activities. In the controlled practice stage, students carry out a number of activities, ranging from multiple choice to fill in the blanks to matching. The oral practice that follows enables students to personalize the grammar.

Teaching Notes

- Direct students' attention to the grammar box. Elicit or explain the differences between the sections of the box. To develop grammatical awareness, encourage students to refer to the previous section and circle or underline examples of the new grammar in the text(s). Play the grammar box audio and have students practice pronunciation.
- Go over the instructions and point out the model answer. If helpful, do the second example orally as a class. Then have the students complete the written exercise. Have students compare their answers with a partner. Call on students to read their answers aloud or write them on the board. Check answers as a class.

- Go over the instructions and model the activity with a student. Have students practice the activity in pairs or small groups. Check answers.

Interactions

The ability to use essential functional language is an important skill developed in *Four Corners Second Edition*. The aim of Lesson B is to focus specifically on functional language (in the *Interactions* section) presented in the context of a conversation.

Teaching Notes

- Direct students' attention to the pictures to set the scene.
- Play the audio. Have students listen and read silently. Then have students practice the conversation in pairs.
- Point out the target functional expressions in the conversation (for example, reacting to good news: *That's great! That's excellent*, etc.). Elicit or explain what they mean. Play the audio and have students listen and read silently. Model the activity. Then have students practice the conversation again using the new expressions.

Pronunciation

The aim is to present general pronunciation issues related to vocabulary or grammar. Activities include awareness raising and practice in aspects such as word stress, reduction, intonation, and individual sounds.

Teaching Notes

- Use the audio program to introduce the pronunciation point. To develop awareness, encourage students, while listening, to pay particular attention to the pronunciation point before they practice it. Play the audio again and have students repeat.
- Go over the instructions and the words. Play the audio. Have students listen and do the activity. Have students check their answers with a partner.

Listening

Listening is addressed at several places throughout a unit, but the skill is usually specifically developed in Lessons B and D. In Lesson B, students listen in order to practice and confirm comprehension of the functional language presented in *Interactions*. The *Listening* in Lesson D provides valuable practice in “top-down” (listening for the gist of the information) and “bottom-up” (listening for detailed information) listening.

Teaching Notes

- Optional: Use the pictures or the title to set the scene. Go over the instructions and pre-teach any unknown vocabulary that is essential for the activity. Play the audio. Have students listen and do the first activity. Have students check answers with a partner.
- Go over the instructions. Play the audio again and have students listen and do the second activity. Have students check answers with a partner. Go over the answers with the class.

Reading

The readings in *Four Corners Second Edition* reflect the real world, both in terms of content and text type (with a special emphasis on electronic types, such as blogs, ads, online articles, webpages, etc.). Making students familiar with these real-world readings may help students to feel confident to read outside the classroom.

The readings, found in Lesson D, also draw upon a variety of integrated skills. The prereading and postreading exercises promote speaking. Texts are recorded on audio, so you can ask students to listen and read along. Importantly, the readings provide a lead-in to the *Writing* sections, which follow them.

Teaching Notes

- Introduce the topic of the reading, and use the discussion questions to activate background knowledge. Pre-teach vocabulary.
- Go over the instructions. Have students read silently and do the activity. Then go over the answers.
- Go over the instructions. Have students read again, this time in more detail, and do the activity. Go over the answers with the class.
- Model the postreading activity. Have students discuss the topic in pairs.

Writing

The writing activities in *Four Corners Second Edition* contain practical outcomes, for example, writing a thank-you note or a blog entry about a movie. Since many students find writing difficult, even in their own language, the *Writing* section in Lesson D provides practice on how to write. Guidance includes a writing model and practice of target language from the unit, and a set of initial questions to help them with content. The activity usually encourages students to share their work.

Teaching Notes

- Go over the instructions and model the activity. Have students complete the activity.
- Have students read the writing model. Show how the questions in Part A are answered in the text. Have students write a similar text, using their notes from Part A. Ask students to share their work with other students and complete the task.

Speaking and Keep talking

The grammar, functional language, and vocabulary learned so far in the unit are only a means to an end. Students need to use them successfully to *communicate*. For this reason, the *Speaking* activities in Lessons A–D enable students to practice communicating in a real-world context – through role plays, information gaps, interviews, surveys, discussions, and so forth. Importantly, these *Speaking* activities lead students to the lesson “outcome”: a “can do” statement. On successful completion of the *Speaking* activity in Lessons A–D, students check the “can do” statement.

Speaking is addressed in every lesson of *Four Corners Second Edition*. However, the speaking practice varies in purpose and focus. In Lessons A–C, for example, the students practice using new grammar, vocabulary, and functional language accurately in a real-world situation. In contrast, the ability to speak fluently is developed in the culminating speaking activity in Lesson D, and the *Keep talking* activity (Lessons A and C) provides freer speaking practice for students in pair or group settings.

Teaching Notes

- Model the activity with the students. Remind students to ask follow-up questions and to show interest in their partner’s comments. Students work in pairs or groups to complete the activity. As you monitor the class, offer help and encourage students to keep talking. Also, take notes of errors you hear students make in the use of the target language, and encourage students to correct them at the end of the speaking activity.

Wrap-up

The unit *Wrap-up* consists of two sections: *Quick pair review* and *In the real world*. The *Quick pair review* provides students with an opportunity to consolidate what they learned in the unit through lively pair-work activities, e.g., *Brainstorm*, *Do you remember?* *Find out!* *Guess!* or *Test your partner*. The *Quick pair review* activities can be written or spoken.

In the real world encourages students to find examples of the target language from the unit in the real world outside the classroom. Students are actively encouraged to use sources of English such as movies, magazines, TV, the Internet, and books to learn more about a topic of interest.

Essential teaching tips

Classroom management

Error correction

- During controlled practice accuracy activities, correct students' wrong use of the target language right away, either by correcting the error yourself or, whenever possible, having the student identify and / or correct the error. This way, the focus is on accuracy, and students can internalize the correct forms, meaning, and use of the language.
- During oral fluency activities, go around the room and take notes on errors you hear. Do not interrupt students. Instead, take notes of their errors in the use of target language and write these errors on the board. Encourage students to correct them first. Be sure to point out and praise students for language used correctly as well!

Grouping students

It is good to have students work in a variety of settings: individually, in pairs, in groups, and as a class. This creates a more student-centered environment and increases student talking time.

- The easiest and quickest way to put students in pairs is to have two students sitting close to one another work together. This is good for when students need to have a quick discussion or check answers.
- To ensure students don't always work with the same partner and / or for longer activities, pair students by name, e.g., *Maria, work with Javier*.
- One way to put students in groups is to give them a number from 1 to 4, and then have all number 1s work together, all number 2s work together, and so forth.

Instructions

- Give short instructions and model the activity for the students.
- Check your instructions, but avoid asking, *Do you understand?* Instead ask concept questions such as, *Are you going to speak or write when you do this activity?*

Monitoring

- Make sure you go around the room and check that the students are doing the activity and offer help as necessary.
- Monitor closely during controlled practice, but don't make yourself too accessible during fluency activities; otherwise, students may rely on you to answer questions rather than focus on communicating their ideas to their partner or group.

Teaching intermediate level students

- Recycle grammar and vocabulary taught in the previous levels and then add to students' existing knowledge.
- Create interesting contexts that will encourage students to use the language that they are learning to motivate them to speak.
- Encourage students to use monolingual English dictionaries in class or when they work independently.
- Encourage students to practice and review target language by doing activities in the Workbook and Online Self-study.
- Use the *Extra activity* boxes within the procedural notes of this Teacher's Edition to add variety to your lessons.

Teaching reading and listening

- *Reading* and *Listening* texts are meant to help the students become better readers / listeners, not to test them. Explain to your students why they need to read or listen to a text several times.
- Adapt the reading speed to the *purpose* of the reading. When the students read for gist, encourage them to read quickly. When students read for detail, give them more time.

A more comprehensive list of teaching tips can be found on the *Four Corners Second Edition* website: www.cambridge.org/fourcorners

Core series components

Four Corners Second Edition has a variety of core components to help you and your students meet their language learning needs. Here is a list of the core components.

COMPONENT	DESCRIPTION
Student's Book with Online Self-study	The Student's Book is intended for classroom use and contains 12 ten-page units. <i>Keep talking</i> activities for additional speaking practice are included after the 12 units. The Online Self-study provides additional vocabulary, grammar, functional language, pronunciation, listening, and video-viewing practice.
Class Audio	The Class Audio is intended for classroom use.
Teacher's Edition with Complete Assessment Program	The interleaved Teacher's Edition with Complete Assessment Program includes: • Page-by-page teaching notes with step-by-step lesson plans • Audio scripts, video scripts, and answer keys for the Student's Book and Workbook • Photocopiable video activity sheets • Video teaching notes • Language summaries for each Student's Book unit's grammar, vocabulary, and functional language • A complete assessment program, including oral and written quizzes, as well as unit tests in printable PDF and Microsoft Word® formats
Workbook	The Workbook's eight-page units can be used in class or for homework. Each unit provides students with additional vocabulary, grammar, functional language, and reading practice.
Video Program	Videos for each unit provide further practice of the unit's vocabulary, grammar, and functional language in a real-world context and serve as models for students to make their own videos.
Presentation Plus	Presentation Plus software can be used on an interactive whiteboard with portable interactive software technology, or with a computer and projector. This software is intended for classroom use and presents the Student's Book, audio, and video.

For a complete list of components, visit www.cambridge.org/fourcorners or contact your local Cambridge University Press representative.

Walkthrough

of the Student's Book

Every unit in *Four Corners Second Edition* contains four lessons, each of which has its own **learning outcome** and culminates in a **personalized** speaking activity.

Warm-up Each unit begins with a *Warm-up* page that previews the language of the unit and introduces students to the unit theme.

12

On vacation

Lesson A

- Vacation activities
- Gerunds

Lesson B

- Asking about preferences
- Reminding someone of something

Lesson C

- Extreme sports
- Modals for necessity and recommendations

Lesson D

- Reading "A Taste of Cairo"
- Writing: A walking tour



Kenji M

Kenji M added 4 new photos, 33 minutes ago
Best trip ever! Check out these amazing animals and beautiful beaches.



15

3

Kenji M added 2 new photos, December 17 at 9:47pm
The Grand Palace of Bangkok - wow!



18

1

Kenji M added 2 new photos, December 16 at 11:02pm
My first day here was all about great bargains and delicious food.



16

4

Warm Up

A

Look at Kenji's social media posts. Where did he go on his vacation? What do you think he did there?

B

What do you like to do on vacation? What kinds of things do you usually bring back with you?

Unit preview

- Highlights the language and topics presented in each lesson

Warm-up

- Introduces the overall topic in a creative context in order to activate schema and create interest in the topic
- Offers opportunities for personalized discussion

113

xiv

Lesson A presents and practices useful vocabulary and grammar in a communicative context. The lesson ends in a speaking activity which is tied to a specific “can do” statement and which allows students to immediately apply what they have just learned to talk about themselves.

Vocabulary

- Clearly presents vocabulary related to the lesson topic
- Uses illustrations, photos, definitions, and activities to aid comprehension

Language in context

- Previews the meaning and use of the target grammar in a variety of contexts
- Recycles target vocabulary
- Provides personalized oral practice

Grammar

- Provides a clear presentation of new grammar structures
- Presents examples from the Language in context
- Includes controlled and personalized practice of the target grammar

Speaking

- Provides personalized speaking activities using the lesson vocabulary and grammar
- Relates directly to the learning outcome of the lesson

“Can do” statement

- Presents a clear and measurable learning outcome
- Helps assess progress
- Appears at the end of every lesson

A Travel preferences

1 Vocabulary Vacation activities

A Match the phrases and the pictures. Then listen and check your answers.

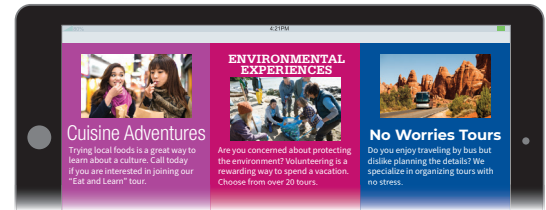
- | | | | |
|-------------------|------------------------|----------------------------|-------------------|
| a buy handicrafts | c listen to live music | e speak a foreign language | g visit landmarks |
| b go to clubs | d see wildlife | f try local food | h volunteer |



B PAIR WORK Which things in Part A have you never done on vacation? Tell your partner.

2 Language in context Three types of tours

A Read the ads for three tours. Which tour is best for someone who likes volunteering? Someone who likes eating? Someone who dislikes planning?



B What about you? Which tour interests you? Why?

114

3 Grammar Gerunds

A gerund is an -ing word that acts like a noun. Gerunds may be the subject of a sentence, or they may appear after some verbs or prepositions.

As subjects: Trying local foods is a great way to learn about a culture.

Volunteering is a rewarding way to spend a vacation.

After some verbs: I enjoy traveling by bus.

I dislike planning the travel details.

After prepositions: I'm interested in joining the "Eat and Learn" tour.

I'm concerned about protecting the environment.

A Complete the conversations with the gerund forms of the verbs. Then compare with a partner.

be buy get go help lose meet ✓ travel try volunteer

- A Do you enjoy traveling alone or in a group?
B I prefer being in a large group. It's more fun.
- A Are you interested in buying handicrafts when you travel?
B Not really. I like going to markets, but just to look.
- A Getting local food is the best way to learn about a culture. Don't you agree?
B I'm not really sure. Volunteering local people is also good.
- A Are you worried about losing your passport?
B Not really. I'm more concerned about protecting my passport!
- A Do you think meeting other people would be fun?
B I do. Meeting other people is a great thing to do.

B PAIR WORK Ask and answer the questions in Part A. Answer with your own information.

4 Speaking Travel talk

A Complete the questions with your own ideas. Use gerunds.

- Do you enjoy traveling when you're on vacation?
- Are you interested in buying on vacation?
- Which is more interesting on vacation, going or seeing?
- Are you ever concerned about losing when you travel?
- As a tourist, is meeting important to you?
- Volunteering?
- Protecting?



B GROUP WORK Discuss your questions. Ask and answer questions to get more information.

5 Keep talking!

Go to page 149 for more practice.

I can discuss travel preferences.

115

Lesson B presents the unit’s functional English strand. Students practice language functions and strategies in relevant, transferable contexts. A final speaking activity encourages students to personalize the new language, and is tied to a specific “can do” statement.

B

Don't forget to . . .

1 Interactions

Preferences and reminders

A Where do you usually stay when you travel? A hotel? A youth hostel?
Then practice the conversation.

Clerk Can I help you?

Guest Yes. I'm looking for a room for two nights.

Clerk Do you have a reservation?

Guest No, I don't.

Clerk Let me see what we have. Would you like a single room or a double room?

Guest A single is fine. I only need one bed.

Clerk I can give you room 13A. Please sign here. And there's a free breakfast from 7:00 to 9:00.

Guest Oh, great. Thank you very much.

Clerk Here's your key. Do you need help with your bag?

Guest No, that's all right.

Clerk OK. Remember to leave your key at the front desk when you go out.

Guest No problem.

Clerk Enjoy your stay.



C Read the expressions below. Complete each box with a similar expression from the conversation. Then listen and check your answers.

Asking about preferences

Would you prefer . . . or . . . ?

Would you rather have . . . or . . . ?

Reminding someone of something

Don't forget to . . .

Let me remind you to . . .

D Match the sentences and the responses. Then practice with a partner.

1 May I help you? _____

2 Would you like a single room? _____

3 Would you prefer a garden or an ocean view? _____

4 Please remember to lock your door at night. _____

5 Don't forget to check out by 11:00. _____

a. I don't know. Which one is cheaper?

b. Eleven? I thought it was by noon.

c. Actually, we need a double.

d. Yes, I have a reservation for one night.

e. I will. Thanks for the reminder.

116

- ### Interactions
- Introduces practical functional language that students can use in real life
 - Focuses on language that helps students sound more like native speakers

unit 12

2 Listening

At a hostel

A Listen to a backpacker check into a hostel. Complete the form with the correct information.

Sydney Backpackers

Type of room:
☐ single ☐ double ☐ triple ☐ dorm

Number of nights:
Bathroom? ☐ yes ☐ no Breakfast? ☐ yes ☐ no

Method of payment:
☐ cash ☐ credit card

Room number: _____



B Listen again. Answer the questions.

1 Why doesn't she get a single room? _____

2 What time is breakfast? _____

3 What floor is her room on? _____

4 What does the receptionist remind her to do? _____

3 Speaking

Role play

PAIR WORK Role-play the situation. Then change roles.

Student A: You want a room at a hotel. Student B is the clerk at the front desk. Circle your preferences. Then check in.

- You want a single / double room.
- You want to stay for two / three / four nights.
- You want / don't want your own bathroom.
- You want / don't want breakfast.

Student B: You are the clerk at the front desk of a hotel. Check Student A in. At the end, remind him or her of something.

B: Can I help you?

A: Yes, thank you. I'd like a room, please.

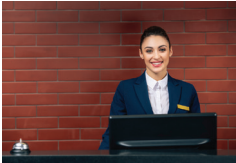
B: All right. Would you prefer a single or a double?

A: I'd prefer . . .

B: How many nights would you like to stay?

A: . . .

B: . . . And please don't forget . . .



I can ask about preferences. ✓

I can remind someone of something. ✓

117

- ### Listening
- Helps students develop listening skills and build confidence
 - Provides practice in “top-down” (listening for the gist of the information) and “bottom-up” (listening for detailed information) listening

- ### Speaking
- Provides a communicative task that enables students to personalize the new functional language
 - Relates directly to the learning outcome

Lesson C presents and practices useful vocabulary and grammar in a communicative context. The lesson ends in a speaking activity which is tied to a specific “can do” statement and which allows students to immediately apply what they have just learned to talk about themselves.

Vocabulary

- Clearly presents vocabulary related to the lesson topic
- Provides personalized speaking practice using the target vocabulary

Conversation

- Previews the meaning and use of the target grammar in the context of a conversation
- Recycles target vocabulary
- Provides structured listening and speaking practice

Grammar

- Provides a clear presentation of new grammar structures
- Presents examples from *Conversation*
- Includes controlled and personalized practice of the target grammar

Pronunciation

- Provides practice on pronunciation issues related to the target language in the lesson
- Focuses on aspects of pronunciation such as word stress, sentence stress, reductions, intonation, and individual sounds

Speaking

- Provides personalized speaking activities using the lesson vocabulary and grammar
- Relates directly to the learning outcome of the lesson

C

Rules and recommendations

1

Vocabulary

Extreme sports

A

Label the pictures with the correct words. Then listen and check your answers.

bungee jumping

paragliding

skydiving

waterskiing

kite surfing

rock climbing

snowboarding

white-water rafting









1

2

3

4









5

6

7

8

B

PAIR WORK

Which sports would you consider trying? Which wouldn't you do? Why not? Tell your partner.

2

Conversation

First-time snowboarder

A

Listen to the conversation. Why does Sarah tell Kyle to stay in the beginners' section?

Kyle

Hi. I'd like to rent a snowboard, please.

Sarah

OK. Have you ever been snowboarding?

Kyle

Um, no. But I've skied before.

Sarah

Well, we offer lessons. You don't have to take them, but it's a good idea. You'll learn the basics.

Kyle

All right. When is your next lesson?

Sarah

At 11:00. You've got to complete this form here to sign up.

Kyle

No problem. What else do I need to know?

Sarah

After your lesson, you should stay in the beginners' section for a while. It's safer for the other snowboarders.

Kyle

OK. Anything else?

Sarah

Yes. You must wear a helmet. Oh, and you ought to wear sunscreen. The sun can be very strong.



B

Listen to the conversation between Kyle and his instructor. Why is Kyle uncomfortable?

118

unit 12

3

Grammar

Modals for necessity and recommendations

Necessity

You must wear a helmet.

You've got to complete this form.

You have to listen to your instructor.

Lack of necessity

You don't have to take a lesson.

Recommendations

You'd better be back before dark.

You ought to wear sunscreen.

You should stay in the beginners' section.

You shouldn't go in the advanced section.

A

Circle the best travel advice. Then compare with a partner.

1

You should / must get a passport before you go abroad. Everybody needs one.

2

You don't have to / 've got to visit every landmark. Choose just a few instead.

3

You should / don't have to book a hotel online. It's often cheaper that way.

4

You ought to / shouldn't get to your hotel too early. You can't check in until 2:00.

5

You shouldn't / 'd better keep your money in a safe place. Losing it would be awful.

6

You have to / should pay for some things in cash. Many places don't take credit cards.

7

You must / don't have to show your student ID to get a discount. Don't forget it!

8

You ought to / shouldn't try some local food. It can be full of nice surprises!

B

PAIR WORK

What advice would you give? Complete the sentences with modals for necessity or recommendations. Then compare answers.

1

You _____ go paragliding on a very windy day.

2

You _____ have experience to go waterskiing.

3

You _____ have special equipment to go bungee jumping.

4

You _____ be in good shape to go kite surfing.

4

Pronunciation

Reduction of verbs

A

Listen and repeat. Notice the reduction of the modal verbs.

You've got to pay in cash.

You have to check out by noon.

You ought to try the food.

B

PAIR WORK

Practice the sentences in Exercise 3. Reduce the modal verbs.

5

Speaking

Rules of the game

A

GROUP WORK

Choose an extreme sport from Exercise 1. What rules do you think there are? What recommendations would you give to someone who wanted to try it?

A:

You must sign a form before you go bungee jumping.

B:

Yeah. And you should wear a helmet.

C:

Oh, and you shouldn't be afraid.

B

CLASS ACTIVITY

Share your ideas.

6

Keep talking!

Go to page 150 for more practice.

I can talk about rules and recommendations.



119

D

Seeing the sights

1 Reading

A Do you ever read food or travel blogs? Do you ever watch food or travel TV shows?

B Read the blog. Write the headings above the correct paragraphs.

A Delicious Dinner
Juice Break
The Market
Sweet Shop

●
●
●

Home
About Arlen
My Blog
Q&A
Messages
Video
Recipes

A TASTE OF CAIRO

Cookbook author Arlen Garagallano is always looking for new travel experiences. Join her on her blog as she takes a food tour of Cairo, Egypt.

1:45 p.m.

3:15 p.m.

6:30 p.m.

8:00 p.m.

Today I walked through the narrow streets of a famous Cairo market. There were many areas to explore, but my favorite was the spice market. Each shop had huge containers of colorful spices. I bought a bag of mixed spices for a friend and some dark henna to dye my hair red!

I stopped for one of my favorite drinks – sugar cane juice! A man took pieces of sugar cane, put them in a machine, and made juice. He gave me a glass of the juice, and I drank it quickly. It was sweet and delicious! I gave me lots of energy.

I ate dinner at the Abou el Sid restaurant. I tried several appetizers. My two favorites were a creamy bean dish in a spicy sauce and fried eggplant with garlic. I had them with fresh flatbread. I also tried a famous Egyptian dish made with a green vegetable. I want to live in this place!

Before walking back to the hotel, I made one last stop at a place that sells wonderful Egyptian sweets in el Hussein Square. It was busy, but I sat down and ordered a cup of tea and basbousa, a kind of cake made with semolina and sugar syrup. It was out of this world!

C Read the blog again. Write the initials of the blog headings (D, J, M, or S) in which Arlen did the activities below. (More than one answer is possible.)

1 ate a meal _____

2 bought a gift _____

3 drank something _____

4 had something sweet _____

D PAIR WORK Would you enjoy a tour like this? Why or why not? Discuss your ideas.

- Uses a variety of real-world text types
- Develops a variety of reading skills, such as skimming, scanning, and deducing meaning from context
- Promotes personalized discussion

- Provides a variety of real-world text types, such as emails, postcards, and notes
- Provides prewriting steps to help students organize their thoughts before they write
- Provides a model writing sample

- Provides multiple activities that aid listening comprehension
- Presents culturally diverse contexts that help students enhance their knowledge of the world

- Provides communicative activities that develop oral fluency
- Helps students use all the language they have learned to express themselves
- Relates directly to the learning outcome of the lesson

Wrap-up Each unit ends with a *Wrap-up* page that consolidates the vocabulary, grammar, and functional language from the unit and encourages students to use different sources to learn more about a topic of interest.

Wrap-up

Quick pair review

- Provides a quick review of each lesson's vocabulary, grammar, and functional language through lively pair-work activities

Wrap-up

In the real world

- Encourages students to take their learning outside the classroom by using the Web or real-world texts
- Encourages students to write about the information they find

Keep talking

- Provides additional speaking practice expanding on the topic, vocabulary, and grammar of the lesson
- Promotes fluency through a range of enjoyable communicative activities

Wrap-up

1 Quick pair review

Lesson A **Test your partner!**
Say four vacation activities. Can your partner use the gerund form of the phrase in a sentence correctly? You have three minutes.

A: See wildlife.
B: I'm not interested in seeing wildlife on vacation.

Lesson B **Give your opinion!**
Ask your partner which vacation he or she prefers from each pair of pictures. Then remind your partner to do or take something on the trip. Take turns. You have two minutes.



A: Would you prefer going to an island or to the mountains?
B: I'd prefer going to an island.
A: OK. Remember to take sunscreen.

Lesson C **Brainstorm!**
Make a list of extreme sports people do in the water, in the air, and on land. How many do you know? You have one minute.

Lesson D **Guess!**
Describe your dream trip to your partner, but don't say where it is. Can your partner guess where it is? Take turns. You have two minutes.

2 In the real world

Go online and find recommendations in English for people who want to try a new sport. Use one of the sports below or your own idea. Then write about it.

sandboarding downhill mountain biking base jumping bodyboarding

Sandboarding

Sandboarding is like snowboarding, but you do it on sand, not snow. You must have a sandboard for this sport. You should wear glasses so that you don't get sand in your eyes.

122

unit **12 Lesson A**

Travel partners

A Add three questions about travel preferences to the chart. Then check (✓) your answers.

When you travel, ...	Me		Name:	
	Yes	No	Yes	No
1 do you like being in a large group?	☐	☐	☐	☐
2 are you interested in meeting new people?	☐	☐	☐	☐
3 is saving money important to you?	☐	☐	☐	☐
4 do you like trying new foods?	☐	☐	☐	☐
5 is asking directions embarrassing to you?	☐	☐	☐	☐
6 do you like knowing your schedule in advance?	☐	☐	☐	☐
7 is camping more fun than staying in hotels?	☐	☐	☐	☐
8 do you enjoy shopping for souvenirs?	☐	☐	☐	☐
9 do you like big cities?	☐	☐	☐	☐
10 do you like going to clubs?	☐	☐	☐	☐
11 is seeing everything possible important to you?	☐	☐	☐	☐
12	☐	☐	☐	☐
13	☐	☐	☐	☐
14	☐	☐	☐	☐



B PAIR WORK Interview your partner. Complete the chart with his or her answers.

C PAIR WORK Compare your answers. Would you make good travel partners? Why or why not?

A: We wouldn't make good travel partners. You like being in a large group. I don't.
B: Yes, but we're both interested in meeting new people.
A: Well, that's true. And saving money is important to us.

Keep talking!

149

Walkthrough

of the Workbook and Online Self-study

Four Corners Second Edition provides students with many additional opportunities to practice the language taught in the Student's Book on their own or in the classroom or lab with the Workbook and Online Self-study in the Student's Book.

Workbook

The Workbook provides additional

- vocabulary
- grammar
- functional language
- reading practice

On vacation

unit 12

A Travel preferences

1 Complete the travel ads with the correct phrases from the box.

buy handicrafts	listen to live music	✓ speak a foreign language	visit landmarks
go to clubs	see wildlife	try local food	volunteer



European Vacation

Can you 1 speak a 2 foreign language?

If you speak French, Spanish, or Portuguese, this is the vacation for you! Visit France, Spain, and Portugal.

3 like the Eiffel Tower in France and famous museums in Spain, or stay near the ocean in Portugal.

Miami Dream

The weather is wonderful in Miami for most of the year. Visit beaches during the day.

At night,

4 to dance! There are also many places to

5 You can go to a concert or listen to free music in the parks or even on the beach.



South American Working Vacation

Visit Peru and Ecuador in a different way.

6 your time to help

people and animals. First, teach English in Peru, and then work in the Amazon rain forest. You'll

7 , like frogs, river dolphins, and monkeys.

8 , like frogs, river dolphins, and monkeys.

9 , like frogs, river dolphins, and monkeys.

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44 , like frogs, river dolphins, and monkeys.

45 , like frogs, river dolphins, and monkeys.

Online Self-study

The Online Self-study in the Student's Book provides additional interactive practice. It contains

- vocabulary exercises
- grammar exercises
- listening exercises
- functional language practice
- pronunciation practice
- video comprehension practice

He's talkative and friendly.

Personality adjectives

Click on the arrow to see the choices. Then click on the correct word to complete each sentence.

1. Jerry is very . People always like him, and he has a lot of friends.

2. Marina is very . She works from 7:00 to 8:00 every day.

3. I always laugh a lot when I'm with Young-mi. She is very .



See answers

Try again

Check answers

Send scores

Introduction to the Video Program

Video Program

The *Four Corners* Video Program is an exciting and dynamic supplementary video program. The program consists of a variety of entertaining videos, each designed to be watched after the Student's Book unit has been taught. As a complement to the Student's Book, each of the 12 videos provides further practice of that unit's grammar, vocabulary, and functional language in a natural, real-life context. Students have the opportunity to see and hear conversational language from the Student's Book come to life in engaging and lively situations. The videos also feature close-captioned subtitles to aid in understanding as *students listen and read simultaneously*.

The *Four Corners* Video Program presents home movies, how-to's, interviews, and commercials that serve as a model for students to make their own **Action Videos**. The *Four Corners* videos are short – three to five minutes long – and provide realistic examples for students to imitate as they go beyond the Student's Book to create their own personalized videos. This familiar style of video provides a powerful motivation for students to master the new topics, grammar, and vocabulary in order to put their English into practice. And the **Action Videos** allow teachers a concrete way to assess students' oral learning.

Video Activity Sheets

The *Video Activity Sheets* correspond to each of the 12 video segments and are designed to facilitate effective use of the *Video Program* in the classroom. Each two-page unit includes pre-viewing, viewing, and post-viewing activities that provide students with step-by-step support and guidance in understanding the events and language of the video segment. Before You Watch activities introduce the context, characters, and vocabulary necessary to understand the video. The While You Watch section contains easy-to-complete activities to get students to pay attention to the important facts and events while watching the video. The After You Watch section contains comprehension activities that allow teachers to confirm their students understood the main points of the video and personalization activities that expand the spoken language from the Student's Book. The *Video Activity Sheets* are provided in the Teacher's Edition for teachers to photocopy.

Video Teaching Notes

The *Video Teaching Notes* provide teachers with short summaries of the video and language points, and step-by-step instructions and optional teaching ideas to complete the photocopiable *Video Activity Sheets*. The *Video Teaching Notes* also include a brief summary of the **Action Video** assignment for each unit.

Action Video Teaching Notes

The *Action Video Teaching Notes* provide teachers with step-by-step instructions and ideas for students to make their own videos. The notes are structured into Planning, Making, and Sharing sections to help students engage with the Student's Book language as they create their own videos. Instructions are rich with language prompts, optional ideas, and activities for individual students, pairs, and small groups.

Additional techniques for teaching video

Picture-only viewing

Playing the video with the sound off makes students pay attention to the visual information on the screen and engages their imagination to complete activities. Types of videos with a rich background and a lot of activities are well suited to silent viewing.

- **Say the words** For a video with a lot of vocabulary words in it or a sequence of events, play the video with the sound off. Have students list the things they can see.
- **What's my line?** Play a short scene with two or more characters. Choose a scene that is rich with emotion, facial expressions, and gestures. Have pairs of students write what they think the dialogue is for the scene. Then play the video to check their predictions.
- **What's happening?** Choose a scene or two that shows a setting and a lot of action. Write a 4 *Wh-* chart on the board:

Who	Where	When (time of day)	What

Have Ss complete the chart.

- **What happens next?** Choose a video with a sequence of events or actions. Play the first half of the video and then stop at a point where there could be several outcomes. Have students guess what will happen next. Write their ideas on the board. Play the scene again and check how many correct ideas there were.

Sound-only viewing

Playing the video with the sound on but the picture off makes students pay attention to the spoken information they hear. Types of videos in which the character has an expressive voice or which contain a specific language function are a good choice for these activities. Students should not have watched the video beforehand.

- **Describe the scene** Choose a scene that is rich in dialogue and background. Write information questions on the board.

How many people are in the scene? How many men?

How many women?

Where are they?

What are they doing?

How are they feeling?

Play the scene and have students listen and answer the questions.

- **Describe the person** Choose a scene in which the character has several lines. Play the scene, and then elicit words to describe the character's personality and appearance on the board. Play the video to see how closely the students' descriptions match the character.

Normal viewing with subtitles

Playing the video normally, with the sound and picture, allows students to pay attention to both the visual and spoken information in the video. Many of the activities involve stopping and replaying video at a critical point so that information can be elicited.

- **Repeat the lines** This is useful to give Ss practice with vocabulary, expressions, and intonation patterns. Play a scene up to the appropriate point, stop the video, and have Ss repeat and mimic the speakers as closely as they can. Then replay the line(s) again, several times for Ss to master it.
- **Freeze frame** This is an excellent activity for checking comprehension. Choose a scene with one or more important actions or language points. Play the scene, pause at the critical point, and then ask students a question. For example, have students describe what is happening or has happened in a scene, describe the characters (who they are or how they are behaving), or have them note details about the setting or predict what will happen next.
- **Subtitle answer check** Use the video to check answers for information gap questions from the Activity Sheets. After Ss have completed the Activity Sheet section, turn on the subtitles and play the conversation again, having Ss read the subtitles to check their answers.

- **What happens next?** For more complex video segments, this activity, described previously in the Picture-only viewing section, can also be done with the sound and subtitles on.

- **Role play** Choose a scene with two or more speaking characters. Tell students that they will watch the video and then role-play the conversation. Assign characters. Play the video at least twice. Then have students practice the role play and perform it in pairs, groups, or for the class. Give students a copy of the script for support, if necessary.

- **A new ending** After viewing a video, have pairs or small groups of students script a new and different ending that rewrites the final scene or creates a new scene of what would happen next. Have students write their script and then perform it for the class. This can also become an **Action Video** assignment if your students enjoy role-playing.

Action Video viewing

After students have viewed the unit video and completed the *Video Activity Sheet*, they are ready to create their own **Action Video**. Use these techniques with the class during the Planning and Sharing stages. Remind students that their videos can be simpler and shorter than the *Four Corners Second Edition* videos.

Planning

- **Outline** This is useful if students are having difficulty during the planning stage and to help them understand the genre of video they are going to make. With the class, fast forward through the video, pausing at each critical point to list the elements of the video's structure. For example, list the questions interviewers asked, the number of slides presented in a video diary, or for a narrative, note the number of characters, scenes, and/or settings.

Sharing

If it's appropriate, you can treat the students' **Action Videos** as additional course content and use the teaching techniques listed above with the videos, for example: stopping to ask *What happens next?*

- **News report** This is an excellent activity for practicing reported speech. Have pairs of students create and give a news report about one of their classmates' videos. For example, pairs can give a news report about what they saw in someone's daily routine video: John went to work in the morning. He said he usually takes the bus, but that day he walked. We asked John why he walked . . . Other styles of reports are movie reviews and opinion pieces.
- **Student-created worksheets** Have pairs produce an oral quiz about their video. Play their video for the class and then have students quiz their classmates on what they saw.

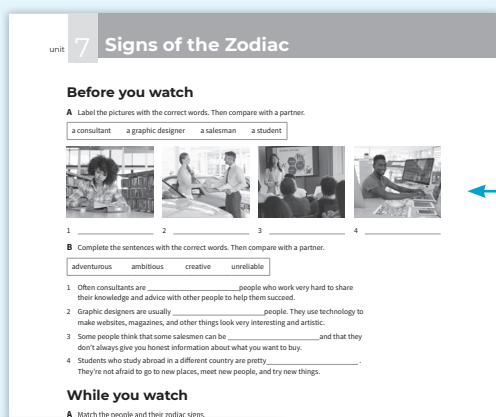
Walkthrough

of the Video Program, Video Activity Sheets, and Video Teaching Notes

Four Corners presents an exciting video program that provides students with extra practice of the Student's Book vocabulary, grammar, and functional language through real-life context videos. Photocopiable video activity sheets in the Teacher's Edition provide structured activities for classroom use. Video teaching notes provide support for teaching the videos in the Video Program along with the video activity sheets.

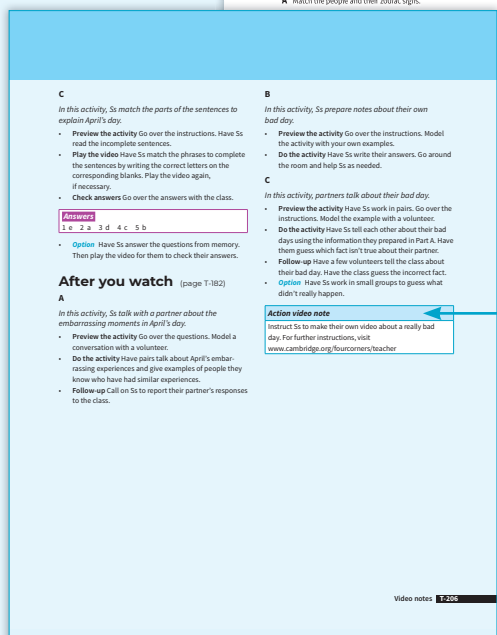
Video Program

- Has a video for extra practice of each unit of the Student's Book
- Practices vocabulary, grammar, and functional language presented in the Student's Book unit
- Presents language in a real-life context



Video activity sheets

- Provide activities to help students understand the language and situations presented in each video
- Provide activities for before watching, while watching, and after watching each video



Video teaching notes

- Provide support for teachers to integrate the Video Program and video activity sheets in class
- Provide *Action video notes* with ideas on how students can use the videos in the Video Program as models for their own videos

Introduction to Presentation Plus

About Presentation Plus

Four Corners Second Edition Presentation Plus combines the contents of the Student's Book, the class audio, and the video for each level of the series into a convenient one-stop presentation solution. Presentation Plus can be used with all types of interactive whiteboards or with just a projector and a computer to present *Four Corners Second Edition* core materials in the classroom in a lively and engaging way.

Presentation Plus provides an effective medium to focus students' attention on the content being presented and practiced. It can also help promote their participation and interaction with the material in a more dynamic way. The software can also simplify several of the teaching tasks that take place in the classroom. You can use Presentation Plus to zoom in on a section of a page, play audio or video without having to use a separate CD or DVD player, display scripts while students listen to the audio or watch a video segment, and access online dictionaries. The easy-to-use tools of Presentation Plus also allow manipulation of all the digitized texts, pictures, audio, and video in an uncomplicated way. You can add text to the page, highlight text or pictures, draw lines or circles, erase, and conceal text or pictures – or ask students to go to the board and do so.

The software also includes features that facilitate the lesson preparation process. For example, you can attach files with your own supplemental material, such as extra activities, slide show presentations, images, audio, video or even web links to the pages and open these at the right moment with a simple click. You can save these attachments and annotations added to the Student's Book pages as “sessions” and return to them at any time – or even share them with other teachers.

In addition to the information in this introduction, you will also find tips and suggested activities using Presentation Plus in the notes for each lesson in this Teacher's Edition. A detailed explanation of all the Presentation Plus features is also available in the Presentation Plus User's Guide, which can be accessed through the Help button on the component home screen. We hope that this information will help you explore the many ways that Presentation Plus can bring a new level of flexibility and interactivity to the *Four Corners Second Edition* classroom.

Presentation Plus key functions and tools

These are some of the tools and functions available in Presentation Plus:

- A **Contents** panel lists all the book pages, audio clips, and video clips. You can access any of these by simply clicking on their titles.
- The **Arrow** tool can be used to drag pages, text boxes, and attachments on screen.
- The **Text Box** tool allows you to insert text boxes anywhere on a page. You can type into them using a keyboard. You can also insert images or attach files to them.
- The **Hide / Show** tools can be used to conceal a specific area of a page.
- The **Pen** tool enables you to write and draw on a page or on audio scripts. It includes a variety of colors and pen width options.
- The **Highlighter** tool can be used to highlight any image or text, including audio scripts.
- The **Eraser** and **Erase-all-annotations** tools can be used to remove annotations such as pen lines or hidden / shown areas or to delete attachments.
- The **Zoom** tool can be used to enlarge any part of a page.
- The **audio player**, activated when you click on an audio icon on a page or the title of an audio clip in the Contents panel, includes the basic functions of an audio player and the scripts. You can click on a line on the script to play only that line.
- The **video player**, activated when you click on the title of a video clip in the Contents panel, includes the basic functions of a video player. It also allows you to play the video on full screen, with subtitles, or even without the image (playing the audio only).
- The **Attach file from my computer** function allows you to attach to the page different types of files from your computer.
- The **Attach a blank page** function allows you to attach a blank page, which you can annotate or use as a mask.
- The **Attach a web link** function allows you to add a link to a website, which you can access when you are online.

- The **Attach a page link** function allows you to add a link to another page of the Student's Book so that you can navigate between pages and sections quickly and easily.
- The **Save session** function allows you to save the book pages with your annotations and attachments so that you can use them later.
- The **Export session** function allows you to save your sessions anywhere on your computer or on other devices, such as a pen drive.
- If you are connected to the Internet, the **dictionary** button allows you to access one of the Cambridge online dictionaries.

How to use Presentation Plus when teaching a *Four Corners Second Edition* unit

Warm-up

You might want to focus on the pictures to preview or review content, or activate students' previous knowledge. Use the Zoom tool to enlarge the pictures or Hide / Show to conceal the text around them. You can also ask students to go to the board and circle or label key elements in the pictures or text using the Pen or Highlighter.

Vocabulary

You might want to zoom in on the section to present the vocabulary with larger pictures or text. You can also conceal the words next to the pictures using the Pen tool before you play the audio so that students focus on the pronunciation of the words. You can have students go to the board and do the activity using the Pen tool before reviewing answers with the whole class.

Language in context

You can use the Zoom or the Hide tool to focus on the pictures and ask questions to set the scene for the text. You can ask students to go to the board and identify the words taught in the vocabulary section using the Highlighter or the Pen tool. You can also use the Highlighter to identify new words and elicit their definition.

Conversation

You can zoom in on the conversation and leave it on the board so that students can work with books closed. You can conceal some of the words students already know using the Pen tool so that they fill these in when practicing the dialogue.

Grammar

You can use the different colors of the Pen tool to identify the various elements of the structure being presented in the grammar box. You can ask students to go to the board and use the Highlighter to identify examples of the new grammar in the *Language in context* or *Conversation* sections. You can also ask students to go to the board and complete the written exercise using the Pen tool to review the answers.

Interactions

For slightly more challenging practice, you can use the Hide or Pen tools to conceal the functional expressions in the dialogue before students practice it substituting the expressions from the boxes.

Pronunciation

You can use the Pen tool to underline stressed syllables, draw arrows to indicate the intonation, and identify reduced, contracted or linked sounds – or ask students to do so on the board – when checking the answers to the activity.

Listening

Zoom in on the image to set the scene before listening to the audio. After the students have done the activities, you might want to play the audio with the script on. You can underline or highlight words in the script and go over their pronunciation or meaning. You can also click on a line of the script to repeat a passage.

Reading

You can use the Zoom or the Hide tool to focus on the title of the text and elicit the topic or the main idea. You can also ask students to go to the board and, using the Highlighter or the Pen tool, identify the passages in the text that provide the answer for the comprehension questions.

Writing

You can use the different colors of the Pen tool to identify – or ask students to identify – the answers to the questions in Part A in the model text.

Speaking and Keep talking

For some activities, you can keep the model dialogue or guiding questions on the board so that students can refer to them while practicing with books closed. You can also attach a Blank Page to list some of the errors students made in order to correct them at the end of the activity.

Wrap-up

You might want to add a Blank Page to collate a list of items brainstormed by students at the end of the activity. You can write the items yourself using the Pen tool or ask students to go to the board to do so.

Presentation Plus activity types

1 Analyzing the model

Purpose: To prepare Ss for the writing activity.

For use with: Writing sections with questions in Part A and model in Part B.

Presentation Plus tools: Zoom, Pen.

Preparation: None.

- Books closed. Zoom in on Parts A and B of the *Writing* section, making sure to include the questions and model.
- Use the Pen tool to underline each question in Part A with a different color.
- Explain to Ss that each sentence in the writing model (Part B) answers a different question from Part A.
- Ask the class which sentence in the writing model corresponds to the first question. Underline this sentence in the model in the color corresponding to the first question.
- Have different Ss go to the board and underline the other sentences in the model in the color corresponding to the question they answer.

2 Choose ABC

Purpose: To practice or review target vocabulary.

For use with: Vocabulary with pictures.

Presentation Plus tools: Zoom, Hide or Pen, Eraser.

Preparation: Before class, hide the target words using the Hide or thick Pen tool so that Ss can see only the pictures. Save the session.

Prepare a list with three choices (A, B, and C) for each picture, one of which should be the correct answer.

Prepare sets of three cards with the letters A, B, and C for each S, or ask them to bring these to the next class.

- Books closed. Zoom in on the area with the pictures and hidden words.
- Point to a picture and call out the three choices listed, e.g., A. *noisy*; B. *interesting*; C. *boring*.
- Ss hold up one of the three cards as their answer.
- Reveal the answer (using the Eraser tool if the word is under the picture).
- Continue the activity until all answers are revealed.

Option: Before class, post large A, B, and C signs in the classroom. Instead of holding up cards, Ss make their choice by moving to the sign with the corresponding letter.

3 Disappearing dialogue

Purpose: To practice speaking.

For use with: Conversation, Interactions.

Presentation Plus tools: Zoom, Pen.

Preparation: None.

- Books closed. Zoom in on the dialogue.
- Have Ss work in pairs and practice the dialogue once with all the words visible on the board.
- As Ss practice, use the thick Pen tool to hide parts of the dialogue little by little.
- The pairs change roles and practice again using the remaining words on the board for guidance.
- Continue hiding the lines until all lines are covered and pairs practice with no guidance.

4 Fill in the text

Purpose: To practice or review target vocabulary.

For use with: Language in context, Conversation.

Presentation Plus tools: Zoom, Hide or Pen, Eraser.

Preparation: Before class, hide the target words in the text using the Hide or thick Pen tool. Save the session.

- Zoom in on the text with the hidden words.
- Books closed. Have Ss look at the text with the hidden words on the board.
- Have Ss work in pairs and fill in the blanks in the text with the missing words.
- Have different Ss go to the board and reveal the first hidden word using the Eraser tool.
- Continue the activity until all the words are revealed.

Option: Follow the steps above, but play the audio before revealing answers so that Ss can check their answers.

5 Find the match

Purpose: To practice or review target language.

For use with: Language in context, Conversation.

Presentation Plus tools: Zoom, Hide, Pen, Text Box, Eraser.

Preparation: Before class, hide target language items in the text using the Hide or the thick Pen tool. On the margin of the text, or wherever there is space, insert a Text Box and type the hidden words in a different order in the box. Save the session.

- Books closed. Zoom in on the area with the hidden words and the Text Box.
- Have Ss work in pairs and give them some time to complete the text with the words in the Text Box.
- Have a S from each pair (or volunteers) go to the board and, using the Pen tool, draw a line from a hidden word to its correct match in the Text Box.
- Continue the activity until all items are matched.
- Reveal the hidden words using the Eraser tool and confirm the answers.

Option: Number the words in the Text Box so that the Ss can write the number of the word over the hidden word.

6 Fix it!

Purpose: To practice or review target language.

For use with: Vocabulary, Grammar, answers to reading comprehension questions.

Presentation Plus tools: Zoom, Pen.

Preparation: Before class, write an incorrect answer for each item in the selected exercise using the black Pen tool. Save the session.

- Zoom in on the exercise with the wrong answers written in. Tell Ss these answers are incorrect.
- Divide the class into pairs and have Ss correct the mistakes with their books closed.
- Have Ss go to the board to cross out the mistakes and correct them using a different color of the Pen tool.

Option: For more challenge, have Ss close their books before doing the activity (only for *Vocabulary* and *Grammar*).

7 Guided brainstorming

Purpose: To review target vocabulary.

For use with: Brainstorm! activities in the Wrap-up.

Presentation Plus tools: Attach a Blank Page, Pen, (or Text Box).

Preparation: Before class, attach a Blank Page next to the section and write a list with the first letter of likely brainstorming answers either using the Pen tool directly onto the Blank Page or typing the list into a Text Box added to the Blank Page. Save the session.

- After Ss do *Brainstorm!*, divide the class into two (or more) teams.
- Display the attached Blank Page with the list of first letters.
- Books open. Have teams alternate calling out answers that start with any of the letters on the board. Fill in the answers on the board using the Pen tool or typing into the Text Box.
- Teams get a point for each correct answer.
- The team with the most points wins.

Option 1: For more challenge, ask Ss to close their books and try to remember answers.

Option 2: Give a time limit for groups to answer.

8 Highlight and say it!

Purpose: To practice pronunciation.

For use with: Any previously taught section with several examples of target pronunciation items.

Presentation Plus tools: Zoom, Highlight.

Preparation: None.

- After pronunciation practice, zoom in on the area (suggested in the teaching notes).
- Have Ss work in pairs and give them some time to identify target pronunciation items in the zoomed area, e.g., “words with stress on the first syllable” or “questions with rising intonation.”
- When the time is over, have a S from each pair (or volunteers) go to the board, highlight one target pronunciation item, and say it.
- Continue until all items have been highlighted and read out loud.

9 Label that picture

Purpose: To review vocabulary.

For use with: Any pictures including several target vocabulary items.

Presentation Plus tools: Zoom, Pen.

Preparation: If using a section with several labeled pictures (as in some Vocabulary sections), before class, hide the labels using the thick Pen tool. Save the session.

- Books closed. Zoom in on the picture or area with pictures so that no text is showing.
- Divide the class into two (or more) teams, and have them stand in straight lines facing the board.
- Have a S from one team go to the board and, using the Pen tool, label any target vocabulary item in the picture in 15 seconds. Other members of the team can suggest items to label.
- The team gets one point for each correct label.
- Continue the game, alternating between the teams, until all items are labeled.
- The team with the highest score wins.

10 Language switch

Purpose: To practice speaking and target language.

For use with: Interactions, Conversation.

Presentation Plus tools: Zoom, Highlight.

Preparation: Before class:

For the *Conversation* section, highlight all instances of the target vocabulary in the dialogue and the possible substitute words for each in the *Vocabulary* section above.

For *Interactions*, highlight all expressions in the dialogue and in the boxes. Save the session.

- Books closed. Have Ss work in pairs. Have Ss look at the board and practice the dialogue by substituting the highlighted items in the dialogue with highlighted items from the corresponding section.

Option 1: For more challenge, hide the items in the dialogue using the Hide or thick Pen tool.

Option 2: For even more challenge, hide the items in the dialogue using the Hide or thick Pen tool, and don't highlight the possible substitute items.

11 List that

Purpose: To review language.

For use with: Wrap-up, Speaking.

Presentation Plus tools: Attach Blank Page, Pen (or Text Box).

Preparation: Before class, attach a Blank Page next to the section and divide it into columns (one for each team) using the Pen tool (or Text Box). Save the session.

- After Ss do *Brainstorm!* (in the *Wrap-up*) or gather data (in *Speaking*), divide the class into two (or more) teams.
- Give the teams some time to collate their individual answers into a team list.
- When the time is over, have the teams face the board and alternate calling out answers (not given by other teams).
- Write each team's answer in their column on the Blank Page (or type them into the corresponding Text Box).
- The teams get one point for each correct answer.
- The team with the highest score wins.

Option: Instead of writing the answers on the board, have Ss go to the board and write it in their team's column.

12 Make connections

Purpose: To activate Ss prior knowledge, to preview content of unit, to review language.

For use with: Warm-up.

Presentation Plus tools: Zoom, Pen.

Preparation: None.

- Have Ss work in pairs.
- Give the pairs some time to look at the *Warm-up* page and link any items in the pictures to any words in the lesson overviews at the top of the page, e.g., the image of a dish to the word *food*. If necessary, discuss the connection between the image and the word.
- Have a S from each pair (or a volunteer) go to the board and, using the Pen tool, connect an item in a picture to a word in the overview above.
- Have the S (or the pair) explain the connection.
- Continue the activity until all possible connections have been made. (If Ss don't come up with all possible ones, elicit these from them.)

13 Preview the unit

Purpose: To activate Ss prior knowledge, to preview content of unit, to review language.

For use with: Warm-up.

Presentation Plus tools: Hide, Pen, Eraser.

Preparation: Before class, hide the bullet lists below the lesson headings at the top of the Warm-up page using the Hide tool. Save the session.

- Books closed. Have Ss focus on the pictures on the Warm-up page on the board. Ask Ss questions about the pictures to elicit words related to the theme and topics of the unit, e.g., *What do you see in the pictures? What type of things are these?*
- Using the Pen tool, write some key words mentioned by the Ss on the board, next to the pictures.
- Reveal the lesson overviews on the top of the page using the Eraser tool. Use the key words elicited to briefly explain the items on the lists.
- Tell Ss that they will learn more about these things in the unit.

14 Restoring text

Purpose: To review language.

For use with: Language in context, Conversation, Interactions.

Presentation Plus tools: Zoom, Hide, Eraser, Show.

Preparation: Before class, hide the text using the Hide tool. Then, randomly, erase parts of the hidden area with the Eraser tool until roughly half of the text is showing. Save the session.

- After Ss read and practice the text, have them close their books.
- Zoom in on the partially hidden text.
- Have Ss work in pairs, and give them some time to re-create the text on a piece of paper.
- When the time is over, either play the audio or “reverse” the hidden area using the Show tool for Ss to check their answers.
- Reveal the full text using the Eraser tool.

15 Revealing grammar

Purpose: To review grammar.

For use with: Grammar.

Presentation Plus tools: Zoom, Pen, Eraser.

Preparation: Before class, hide key parts of the grammar box using the Pen tool. Save the session.

- Books closed. Zoom in on the grammar box with hidden items.
- Have Ss work in pairs and give them some time to complete the grammar box.
- Ask a pair what the first hidden text is. As they say it, ask a question to elicit the use of the hidden text, e.g., *Why do we need did here?*
- After the S answers the question, use the Eraser tool to reveal the text. Discuss as appropriate.
- Continue the activity until the complete box is revealed.

Option: Have Ss go to the board to suggest the text, answer your question and reveal the text.

16 Right or wrong?

Purpose: To practice or review target language.

For use with: Vocabulary, Grammar.

Presentation Plus tools: Zoom, Pen.

Preparation: Before class, write some correct and some incorrect answers, or circle some of the wrong answers for the selected exercise using the black Pen tool. Save the session.

- Zoom in on the exercise. Tell Ss some of the answers are incorrect.
- Point to the first item. Have Ss raise their right hand if they think the answer is correct.
- Ask one of the Ss who identified an incorrect answer to correct it.
- If none of the Ss identified an incorrect answer, say it is incorrect and elicit the correction from the class.
- Continue the activity until all answers are revealed.

Option: If appropriate to the point being practiced and the level of the class, ask Ss to explain the correction.

17 Search and highlight

Purpose: To review vocabulary and/or grammar.

For use with: Vocabulary, Language in context, Conversation, Reading.

Presentation Plus tools: Zoom, Highlight.

Preparation: None.

- Books closed. Zoom in on the appropriate section.
- Divide the class into two (or more) teams.
- Have a S from one team go to the board.
- Say a type of word, and have the S highlight an example in the text, e.g., *Highlight a count noun*.
- The S has 15 seconds to highlight the word using the Highlight tool and can be helped by the team.
- If the S highlights a correct word, the team gets one point. If not, the other team(s) gets the point.
- Continue the game, alternating between the teams and having Ss highlight the same or a different type of word.
- The team with the most points wins.

18 Show the word!

Purpose: To practice or review target vocabulary.

For use with: Vocabulary with pictures.

Presentation Plus tools: Zoom, Hide or Pen, Eraser.

Preparation: Before class, hide the target words using the Hide or thick Pen tool so that only the pictures are visible. Save the session.

- Zoom in on the area with the pictures and hidden words.
- Divide the class into two (or more) teams, and have them stand in straight lines facing the board.
- Say one of the hidden words. Have a S from one team go to the board and reveal the word under the corresponding picture using the Eraser tool.
- If the S guesses correctly, the team gets one point. If not, the other team(s) gets the point.
- Continue the game, alternating between the teams.
- The team with the most points wins.

Option 1: Play the game as a race. The S from each team who gets to the board first has the chance to reveal the word.

Option 2: For Vocabulary sections where the words are not under the pictures, have Ss use the Pen tool to check the corresponding pictures.

19 Swipe and guess

Purpose: To review target vocabulary.

For use with: Vocabulary with labeled pictures.

Presentation Plus tools: Zoom, Hide, Text Box, Eraser.

Preparation: Before class, hide the pictures using the Hide tool, and cover the words using Text Boxes. Save the session.

- Zoom in on the area with the hidden pictures and words.
- Divide the class into two (or more) teams, and have them stand in straight lines facing the board.
- Have a S from one team go to the board and, using the Eraser tool, swipe once through one of the hidden images to reveal part of it.
- That S's team has one chance to try to guess the word. If they don't guess it correctly, the other team(s) has (have) a chance to guess. If they do, they get one point and reveal the rest of the picture using the Eraser tool.
- Continue the game, alternating between the teams.
- The team with the most points wins.

Option: Hide both the pictures and the words using the Hide tool so that swiping reveals parts of both.

20 Which word?

Purpose: To practice target vocabulary.

For use with: Language in context, Conversation.

Presentation Plus tools: Text Box (or Hide or Pen).

Preparation: Before class, cover each target item with a Text Box (or hide the items with the Hide or Pen tool, and add a Text Box to the margin of the text). Type in the covered item and another item from the Vocabulary set. Save the session.

- Books closed. Before Ss read the text, zoom in on the area with the items covered by the Text Boxes.
- Have Ss work in pairs and choose the correct word.
- Play the audio. Have Ss listen and check their answers.
- Have Ss call out the answers for each item or go to the board and reveal the original text by deleting the Text Boxes.

Introduction to the CEFR

Introduction to the Common European Framework of Reference (CEFR)

The overall aim of the Council of Europe's *Common European Framework of Reference* (CEFR) is to provide objective criteria for describing and assessing language proficiency in an internationally comparable manner.

The Council of Europe's work on the definition of appropriate learning objectives for adult language learners dates back to the seventies. Their first publication was the Threshold series (J. A. van Ek and J. L. M. Trim, Cambridge University Press, 1991), which provided a detailed description in functional, notional, grammatical, and sociocultural terms, of what a language user needs to be able to do in order to communicate effectively in the sort of situations commonly encountered in everyday life. Three levels of proficiency were identified, called

Waystage, Threshold, and Vantage (roughly corresponding to Elementary, Intermediate, and Upper Intermediate).

The *Threshold* series was followed in 2001 by the publication of the *Common European Framework of Reference*, which describes six levels of communicative ability in terms of competences or “can do” statements: A1 (Breakthrough), A2 (Waystage), B1 (Threshold), B2 (Vantage), C1 (Effective Operational Proficiency), and C2 (Mastery). In conjunction with the CEFR descriptors, the Council of Europe also developed the *European Language Portfolio*, a document which enables learners to assess their language ability and to keep an internationally recognized record of their language learning experience.

Four Corners Second Edition and the Common European Framework of Reference

The CEFR was used as a point of reference throughout the development of the *Four Corners* series and informed the choice of language content and activity. The table below shows how *Four Corners Second Edition* correlates with the Council of Europe's levels and with some major international examinations.

<i>Four Corners Second Edition</i>	CEFR	Council of Europe	Cambridge ESOL	IELTS	TOEFL iBT	TOEIC
Level 1	A1/A2	Breakthrough				120+
Level 2	A2	Waystage	KET (Key English Test)	3.0		225+
Level 3	B1	Threshold	PET (Preliminary English Test)	3.5–4.5	57–86	550+
Level 4						

Sources:

<http://www.ielts-test-practice.com/ielts-scores.html>

http://www.ets.org/Media/Research/pdf/CEF_Mapping_Study_Interim_Report.pdf

http://www.sprachenmarkt.de/fileadmin/sprachenmarkt/ets_images/TOEIC_Can-do-table_CEFR_2008.pdf

Four Corners Second Edition Level 3

Four Corners Second Edition Level 3 starts the CEFR competences for B1. The table below contains the general competences described in the CEFR self-assessment grid for this level.

U N D E R S T A N D I N G	B1	
	Listening	I can understand the main points of clear, standard speech on familiar matters regularly encountered at work, school, leisure, etc. I can understand the main point of many radio or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
S P E A K I N G	Reading	I can understand texts that consist mainly of high frequency, everyday or job-related language. I can understand the description of events, feelings, and wishes in personal letters.
	Spoken Interaction	I can deal with most situations likely to arise while traveling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest, or pertinent to everyday life (e.g., family, hobbies, work, travel, and current events).
W R I T I N G	Spoken Production	I can connect phrases in a simple way in order to describe experiences and events, as well as my dreams, hopes, and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
	Writing	I can write simple, connected text on topics that are familiar or of personal interest. I can write personal letters describing experiences and impressions.

A strong focus on speaking characterizes *Four Corners Second Edition*. The speaking outcomes at the end of every lesson, which define objectives and allow teachers and students to assess progress, mirror the CEFR “can do” statements for this ability. The table on pages xxxiv–xxxvii lists the detailed speaking competences for B1, and shows exactly where each CEFR “can do” statement is covered in the Student’s Book. The Listening, Reading, and Writing tables contain the same type of information for these abilities, and also include information on the Workbook contents.

Further information on how *Four Corners Second Edition* correlates to the CEFR and an in-depth breakdown of Level 3 content by unit is available on the *Four Corners Second Edition* website.

Sources:

Common European Framework of Reference for Languages: Learning, teaching, assessment (2001) Council of Europe, Cambridge University Press.
The Council of Europe European Language Portfolio (2000) Swiss National Foundation Project, (<http://www.coe.int/T/DG4/Portfolio/documents/appendix2.pdf>).
Threshold, 1990 (1991) J. A. Van Ek and J. L. M. Trim, Council of Europe, Cambridge University Press.

Speaking

A language user at B1 can:	1	2	3	4	5
Enter unprepared into conversation on familiar topics.	This competence is practiced throughout the course in Lessons B and D.				
Start, maintain, and close a simple face-to-face conversation on topics of personal interest.		SB2C		SB4B	
Express and respond to feelings such as surprise, happiness, sadness, interest, and indifference.	SB1C SB1Wu	SB2B SB2C SB2D SB2Wu			SB5B
Make his / her opinions clear when finding solutions to problems or deciding practical questions (where to go, what to do, how to organize an event . . .).					
Give or seek personal views and opinions in an informal discussion with friends.	SB1D SB1Wu	SB2D	SB3C SB3D	SB4D	SB5C SB5D
Express agreement and disagreement politely.					
Perform a wide range of language functions in a neutral register and using politeness conventions.					SB5B
Find out and pass on straightforward factual information.	SB1A SB1B		SB3D	SB4A	SB5A SB5C
Obtain more detailed information.			SB3A	SB4C SB4D	SB5C
Ask for and give detailed practical instructions and directions.					
Deal with most situations likely to arise when traveling (shops, banks, hotels, transportation . . .).			SB3B		
Narrate a story.		SB2A SB2C SB2D			
Relate details of unexpected occurrences, e.g., an accident.		SB2A SB2C			

6	7	8	9	10	11	12
	SB7B		SB9B			
SB6D						
		SB8D	SB9D SB9Wu	SB10B		SB12C
SB6D SB6Wu	SB7A SB7B SB7C SB7D SB7Wu	SB8A SB8D SB8Wu	SB9A SB9B SB9C	SB10A SB10D	SB11D	SB12A SB12C SB12D SB12Wu
	SB7B SB7D					
SB6B SB6C	SB7B	SB8B	SB9B			SB12B
SB6B					SB11A	
SB6A	SB7A SB7C			SB10A SB10D	SB11C SB11D	SB12A SB12D
					SB11B	
						SB12B

(continued)

Speaking *(continued)*

A language user at B1 can:	1	2	3	4	5
Give detailed accounts of experiences, describing feelings and reactions.		SB2C SB2D		SB4C SB4D SB4Wu	
Describe events real or imagined.		SB2B			
Give straightforward descriptions on a variety of familiar subjects.			SB3A SB3C		SB5A SB5C SB5Wu
Describe dreams, hopes, and ambitions.					
Explain and give reasons for his / her plans and actions.					
Use a prepared questionnaire and make spontaneous follow-up questions.			SB3A	SB4A	
Give a short and straightforward prepared presentation on a chosen topic.					
Ask someone to clarify what they have just said.				SB4B	
Repeat back what is said to confirm understanding.				SB4B	

SB1A = Student's Book, Unit 1, Lesson A **Wu** = Student's Book, Wrap-up section

Listening

A language user at B1 can:	1	2	3	4	5
Follow clearly articulated speech directed at him / her in everyday conversation.	This competence is practiced throughout the course.				
Follow the main points of informal discussion and conversation around him / her.	SB1B SB1C SB1D	SB2B SB2C	SB3B SB3C	SB4B SB4C SB4D	SB5B SB5C
Understand the main points in recorded materials on familiar topics (e.g., radio news bulletins).	SB1D		SB3D		SB5D
Understand a short narrative.		SB2C			
Understand simple technical information, such as operating instructions.					

SB1A = Student's Book, Unit 1, Lesson A

6	7	8	9	10	11	12
				SB10A SB10D	SB11C SB11D	
	SB7A SB7C SB7D					
				SB10C SB10Wu		SB12D SB12Wu
SB6A		SB8C	SB9B			
	SB7A	SB8B		SB10A		
SB6D						

6	7	8	9	10	11	12
SB6A SB6B SB6C	SB7B SB7C	SB8C	SB9B SB9C	SB10B SB10C SB10D	SB11C	SB12B SB12C SB12D
		SB8B SB8D	SB9D		SB11D	
	SB7D					
					SB11B	

Reading

A language user at B1 can:	1	2	3	4	5
Understand the main points in short newspaper articles and webpages about familiar topics.	SB1D WB1D	SB2Wu	WB3D	SB4D WB4D	
Skim short texts (e.g., news summaries) to find relevant facts and information.	SB1Wu		SB3D	SB4Wu	SB5A SB5D WB5D
Understand information in everyday material, such as short brochures, official documents, and letters.					
Understand simple messages.					
Understand descriptions of events, feelings, and wishes in private letters, emails, and blogs.		SB2D WB2D			
Guess the meaning of single, unknown words from their context.					

SB1A = Student's Book, Unit 1, Lesson A **Wu** = Student's Book, Wrap-up section **WB1A** = Workbook, Unit 1, Lesson A

Writing

A language user at B1 can:	1	2	3	4	5
Write simple connected texts on a range of topics and express personal views and opinions.	SB1D				
Write straightforward, detailed descriptions on familiar subjects.				SB4Wu	SB5D SB5Wu
Write a description of a real or imagined event.		SB2Wu			
Write accounts of experiences describing feelings and reactions.		SB2D		SB4D	
Write personal letters, emails, or blogs describing experiences, feelings, and events in some detail.					
Convey information and ideas on abstract as well as concrete topics.	SB1D SB1Wu				
Ask about and explain problems.					

6	7	8	9	10	11	12
SB6D SB6Wu WB6D		SB8D WB8D	WB9D	SB10D	WB11D	
SB6A	SB7D SB7Wu WB7D	SB8A SB8Wu	SB9Wu	SB10A SB10Wu	SB11Wu	SB12Wu
						SB12A WB12D
SB6B						
			SB9D	WB10D	SB11D	SB12D
				SB10D		

6	7	8	9	10	11	12
		SB8D	SB9D		SB11D	
	SB7D					SB12D
				SB10Wu		
	SB7Wu			SB10D		
			SB9D			
SB6D SB6Wu					SB11Wu	SB12Wu
		SB8D SB8Wu	SB9D SB9Wu			

(continued)

Writing *(continued)*

A language user at B1 can:	1	2	3	4	5
Write notes and messages conveying simple information of immediate relevance.					
Write simple, clear instructions.					
Write very brief reports which pass on factual information.			SB3D SB3Wu		
Paraphrase short, written passages in a simple fashion.	This competence is practiced throughout the course in the Wrap-up sections.				
Link a series of discrete items into a connected linear sequence of points.			SB3D		

SB1A = Student's Book, Unit 1, Lesson A **Wu** = Student's Book, Wrap-up section

6	7	8	9	10	11	12
SB6B						
						SB12D

Classroom language

Learning objective: Use classroom language.

A  (Level 3, Track 2)

- Direct Ss' attention to the sentences in the box.
Ask: Where do we use these sentences? (In the classroom.)
Explain or elicit that these are sentences Ss use with a teacher or with classmates.
- Direct Ss' attention to the first picture. Ask: *Who do you see? (A teacher and a student.) What is the student doing? (She's coming into the classroom. / She's late.)*
- Go over the instructions and the example. Have students complete the conversations with the correct sentences.
- **Option** Have Ss compare answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the sentences to practice pronunciation.

B

- Go over the instructions.
- Model the activity with a S. Say A's lines and have the S say B's lines for the first two conversations.
- Have Ss practice the conversations in pairs, then change roles and practice again.

Cultural note

In the United States, Ss are expected to be on time for class. When Ss enter a class late, they should apologize, or say they're sorry. They often offer an excuse as well (e.g., *I missed the bus.*).

In some North American classrooms, Ss ask to be excused to go to the restroom, but in others, the teacher will allow Ss to go without asking permission.

Extra activity: Extension

Copy the sentences from the box onto strips of paper, one sentence per strip. Make enough sets so that every S gets one sentence on a strip. Give each S a strip. Have Ss stand and walk around the room, saying their sentences and eliciting an appropriate response. Walk around the room and give help as needed.

1 Education

At a glance: Unit overview	Speaking outcomes
LESSON A I'm taking six classes. Ss learn vocabulary for school subjects. They use simple present and present continuous.	Ss can . . . ask and talk about routines.
LESSON B You're not allowed to . . . Ss express prohibition and obligation.	Ss can . . . express prohibition and obligation.
LESSON C My behavior Ss learn vocabulary for feelings and emotions. They use zero conditional statements.	Ss can . . . ask and talk about feelings and reactions.
LESSON D Education controversy Ss read and discuss an article on the educational possibilities of video games. They write a paragraph on distance education.	Ss can . . . discuss advantages and disadvantages.

Warm-up

Learning objective: Preview the topic and discuss classroom experiences.

Presentation Plus: Tip

Before class, hide part of each picture. For example, in the third picture, hide the bottom of the picture so Ss don't see that the people are writing. Books closed. Zoom in on the pictures (which will automatically hide the title). Elicit what's happening in each picture and then elicit ideas for the unit title. Reveal the covered parts of each picture. Show the unit title.

A

- To introduce the topic of education, direct Ss' attention to the pictures. Ask: *Where are they? (In school.) What ages do you see? (Adults.)*
- Go over the instructions and the questions.
- Have Ss work in pairs or groups to discuss the questions.

- Elicit answers from the class.
- **Option** Do the activity as a class.

Possible answers

- A They're answering a question.
- B They're painting.
- C They're working together.
- D The student is using a smart board / technology.

B

- Go over the question.
- Have Ss work in pairs or groups to answer the question.
- Elicit answers from the class.
- **Option** Do the activity as a class.
- Tell Ss that they will learn how to talk about education in this unit. Point out the Unit 1 lesson overviews. Go over what Ss will learn in each lesson.

LESSON A overview

Vocabulary: School subjects

Grammar: Simple present vs. present continuous

Speaking: Information exchange about school and work

1 Vocabulary School subjects

Learning objective: Use vocabulary for school subjects.

A (Level 3, Track 3)

- Direct Ss' attention to the words in the box. Ask: *What are these words?* (*School subjects.*) Explain or elicit that *subjects* are the different classes we take in school.
- Direct Ss' attention to the first picture. Ask: *What subject is it?* (*Physics.*) Point out that *h* is in the box.
- Have students match the words and pictures.
- **Option** Have Ss compare answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.

B (Level 3, Track 4)

- Go over the instructions and the example. If helpful, elicit one more example for each category so that Ss understand what the headings mean.
- Have students write the subjects in the chart.
- Play the audio and have students listen and check their answers.
- Go over the answers with the class.

C

- Go over the instructions and the example conversation.
- Model the activity. Tell Ss about subjects that were easy or hard for you.
- Have Ss answer the questions in pairs.
- Elicit answers from the class.

Presentation Plus: Label that picture page xxix

After doing Part C, follow the steps for *Label that picture* to review vocabulary for school subjects.

2 Language in context Busy schedules

Learning objective: See simple present vs. present continuous in context.

A (Level 3, Track 5)

- Direct Ss' attention to the pictures to set the scene. Ask: *Who do you see?* (*A high school student, a university student, a businesswoman.*)
- Go over the instructions.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer with the class.

Answer

Jan

- Play the audio again. Have Ss listen and repeat to practice pronunciation.
- **Option** Have Ss work in pairs to take turns reading the people's stories.

Cultural note

In the United States, elementary school consists of kindergarten through either fifth or sixth grade. Grades seventh through ninth are usually taught in middle school or junior high school. High school is ninth or tenth through twelfth grades. After high school, students can go to community college (usually two years), college or university (four years), or take classes for personal growth in continuing education programs. Adults who did not graduate from high school can go to adult programs in which they take high school classes to get a diploma called a *GED*.

B

- Go over the questions.
- Have Ss answer the questions in pairs or small groups.
- Elicit ideas from the class.
- **Option** Do the activity as a class.

3 Grammar Simple present vs. present continuous

Learning objective: Practice simple present vs. present continuous.

 (Level 3, Track 6)

Simple present

- Direct Ss' attention to the left side of the grammar box.
- Explain the rules for using simple present.
 - 1 Focus on use. Explain: *We use simple present to describe routines and permanent situations. Ask: What words do we use for routines? (On Saturdays, every night, always, usually, . . .)*
 - 2 Focus on form in statements: *I, you, we, they + verb; he, she, it + verb + -(e)s*
 - 3 Direct Ss' attention to the list of verbs on the right. Explain: *We usually use the simple present form of these verbs. These verbs are state verbs not action verbs. This means they describe a state or something that exists over time.*
- **Tip** To help Ss remember things such as a list of verbs not usually used in continuous tenses, suggest they look for patterns (e.g., verbs for mental states, emotional states, and ownership).

Present continuous

- Direct Ss' attention to the present continuous sentences in the grammar box.
- Elicit the rules for the present continuous.
 - 1 Focus on use. Explain: *We use the present continuous to describe actions in progress or temporary situations. Ask: Which words tell us the action is in progress? (Right now, today, at this moment.)*
 - 2 Focus on form: *subject + be + verb + -ing*
- Refer to the sentences in Exercise 2. Have Ss underline examples of the simple present and circle examples of the present continuous.
- Check comprehension. Ask: *Does Kenji like history and world geography? (Yes, he does.) What is Jan doing? (She's taking six classes and preparing for medical school exams.) What does she do every night? (She studies.) Does Amelia work? (Yes.) What else is she doing? (She's taking an English class.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

Presentation Plus: Fix it! page xxviii

Instead of doing Part A, follow the directions for *Fix it!* to practice the simple present and present continuous.

A

- Go over the instructions and the example.
- Have Ss complete the conversation with the simple present or present continuous forms of the verbs.
- When Ss are finished, have them compare answers with a partner.
- Go over the answers with the class.
- Have Ss practice the conversation in pairs.

B

- Model the activity. Ask a S the first question in Part A.
- Have Ss work in pairs to take turns asking and answering the questions in Part A.

4 Speaking School and work

Learning objective: Ask and talk about school and work routines.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions.
- Model the activity. Call on a S and ask the first two questions. Elicit the answers.
- Have Ss work individually to add two new questions to the list.
- Have Ss take turns asking and answering the questions in pairs.
- Give help as needed. Take notes on errors you hear in simple present or present continuous.

B

- Have Ss work in groups to share any interesting information about their partners.
- Call on Ss to tell the class about their partners.
- Write any errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use simple present and present continuous correctly.
- Finally, tell Ss to check the "can do" statement if they can ask and talk about routines. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 1–3
Online Self-study	Lesson A

LESSON B overview

Interactions: Expressing prohibition and obligation

Listening: Office rules

Speaking: List of class rules

1 Interactions Prohibition and obligation

Learning objective: Practice expressing prohibition and obligation.

A

- Go over the questions.
- Elicit answers from the class.

B (Level 3, Track 7)

- Direct Ss' attention to the picture to set the scene. Ask: *What do you see? (Two students.) Where are they? (In a classroom.) What is he doing? (Drinking coffee.) Do you think drinking coffee in a classroom is okay?*
- Play the audio. Have Ss answer the question as they listen and read silently.
- Have Ss compare answers with a partner.
- Go over the answer with the class.

Answer

They can choose their speaking partners.

- If helpful, play the audio again line by line and have Ss repeat.
- Have Ss practice the conversation in pairs then change roles and practice again.

C (Level 3, Track 8)

- Have Ss read the expressions in the boxes. Explain that the expressions in each box have the same meaning.
- Tell Ss there are two other expressions in the conversation, one for each box. Point out that the first expression is already in the box for expressing prohibition. Have Ss read the conversation again to find the other expression for expressing obligation and add it to the box.

- **Tip** To make sure Ss understand instructions, check comprehension by asking questions (e.g., *Are you going to find one or two expressions in the conversation? Where are you going to write these expressions?*).
- Play the audio. Have Ss listen and check their answers.
- Elicit the expressions from the Ss.
- Point out that *can* and *must* are modals, and are followed by the base form of the verb. *Need*, *allowed* and *permitted* are followed by *to* and then the base form.
- **Option** Play the audio line by line and have Ss repeat the expressions.

Presentation Plus: Language switch page xxix

After doing Part C, follow the steps for *Language switch*, Option 1, to review language for prohibition and obligation.

D

- Go over the instructions. Direct Ss' attention to the signs. Ask: *What signs do you see? (No parking, stop sign, no skateboarding, dogs must be on a leash, speed limit sign.)*
- Go over the example.
- Call on a S and elicit a rule for the second sign (e.g., *You have to stop at a stop sign.*).
- Have Ss work in pairs to take turns saying rules. Encourage Ss to say each rule at least two ways, using the expressions from Part C.

Extra activity: Extension

Have Ss work in pairs to draw four more signs with rules. Suggest they think about public places (airports, transportation systems, libraries) or situations (driving). Point out that Ss should draw signs they have seen, not make them up. Have each pair join another pair to exchange signs and state the rules suggested by the signs.

2 Listening First day at work

Learning objective: Develop skills in listening for specific information.

A (Level 3, Track 9)

- Direct Ss' attention to the pictures. Tell them that this is Joel's first day at work. Elicit the situations in every picture. Ask: *What is happening in the pictures?* (He's listening to music at his desk, he's working and eating, He's carrying paper, his cell phone is ringing, he's walking into the office with another co-worker, he's in the kitchen.) Tell the Ss they'll find out what the office rules are.
- Pre-teach unfamiliar vocabulary.

Vocabulary

dress code rules about what you can wear

casual informal

headphones speakers that fit on your ears so that you can listen to music or other audio

staff workers

beverages drinks

- Play the audio. Stop after the first conversation. Ask: *What was the rule?* (You can't wear blue jeans in the office.) Have Ss write 1 in the box with Joel walking into the office wearing blue jeans.
- Continue to play the audio. Have Ss listen and number the pictures from 2 to 6.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (Level 3, Track 9)

- Go over the instructions.
- Play the audio again. Have Ss listen and write the office rules.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

3 Speaking Class rules

Learning objective: Express prohibition and obligation.

Presentation Plus: Tip

Before class, cover these words in Exercise 3: 1. raise; 2. send or read; 3. turn off; 4. chew; 5. sit. Books closed. Before doing Part A, have pairs try to guess the missing words while looking at the board. Reveal the words as you go through the list of rules.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions and the list of rules.
- Say each rule and have Ss repeat.
- Have Ss work in pairs to write five more rules for your class.

B

- Have each pair join another pair to compare lists and choose the five most important rules.

C

- Elicit rules from the class. If possible, write the rules on the board.
- **Option** Have Ss write the rules on the board themselves. Elicit corrections if necessary.
- With the class, agree on a list of rules.
- Take notes on the errors you hear Ss make in expressing prohibition and obligation as they discuss the rules.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use the expressions of prohibition and obligation correctly.
- Finally, tell Ss to check the "can do" statement if they can express prohibition and obligation. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Extra activity: Extension

Have Ss work in pairs to make a list of rules for another situation (e.g., work, a party, a formal dinner, the movie theater). Call on Ss to share their ideas with the class.

Additional practice

For more practice, use:

Workbook page 4
Online Self-study Lesson B

LESSON C overview

Vocabulary: Feelings and emotions

Grammar: Zero conditional

Pronunciation: Stress and rhythm

Speaking: Information exchange about personal behavior

1 Vocabulary Feelings and emotions

Learning objective: Use vocabulary for feelings and emotions.

A (Level 3, Track 10)

- Direct Ss' attention to the pictures. Ask: *What do you see? (Three women are waiting for a bus. A taxi driver wants a car to move. A boy has dropped his ice cream. Three people are at a restaurant. One is eating. A dog is barking at a man; a woman is walking and drinking water; another woman is looking out the window.)*
- Direct Ss attention to the vocabulary words. Explain that the words show feelings and emotions.
- Have Ss match the words and pictures.
- **Option** Have Ss compare answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.

Presentation Plus: Right or wrong? page xxx

After doing Part A, follow the steps for *Right or wrong?* to practice vocabulary for feelings and emotions.

B

- Go over the instructions.
- Model the activity. Tell the class why you think one of the people feels the way he or she does (e.g., *I think he is hungry because he looks happy about the food.*)
- Have Ss work in pairs to discuss why people in the pictures feel the way they do.
- Call on Ss to tell the class about their ideas.

2 Conversation Feeling nervous

Learning objective: Practice a conversation about feeling nervous; see use of zero conditional in context.

A (Level 3, Track 11)

- Direct Ss' attention to the picture to set the scene. Ask: *Who do you see? (A man and a woman.) What are they doing? (They are talking on the phone. The woman is lying on a couch. The man is eating ice cream.)*
- Go over the instructions.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer with the class.

Answer

Nate is eating late because he's nervous.

- If helpful, play the audio line by line and have Ss repeat.
- Have Ss work in pairs to practice the conversation.

Presentation Plus: Disappearing dialogue page xxvii

After doing Part A, follow the steps for *Disappearing dialogue* to practice the conversation.

Extra activity: Extension

Books closed. Copy each sentence of the conversation onto strips of paper (1 sentence to a strip, 17 strips total. Put Ss into groups of 17. Give each S a strip to memorize. Have Ss stand in the order of the conversation. When Ss are in order, have each S say the line to recite the conversation.

If you have fewer than 17 Ss, give each S more than one sentence, and have them remain seated as they recite their sentences.

B (Level 3, Track 12)

- Go over the instructions.
- Play the audio. Have Ss listen and answer the question.
- Go over the answer with the class.

Answer

Laura doesn't know why her friend is mad at her.

3 Grammar Zero conditional

Learning objective: Practice zero conditional.

 (Level 3, Track 13)

- Direct Ss' attention to the grammar box.
- Focus on use. Say: *We use zero conditional to describe things that are generally true.*
- Focus on form in zero conditional:
 - 1 If / When + subject + simple present, subject + simple present
 - 2 Subject + simple present if / when + subject + simple present verb
- Explain that there is no difference in meaning between the two forms.
- Point out that *if* and *when* mean the same thing in the zero conditional (not in other conditionals).
- Point out that when the condition comes before the main clause (number 1 above), we use a comma.
- Refer to the conversation in Exercise 2. Have Ss underline the examples of zero conditional.
- Check comprehension. Ask: *What does Nick do if he is nervous? (He eats.) What does Laura do when she's nervous? (She tries not to think about it.) What does Laura do if she has an important exam? (She studies a lot.)*
- Play the grammar box audio. Have Ss repeat to practice pronunciation.

A

- Go over the instructions.
- Read the first sentence and elicit the main clause that matches it (*f. I take a deep breath and try to relax.*). Have Ss write *f* on the line.
- Have Ss work individually to match the conditions and the main clauses.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B

- Go over the instructions and the example.
- Have Ss work in pairs to take turns making true sentences about their behavior in the conditions in Part A.
- Elicit sentences from the class.

4 Pronunciation Stress and rhythm

Learning objective: Notice and use stress and rhythm in sentences.

A  (Level 3, Track 14)

- Go over the instructions.
- Play the audio and have Ss listen, paying particular attention to the stressed words and rhythm.
- Play the audio again. Have Ss listen and repeat.
- Elicit the types of words that are often stressed (*nouns, adjectives, verbs, adverbs*).
- **Tip** To help Ss understand stress and rhythm, hum a sentence from the book, stressing the content words. Or, hum this sentence from a poem: *I think that I shall never see a poem as lovely as a tree.*

B

- Go over the instructions.
- Have Ss work in pairs to take turns saying the sentences in Exercise 3, Part A.
- **Option** Call on Ss to say sentences from Exercise 3.

5 Speaking Different behaviors

Learning objective: Talk about feelings and reactions.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)
- Direct Ss' attention to the picture. Ask: *What do you see? (A man in class.) How does he feel? (Sleepy.) What do you do when you're sleepy in class?*
- Have Ss add two more questions to the list.
- Have Ss discuss the questions in groups.
- Call on Ss to tell the class about their group's ideas.
- Write any errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use zero conditionals correctly.
- Finally, tell Ss to check the "can do" statement if they can ask and talk about feelings and reactions. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 5–7
Online Self-study	Lesson C

LESSON D overview

Reading: “Are video games educational?” (a magazine article)

Listening: An interview about homeschooling

Writing: Advantages and disadvantages of distance education

Speaking: Discussion about types of learning

1 Reading Are video games educational?

Learning objective: Read and discuss an article about video games; develop skills in reading for main ideas and details.

A  (Level 3, Track 15)

- Ask the questions.
- Have Ss discuss the questions in pairs.
- Elicit answers from the class.

Presentation Plus: Tip

Books closed. After doing Part A, have Ss work in pairs and discuss how they think video games could be educational. Elicit answers from volunteers and write them into a blank page. Close the page. After students do Part C, open the page with the Ss’ ideas and compare initial guesses with actual answers.

B

- Tell the Ss that they’ll find out more about video games in the article they are about to read.
- Pre-teach unfamiliar vocabulary.

Vocabulary

violent in which people are hurt

multiplayer having more than one player

hand-eye coordination how well your hands and eyes work together

- Go over the instructions and the question.
- Have Ss read the article and answer the question.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Answers

They feel that if their children play video games, they won't do well in school; or they may feel angry, nervous, or lonely.

C

- Go over the instructions.
- Have Ss read the article again and complete the chart with the skills that video games can help students build.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Extra activity: Extension

Have Ss work individually to prepare five *Wh-* or *yes / no* questions to ask a classmate about the content of the reading. Then have Ss work in pairs to take turns asking and answering their questions.

D

- Go over the instructions.
- Have Ss discuss their ideas in pairs.
- Call on Ss to share their ideas with the class.

2 Listening

Is homeschooling for you?

Learning objective: Listen to a discussion about homeschooling; develop skills in listening for specific information.

A  (Level 3, Track 16)

- Go over the instructions.
- Play the audio. Have Ss listen and check the correct answers.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B  (Level 3, Track 16)

- Go over the instructions.
- Play the audio again. Have Ss listen and write the advice they hear in the chart.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

3 Writing Distance education

Learning objective: Write a paragraph about distance education.

Presentation Plus: Tip

Before class, hide parts of the definition of distance education. Hide *own, email, boards, messaging, and chat*. Books closed. Have Ss work in pairs to fill in the blanks. Reveal the complete definition.

A

- Go over the instructions.
- Have Ss read the definition of distance education, and then work in pairs to make a list of advantages and disadvantages.
- Go around the room and give help as needed.
- Elicit advantages and disadvantages from the class.

B

- Go over the instructions.
- Direct Ss' attention to the model. Ask: *Does the writer think distance education is a good or bad idea? (Good.) Why? (People can work at their own speed. It's good for people with full-time jobs or those who can't go to regular classes.)*
- Have Ss write a paragraph to explain their opinions.

C

- Go over the instructions.
- Have Ss work in pairs to compare their ideas.

4 Speaking Advantages and disadvantages

Learning objective: Discuss advantages and disadvantages of types of learning.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the activity, they will hopefully be able to check the box.)

A

- Go over the instructions and the topics in the box.
- Have Ss work in groups to discuss the advantages and disadvantages.
- Go around the room and give help if needed. Take notes on what you hear Ss doing correctly.

B

- Go over the instructions.
- Elicit ideas from the class.
- Point out some of the things Ss did correctly.
- Finally, tell Ss to check the "can do" statement if they can discuss advantages and disadvantages. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 8
Online Self-study	Lesson D

Wrap-up

1 Quick pair review

Lesson A Do you remember?

Cross out the word that doesn't belong. Then write the category.

You have two minutes.

- | | | | | |
|---|-----------------------|----------------|---------------------|--------------------|
| 1 | <u>math</u> | algebra | history | geometry |
| 2 | <u>social studies</u> | art | history | world geography |
| 3 | <u>arts</u> | music | art | algebra |
| 4 | <u>science</u> | biology | geometry | chemistry |

Lesson B Guess!

Think of a place that has rules. Tell your partner things you can and can't do there, but don't say the name of the place. Can your partner guess it?

You have two minutes.

A: You're not permitted to talk. You must turn off your cell phone.

B: Is it a library?

Lesson C Find out!

What is one thing both you and your partner do in each situation?

You have three minutes.

- What do you do if you feel scared?
- What do you do if you get a phone call in class?
- What do you do if you have a lot of homework?

A: If I'm scared, I turn on the lights. Do you?

B: No. I lock the doors if I'm scared. Do you?

A: Yes.

Lesson D Give your opinion!

What are two advantages and two disadvantages of taking a class online?

You have three minutes.

2 In the real world

What is a multi-age classroom? Go online and find information in English about one. Then write about it.

- What ages or grades are in the classroom?
- What are some advantages? What are some disadvantages?

A Multi-Age Classroom

At Ambuehl Elementary School, first-, second-, and third-graders are in the same classroom. One advantage is that younger students learn from older students.

Another advantage is that . . .

1 Quick pair review

Learning objective: Review school subjects, expressing prohibition and obligation, feelings and emotions, and advantages and disadvantages.

Lesson A Do you remember?

- Go over the instructions.
- Direct Ss' attention to the example. Ask: *Why is history crossed out? (The others are math subjects, and history is a social science.)*
- Have Ss cross out the words that don't belong and write the categories. Set a time limit of two minutes.
- Go over the answers with the class.

Lesson B Guess!

- Go over the instructions and the example conversation.
- Have Ss work in pairs to take turns describing a place and its rules, and eliciting guesses. Set a time limit of two minutes.
- Call on Ss to tell the class about a place and its rules.

Lesson C Find out!

- Go over the instructions and the example conversation.
- Model the activity. Call on a S and say what you would do in each situation. Elicit if the S does it, too. Continue until you find one thing you both do.
- Have Ss work in pairs to find out one thing they both do in each situation. Set a time limit of three minutes.
- Call on Ss to share what they found out with the class.

Lesson D Give your opinion!

- Go over the instructions.
- Have Ss work in pairs to list two advantages and two disadvantages of taking a class online. Set a time limit of three minutes.
- Elicit examples from the class.

2 In the real world

Learning objective: Research multi-age classrooms and write about them.

- Go over the instructions, the questions, and the example.
- As an out-of-class assignment, have Ss go online to research multi-age classrooms. Suggest Ss use a search engine and enter the keywords "multi-age classrooms."
- Have Ss write about what they found out.
- Have Ss work in pairs or small groups to read what they wrote.
- Ask Ss if they think multi-age classrooms are a good idea or a bad idea.

2 Personal stories

At a glance: Unit overview	Speaking outcomes
LESSON A What were you doing? Ss learn vocabulary for sentence adverbs. They use simple past and past continuous.	Ss can . . . describe what was happening in the past.
LESSON B Guess what! Ss announce news and close a conversation.	Ss can . . . announce news and close a conversation.
LESSON C I was really frightened! Ss learn vocabulary for verbs to describe reactions. They use participial adjectives.	Ss can . . . tell personal stories.
LESSON D How embarrassing! Ss read and discuss an article on embarrassing experiences. They write descriptions of an embarrassing moment that happened to them or to someone they know.	Ss can . . . describe embarrassing moments.

Warm-up

Learning objective: Preview the topic and discuss stories.

A

- To introduce the topic of personal stories, direct Ss' attention to the pictures. Ask: *What kind of stories do the pictures show? (A child's story, a funny story, a story about an accident, a sad story, a secret, a story about something unpleasant.)*
- Go over the instructions and the questions.
- Have Ss work in pairs or groups to rank the stories.
- Elicit answers from the class.

Presentation Plus: Tip

After doing Part A, zoom all pictures to fill the screen / board. Books closed. Have Ss look at the pictures and pick the picture they like best. Tell Ss to make a story based on the picture they chose. Set a time limit of two minutes. Have Ss work in pairs to share their stories.

B

- Go over the questions.
- Have Ss work in pairs or groups to discuss the questions.
- Elicit answers from the class.
- Option** Do the activity as a class.
- Tell Ss that they will learn how to talk about personal stories in this unit. Point out the Unit 2 lesson overviews. Go over what Ss will learn in each lesson.

LESSON A overview

Vocabulary: Sentence adverbs

Grammar: Past continuous vs. simple past

Speaking: Group story about a past event

1 Vocabulary Sentence adverbs

Learning objective: Use vocabulary for sentence adverbs.

A  (Level 3, Track 17)

- Explain: *Sentence adverbs are adverbs that describe the idea of the entire sentence.* Point out or elicit that adverbs usually add *-ly* to an adjective.
- Direct Ss' attention to the first picture. Ask: *What is happening?* (*She's sitting on the steps.*) *How does she feel?* (*Sad.*) *What sentence describes the picture?* (*Sadly, my cat disappeared last year.*) Have Ss write 1 next to the sentence.
- Have students match the sentences and pictures.
- **Option** Have Ss compare answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the sentences to practice pronunciation.

Presentation Plus: Tip

After doing Part A, cover the sentences under the pictures. Books closed. Have Ss work in pairs to take turns retelling the stories using sentence adverbs. For a less challenging activity, leave the sentence adverbs (*Amazingly, Fortunately, Sadly, Strangely, Luckily, Suddenly, Surprisingly, Unfortunately*) showing when covering the sentences so Ss can refer to them during the activity.

B

- Go over the instructions and the example.
- Model the activity. Tell the class about one or more incidents that happened to you or people you know. Use sentence adverbs.
- Have Ss work in pairs to take turns using sentence adverbs to describe incidents. Encourage Ss to use each sentence adverb from Part A.
- Call on Ss to tell the class about their partner's descriptions.

2 Language in context Lights out!

Learning objective: See past continuous vs. simple past in context.

A  (Level 3, Track 18)

- Direct Ss' attention to the picture to set the scene. Ask: *What do you see?* (*A city.*) *What happened?* (*There is no electricity. All the lights are out.*)
- Go over the instructions.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answers with the class.

Answer

Angela ate cereal for dinner.

Tetsu and his friends took turns telling each other the ending of the movie.

- Play the audio again. Have Ss listen and repeat to practice pronunciation.
- **Option** Have Ss take turns reading the people's stories in pairs.

B

- Go over the questions.
- Elicit ideas from the class.
- **Option** Have Ss share their stories in pairs. Call on Ss to tell the class about their partner's story.

3 Grammar Past continuous vs. simple past

Learning objective: Practice past continuous vs. simple past.

 (Level 3, Track 19)

Past continuous

- Direct Ss' attention to the first two sentences in the grammar box.
- Explain the rules for the past continuous.
 - 1 Focus on form in statements. Write on the board: subject + *was / were* + verb + *ing*
 - 2 Focus on form in questions. Ask: *How do you ask a question about Angela?* Elicit the question (*Was Angela cooking pasta last night?*). Write on the board: *was / were* + subject + verb + *ing*
 - 3 Focus on use. We use the past continuous to describe actions in progress in the past. We usually use the past continuous for clauses beginning with *while*.

Past continuous vs. simple past

- Direct Ss' attention to the second part of the grammar box.
- Explain: *We often use the simple past with the past continuous. The simple past action is usually shorter than the past continuous action, although they can happen at the same time. We use simple past for an event that interrupts an action in progress. We usually use the simple past for clauses beginning with when.*
- Refer to the sentences in Exercise 2. Have Ss underline examples of the simple past and circle examples of the past continuous.
- Check comprehension. Ask: *What was Angela doing when everything went dark? (Cooking pasta.) Did she finish making her meal? (No.) What happened to Tetsu while he was watching a movie at home? (The lights went out.) Which one is the longer action? (Watching a movie.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions.
- Read A's first line and elicit the completions (*were / doing / began*). Ask: *Why do we use the past continuous in the first case? (It was an action in progress.) Why do we use began? (It interrupted the action in progress.)*
- Have Ss complete the conversations with the past continuous or simple past.
- When Ss are finished, have them compare answers with a partner.

- Go over the answers with the class.
- Have Ss practice the conversations in pairs.

B

- Go over the instructions.
- Model the activity. Call on a S. Ask: *What were you doing at 7:00 this morning?* Elicit the answer.
- Have Ss work in pairs to take turns asking and answering questions about what they were doing at those times.

4 Pronunciation Intonation in complex sentences

Learning objective: Practice intonation in complex sentences.

 (Level 3, Track 20)

- Go over the instructions.
- Play the audio. Have Ss listen, paying particular attention to intonation in complex sentences.
- Play the audio again. Have Ss listen and repeat to practice pronunciation.
- Call on Ss to say a sentence to the class.

5 Speaking Story time

Learning objective: Describe what was happening in the past.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)
- Go over the instructions.
- Model the activity. Complete one of the sentences with your own idea. Call on a S and elicit a sentence that contains an adverb.
- Have Ss work in groups to create stories using adverbs. Encourage each S to add one more sentence to the story. Have each S begin a different story.
- **Option** Call on Ss to tell the class their stories. Have Ss vote on the best ones and elicit why they like them.
- Finally, tell Ss to check the "can do" statement if they can describe what was happening in the past. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 9–11
Online Self-study	Lesson A

LESSON B overview

Interactions: Announcing news; closing a conversation

Listening: News about other people

Speaking: Celebrity news

1 Interactions Sharing news

Learning objective: Practice announcing news and closing a conversation.

A

- Go over the instructions and question.
- Model the activity. Tell news about someone you know.
- Elicit answers from the class.

B (Level 3, Track 21)

- Direct Ss' attention to the picture to set the scene. Ask: *Who do you see? (A man and a woman.) What are they doing? (Walking down the street and talking.)*
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer with the class.

Answer

Diana's friend got into film school in Los Angeles.

- If helpful, play the audio again line by line and have Ss repeat.
- Have Ss practice the conversation in pairs, then change roles and practice again.

C (Level 3, Track 22)

- Have Ss read the expressions in the boxes. Explain that the expressions for announcing news are similar in meaning, as are the expressions for closing a conversation.

- Tell Ss there are two other expressions in the conversation, one for each box. Have Ss read the conversation again to find these expressions and add them to the boxes.
- Play the audio. Have Ss listen and check their answers.
- Elicit the expressions from the Ss.

Presentation Plus: Restoring text page xxx

After doing Part C, follow the steps for *Restoring text* to review language for sharing news.

D

- Go over the instructions. Direct Ss' attention to the pictures. Ask: *What are the people doing? (Taking an art class, getting married, participating in a game show on TV.)*
- Have Ss work in pairs to take turns practicing conversations about the news in the pictures. Remind Ss to use the expression for announcing news and closing a conversation.

Extra activity: Extension

Have Ss work in pairs to create three more ideas for news. Have each S find a new partner and take turns saying their news. Call on Ss to perform their conversations for the class.

2 Listening You'll never guess!

Learning objective: Develop skills in listening for specific information.

A  (Level 3, Track 23)

- Go over the instructions.
- Pre-teach unfamiliar vocabulary.

Vocabulary

retire to stop working

celebrate to observe a special day or event in a happy way

- **Tip** Ss sometimes feel overwhelmed when listening for the first time. To help Ss feel more confident, remind them to focus on only the information they need (in this case, identifying *who* they are talking about, not *what*).
- Play the audio. Stop after the question *Why? Is it his birthday or something?* Ask: *Who did they talk about? (Her brother. / A family member.)* Have Ss write 1 next to a family member
- Continue to play the audio. Have Ss listen and number the pictures from 2 to 4, and put an X in the box the speakers don't talk about.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B  (Level 3, Track 23)

- Go over the instructions.
- Play the audio again. Have Ss listen and check the true sentences and correct the false ones.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

3 Speaking Celebrity news

Learning objective: Announce news and close a conversation.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Direct Ss' attention to the picture to set the scene. Ask: *What do you see? (A celebrity photo.)*
- **Option** Have Ss work in pairs to make up news about the celebrity in the picture.

- Go over the instructions.
- Have Ss work in pairs to write the names of four celebrities and news about each one in the chart.

Presentation Plus: Tip

Before class, create a blank page and recreate the chart in Part A on it. Then add in additional rows to create space for more answers. Save. In class, after Part A, elicit famous people's names and interesting news about them. Use the Pen tool to enter information into the saved page. Have Ss refer to these ideas in Part B.

B

- Go over the instructions.
- Call on a pair of Ss to model the activity. Have them practice a conversation in which they tell the news about one of the celebrities they chose.
- Have each pair take turns practicing their conversations, announcing their news about a famous person and closing their conversations.
- Have Ss practice their conversations with new partners.
- Take notes on the errors you hear Ss make in announcing news and closing conversations.

C

- Ask the question. Elicit ideas from the class.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use the expressions to announce news and close conversations correctly.
- Finally, tell Ss to check the "can do" statement if they can announce news and close a conversation. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Extra activity: Extension

To help Ss practice predicting content from visuals, bring in photos of celebrities from popular magazines. Have Ss work in pairs to predict the news about each one. Call on Ss to display the photos and say the news. Elicit from other Ss if they agree or not.

Additional practice

For more practice, use:

Workbook	page 12
Online Self-study	Lesson B

LESSON C overview

Vocabulary: Verbs to describe reactions

Grammar: Participial adjectives

Speaking: Personal stories and anecdotes

1 Vocabulary Verbs to describe reactions

Learning objective: Use vocabulary for verbs to describe reactions.

A (Level 3, Track 24)

- Direct Ss' attention to the pictures. Ask: *What are the people doing? (Looking at a phone, climbing a mountain, reading, looking at bad food, spilling something, being excited about something, playing with a baby, being afraid.)*
- Go over the instructions and the vocabulary words.
- Have Ss match the words and pictures.
- Play the audio. Have Ss listen and check their answers.
- Check comprehension of the meaning of the verbs.
Ask: *If something amuses you, is it funny? (Yes.) If something challenges you, is it easy? (No.) If something confuses you, is it complicated? (Yes.) If something disgusts you, is it nice? (No.) If something embarrasses you, do you feel good? (No.) If something excites you, is it fun? (Yes.) If something frightens you, is it scary? (Yes.) If something interests you, is it fun? (Yes.)*
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.

B

- Go over the instructions.
- Model the activity. Tell the class what amuses you.
- Have Ss work in pairs to discuss the things from Part A.
- Call on Ss to tell the class about their ideas.

2 Conversation Around the campfire

Learning objective: Practice a conversation about stories; see use of participial adjectives in context.

A (Level 3, Track 25)

- Direct Ss' attention to the picture to set the scene.
Ask: *Where are they? (Around a fire.) What are they doing? (They are talking / telling stories.)*
- Go over the instructions.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer with the class.

Answer

A strange noise outside his window.

- If helpful, play the audio line by line and have Ss repeat.
- Have Ss work in pairs to practice the conversation.
- **Option** Have Ss predict the ending of the conversation.

B (Level 3, Track 26)

- Go over the instructions. Play the audio. Have Ss listen and answer the question.
- Go over the answer with the class.

Answer

He was frightened, and then he laughed.

Presentation Plus: Show the word! page xxxi

After doing Part B, follow the steps for *Show the word!*, Option 2, to review verbs to describe reactions. Instead of calling out the vocabulary item, have a S from the other team do so. Switch teams after each turn.

3 Grammar Participial adjectives

Learning objective: Practice participial adjectives.

 (Level 3, Track 27)

- Books closed. Remind the Ss of the situation in Exercise 2. Ask: *How did Paul feel when he heard the noise? (Frightened.)* Write on the board: *Paul was frightened.*
- Ask: *Why was he frightened? (Because he heard a noise.)* Say: *If he was frightened, the noise was (pause) . . . ?* Elicit *frightening*. Write on the board: *The noise was frightening.*
- Explain the difference between *-ed* and *-ing* adjectives: *We use -ed adjectives (past participles) to describe how a person feels. We use -ing adjectives (present participles) to describe an outside factor (person or thing) that causes a reaction or feeling.*
- Books open. Direct Ss to the grammar box. Have Ss read the sentences in the two columns.
- Ask: *If the story was disgusting, how did I feel? (Disgusted.)* *If his actions were embarrassing, how did he feel? (Embarrassed.)* Exaggerate the pronunciation of the *-ing* and *-ed* endings.
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.
- Option** Elicit other examples of participial adjectives using the verbs from Exercise 1.
- Go over the instructions and the example in the grammar practice activity.
- Have Ss work individually to circle the correct words.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Presentation Plus: Revealing grammar page xxx

After doing Exercise 3, follow the steps for *Revealing grammar* to review participial adjectives. Hide the *-ing* ending on the words *disgusting*, *frightening*, and *embarrassing*. Hide the *-ed* ending on the words *disgusted*, *frightened*, and *embarrassed*.

4 Listening Is that really true?

Learning objective: Develop skills in listening for main ideas.

A  (Level 3, Track 28)

- Go over the instructions.
- Play the audio and have Ss listen and check the adjectives.

- Have Ss compare answers with a partner.
- Go over the answers with the class.

B  (Level 3, Track 28)

- Go over the instructions and the questions.
- Play the audio again. Have Ss listen and answer the questions.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

5 Speaking My own experience

Learning objective: Tell personal stories.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Direct Ss' attention to the picture. Ask: *What do you see? (People on an amusement park ride.)* *How do they feel? (A little frightened, maybe excited.)* *Why do you think they feel this way?* Elicit ideas from the Ss.
- Go over the instructions and the topics in the box.
- Model the activity. Tell Ss a story about one of the topics.
- Have Ss choose a topic and take notes. Set a time limit of two minutes.

B

- Go over the instructions and the example.
- Have Ss work in pairs to take turns telling stories, and asking and answering questions.
- Go around the room and give help as needed. Take notes on errors you hear Ss make in using participial adjectives.
- Call on Ss to tell the class about their partner's experience.
- Write any errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use participial adjectives correctly.
- Finally, tell Ss to check the "can do" statement if they can tell personal stories. NOTE: If Ss feel they need more help, suggest they do the *Additional practice activities*.

Additional practice

For more practice, use:

Workbook	pages 13–15
Online Self-study	Lesson C

LESSON D overview

Reading: “Embarrassing Experiences” (an article)

Writing: An embarrassing moment

Speaking: Descriptions of embarrassing moments

1 Reading Embarrassing Experiences

Learning objective: Read and discuss an article on embarrassing experiences; develop skills in reading for details.

A  (Level 3, Track 29)

- Ask the questions.
- **Option** Have Ss discuss the questions in pairs.
- Elicit answers from the class.

B

- Direct Ss’ attention to the article to set the scene.
Ask: *What is this? (An online newspaper.) Who reads it? (Students.)*
- Tell Ss that they’ll read about some embarrassing situations.
- Go over the instructions and the question.
- Have Ss read the article and answer the question.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Answers

Susan: in an elevator

Becky: in a car

Alex: in math class

Anita: at her friend’s house

Evan: at a school dance

Cultural note

Metro (short for *metropolitan*) is a word used in many North American newspapers to refer to news happening in a local, or city area. It usually includes the city and its suburbs.

C

- Go over the instructions.
- Have Ss read the article again and write the numbers of the missing sentences in the correct paragraphs.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Extra activity: Extension

Books closed. Say a sentence from one of the stories in random order. Elicit the story it comes from.

D

- Go over the instructions.
- Have Ss discuss their ideas in pairs.
- Call on Ss to share their ideas with the class.

2 Writing An embarrassing moment

Learning objective: Write a description of an embarrassing moment.

A

- Go over the instructions and the questions.
- Model the activity. Answer the questions and tell Ss about an embarrassing moment that happened to you.
- Have Ss think of an embarrassing moment and answer the questions.
- **Option** Have Ss tell their stories in pairs.

Presentation Plus: Analyzing the model page xxvii

After doing Part A, follow the steps for *Analyzing the model* to prepare Ss for the writing activity.

B

- Go over the instructions.
- Direct Ss' attention to the picture to set the scene. Ask: *What do you see?* (*A little boy is putting candy in a cart.*)
- Have Ss read the model, or read it aloud and have Ss follow along silently.
- Check comprehension. Ask: *How old was he?* (*Six.*) *Where were they?* (*At the supermarket.*) *What was the problem?* (*He put the candy in the wrong cart.*)
- Have Ss write a description of an embarrassing moment. Some Ss may not feel comfortable writing about themselves, so emphasize that they can write about somebody else. Tell Ss that they will be sharing their writing with the rest of the class.

C

- Go over the instructions.
- Have Ss post their descriptions around the classroom.
- Have Ss walk around the room to read the descriptions and rate each one from 1 to 4.
- Elicit from Ss which stories they think are most embarrassing.

3 Speaking It happened to me!

Learning objective: Describe embarrassing moments.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the activity, they will hopefully be able to check the box.)

Presentation Plus: Tip

Before class, hide parts of each picture. For example, in the first picture, hide the drink spilling. In the second picture, hide the pickpocket. In the third picture, hide everyone except the person being surprised. In the last picture, hide the overflowing appliance. In class, books closed. Zoom section. Have Ss work in pairs and guess what is missing from the pictures. Elicit possible answers. Reveal the hidden sections of pictures.

A

- Go over the instructions.
- Direct Ss' attention to the pictures. Ask: *What is happening in each picture?* (*Someone spilled a drink. Someone's money was stolen. Someone arrives at a surprise party. Someone's dishwasher is overflowing.*)
- **Option** Have Ss answer the question in pairs.
- Have Ss choose a picture and take notes to prepare to tell a story. Suggest Ss think about what happened before and after the picture.

B

- Go over the instructions and the example conversation.
- Have Ss take turns telling their stories in groups. Remind Ss to ask and answer questions for more information.
- Walk around the room and give help as needed. Take notes on ways you hear Ss use sentence adverbs and participial adjectives correctly.
- Call on Ss to tell their stories to the class. Point out examples of how they use sentence adverbs and participial adjectives correctly.
- Finally, tell Ss to check the "can do" statement if they can describe embarrassing moments. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 16
Online Self-study	Lesson D

Wrap-up

1 Quick pair review

Lesson A **Brainstorm!**

Make a list of sentence adverbs. How many do you know? You have one minute.

Lesson B **Do you remember?**

Complete the expressions with the correct words to announce news and close a conversation. You have one minute.

- 1 Did you hear what happened?
- 2 You'll never guess what happened!
- 3 Guess what!
- 4 Listen, I've got to run!
- 5 Hey, I need to get going.
- 6 Sorry, I have to go.

Lesson C **Test your partner!**

Say four present or past participles. Can your partner use them correctly in a sentence? Take turns. You have two minutes.

A: Disgusting.

B: In my opinion, hamburgers are disgusting!

Lesson D **Find out!**

What are two things both you and your partner do when you are embarrassed? You have one minute.

A: When I'm embarrassed, I laugh a lot. Do you?

B: No, I don't. I turn red, though. Do you?

A: Yes, my cheeks turn red, too!

2 In the real world

Go online and find an embarrassing, interesting, or amusing story in English about a famous person. Then write about it.

Beyoncé's Embarrassing Moment

Beyoncé had an embarrassing experience at a concert. She was walking down the stairs on stage when she tripped and fell. Luckily, she didn't get hurt. Actually, she got up and continued to sing! . . .



1 Quick pair review

Learning objectives: Review sentence adverbs, expressions to announce news and close a conversation, participial adjectives, and embarrassing moments.

Lesson A Brainstorm!

- Go over the instructions.
- Have Ss work in pairs to list sentence adverbs. Set a time limit of one minute.
- Elicit examples from the class.

Presentation Plus: Guided brainstorming page xxviii

After brainstorming, follow the steps for *Guided brainstorming* to practice sentence adverbs.

Lesson B Do you remember?

- Go over the instructions.
- Have Ss work in pairs to complete the expressions. Set a time limit of one minute.
- Go over the answers with the class.

Lesson C Test your partner!

- Go over the instructions and the example.
- Have Ss work in pairs to take turns saying four present participles as their partner makes a sentence with each adjective. Set a time limit of one minute.
- Call on Ss to share one or two sentences.

Lesson D Find out!

- Go over the instructions and the example conversation.
- Model the activity. Call on a S and say what you do when you are embarrassed. Elicit if the S does it, too. Continue until you find one reaction you both have.
- Have Ss work in pairs to find out one reaction they both have when they are embarrassed. Set a time limit of one minute.
- Call on Ss to share what they found out with the class.

2 In the real world

Learning objective: Research a story about a celebrity and write about it.

- Go over the instructions and the example.
- As an out-of-class assignment, have Ss go online to research celebrity stories that are embarrassing, interesting, or amusing. Suggest Ss use a search engine and enter the keywords “celebrity embarrassing moments.”
- Have Ss write about what they found out.
- Have Ss work in pairs or small groups to read what they wrote.
- Elicit which stories they think are the most interesting, embarrassing, or amusing, and why.

3 Style and fashion

At a glance: Unit overview	Speaking outcomes
LESSON A Fashion trends Ss learn vocabulary for fashion statements. They use <i>used to</i> .	Ss can . . . ask about and describe past fashions.
LESSON B Does this come in . . . ? Ss ask where things are and ask for an alternative.	Ss can . . . ask where something is in a store; ask for a specific product.
LESSON C The latest look Ss learn vocabulary for clothing styles. They use relative clauses.	Ss can . . . express opinions about style and fashion.
LESSON D Views on fashion Ss read and discuss an article on dressing to impress. They write a summary of the results of a survey.	Ss can . . . ask and talk about current fashions.

Warm-up

Learning objective: Preview the topic and discuss style and fashion.

Presentation Plus: Tip

Before class, hide all but one picture at a time using the Hide tool. In class, books closed. Zoom section. Have Ss work in pairs to discuss where they think the people are and what they are doing.

A

- Go over the instructions and the question. Have Ss work in pairs to describe each picture and what the people are doing.

- Elicit answers from the class.
- Option** Do the activity as a class.

Possible answers

They're taking a selfie. They're in a fashion show. They're eating at a restaurant. They're doing yoga.

B

- Go over the questions.
- Have Ss work in pairs or groups to discuss what they like and don't like.
- Elicit answers from the class.
- Option** Do the activity as a class.
- Tell Ss that they will learn how to talk about style and fashion in this unit. Point out the Unit 3 lesson overviews. Go over what Ss will learn in each lesson.

LESSON A overview

Vocabulary: Fashion statements

Grammar: *Used to*

Pronunciation: *Used to* and *use to*

Speaking: Interview about style and fashion

1 Vocabulary Fashion statements

Learning objective: Use vocabulary for fashion statements.

A  (Level 3, Track 30)

- Direct Ss' attention to the heading and pictures. Ask: *What do you think the phrase fashion statements means?* If the Ss don't know, explain that we make a fashion statement when we wear things to make ourselves different, to say who we are.
- Go over the instructions. Have Ss complete the chart with the correct words.
- **Option** Have Ss compare answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Check comprehension. Ask: *Is dyed hair natural hair? (No.) Are high heels very comfortable? (No.) What do you wear if your eyes are bad? (Contact lenses, glasses.) Say: Give me an example of a job in which people wear uniforms. (Nurse, firefighter, flight attendant, . . .)*
- **Tip** To help Ss notice and use ending consonants, particularly the /s/ or /z/ sound, have them identify which nouns usually come in pairs or that are plural.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.
- **Option** Have Ss work in pairs to take turns saying a phrase as their partner points to where a person wears it.

B

- Go over the instructions.
- Model the activity. Tell the class about one or more things you wear or have in Part A.
- Have Ss work in pairs to take turns saying the things they use or wear.
- Call on Ss to tell the class about one of the things their partner uses or wears.

Presentation Plus: *Show the word!* page xxxi

After doing Part B, follow the steps for *Show the word!* to practice vocabulary for fashion statements.

2 Language in context Fashion history

Learning objective: See *used to* in context.

A  (Level 3, Track 31)

- **Tip** When a text is about history, the writer frequently moves the time phrase to the front of the sentence to call attention to the time period. Point out that when time phrases move to the front, they are followed by a comma.
- Direct Ss' attention to the pictures to set the scene. Explain that the pictures show different time periods and what fashion was like in each period.
- Go over the instructions and the question.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Elicit the answers.

Answers

Roman men wore sandals and togas.

Rich men and women in the seventeenth and eighteenth centuries wore wigs.

American men in the 1950s wore leather jackets and jeans.

- **Option** Play the audio again and pause after each sentence. Have Ss repeat to practice pronunciation.

B

- Go over the questions.
- Have Ss answer the questions in pairs or small groups.
- Elicit ideas from the class.
- **Option** Do the activity as a class.

3 Grammar Used to

Learning objective: Practice *used to* for past habits.

 (Level 3, Track 32)

- Explain the rules for *used to*.
 - 1 Focus on use. Explain: *We use used to for situations or actions that were true in the past, but aren't anymore. Sometimes these are called discontinued past habits or actions, meaning we did them for a period of time, but don't do them anymore.*
 - 2 Focus on form in affirmative statements: subject + *used to* + base form of the verb
 - 3 Focus on form in negative statements: subject + *didn't use to* + base form of the verb
 - 4 Focus on form in *yes / no* questions: *Did* + subject + *use to* + base form of the verb
 - 5 Point out the short answers to *yes / no* questions: *yes, subject + did; no, subject + didn't*
- Refer to the sentence *Men and women in England and France used to wear long wigs*. Check comprehension. Ask: *Did they wear long wigs in the past? (Yes.) Do men and women in England and France wear long wigs now? (No.)*
- Refer to the sentences in Exercise 2. Have Ss underline all forms of *used to*.
- Check comprehension. Ask: *What did Roman men use to wear? (Sandals and togas.) Did poor men and women in the seventeenth and eighteenth centuries use to wear wigs? (No, they didn't.) What kind of pants did American men in the 1950s use to wear? (Jeans.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

Presentation Plus: Fix it! page xxviii

Instead of doing Part A, follow the steps for *Fix it!* to practice *used to*.

A

- Point out that the ✓ is for affirmative statements, and the X is for negative statements.
- Have Ss work individually to write sentences using *used to* or *didn't use to*.
- Have Ss compare answers with a partner. Then go over the answers with the class.

B

- Model the activity. Complete the sentence with something you used to do as a kid (e.g., *I used to watch cartoons as a kid, but I don't now.*).
- Have Ss work individually to complete the sentences.
- Have Ss take turns saying their sentences to their partner.

4 Pronunciation *Used to* and *use to*

Learning objective: Pronounce *used to* and *use to*.

 (Level 3, Track 33)

- Explain that when a word ends in the same sound as the sound that begins the following word, the sound is only said once, and the words are linked. The ending *d* of *used* is pronounced like /t/.
- Play the audio. Have Ss listen and read silently, paying particular attention to the pronunciation of *used to* and *use to*.
- Play the audio again. Have Ss listen and repeat to practice pronunciation.
- **Option** Have Ss work in pairs to take turns saying the sentences in Exercise 3, Part B.

5 Speaking Past and present

Learning objective: Ask about and describe past fashions.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Model the activity. Call on a S and ask: *What kinds of clothing did you use to wear?* Make sure the S answers using *used to*.
- Have Ss add two more questions to the list.
- Have Ss take turns interviewing each other and taking notes in the chart. Help as needed.

B

- Have Ss find different partners to take turns telling interesting information about their first partners.
- Call on Ss to tell the class about their partners.
- Finally, tell Ss to check the "can do" statement if they can ask about and describe past fashions. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 17–19
Online Self-study	Lesson A

LESSON B overview

Interactions: Asking where things are; asking for an alternative

Listening: Clothing purchases

Speaking: Role play of a shopping situation

1 Interactions Shopping questions

Learning objective: Practice asking where things are and asking for an alternative.

A

- Go over the questions.
- Model the activity. Tell Ss where you like to shop for clothes and what kinds of clothes you like.
- Elicit answers from the class.

B (Level 3, Track 34)

- Direct Ss' attention to the first picture to set the scene.
Ask: *Who do you see? (A customer and a salesclerk.)*
Where are they? (In a store.) *What do you think they are talking about? (Where something is.)*
- Direct Ss' to the second picture to set the scene.
Ask: *What do you think she is asking about? (A size.)*
- Go over the instructions and the question.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer with the class.

Answer

Jenny wants a medium.

- If helpful, play the audio for each conversation again line by line and have Ss repeat.
- Have Ss practice the conversations in pairs, then change roles and practice again.

C (Level 3, Track 35)

- Have Ss read the expressions in the boxes. Explain that the expressions for asking where things are mean about the same thing, as do the expressions for asking for an alternative.
- Tell Ss there are two other expressions in the conversation, one for each box. Have Ss read the conversation again to find these expressions and add them to the boxes.
- Play the audio. Have Ss listen and check their answers.
- Elicit the expressions from the Ss. Point out that *Where are the raincoats?* is slightly less formal than the other two expressions.
- **Option** Play the audio line by line and have Ss listen and repeat the expressions.

Presentation Plus: Language switch page xxix

After doing Part C, follow the steps for Language switch to practice shopping questions. Hide *Where are the* in the first conversation and *Does this come in a* in the second conversation.

D

- Go over the instructions. Direct Ss' attention to the pictures. Ask: *What do you see? (A large black jacket, a medium black jacket, red pants, green pants.)*
- Model the activity. Have a S say the salesclerk's lines and ask about the jackets.
- Have Ss work in pairs to take turns practicing conversations about the clothing items.

2 Listening Shopping for clothes

Learning objective: Develop skills in listening for specific information.

A (Level 3, Track 36)

- Go over the instructions. Remind Ss that there are two extra items that the speakers don't talk about.
- **Tip** To get Ss' attention while you explain the instructions, vary your technique and position (e.g., give the instructions from the back of the classroom sometimes).
- Play the audio. Stop after the first conversation and ask: *What are they talking about? (A blue jacket.)* Have Ss write 1 in the box next to the blue jacket.
- Continue to play the audio. Have Ss listen and number the pictures from 2 to 4.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (Level 3, Track 36)

- Go over the instructions.
- Play the audio again. Have Ss listen and write L (location) or A (alternative).
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Extra activity: Extension

Write the following questions on the board, or dictate them to the class: *What colors do the shoes come in? How much are the sweaters? Where are the jeans?* Play the audio again, and have Ss answer the questions. Go over the answers with the class (*black, \$20, in the junior department*).

3 Speaking In a department store

Learning objective: Role-play a conversation between two salesclerks and a customer.

Presentation Plus: Tip

To help Ss prepare before doing role play, elicit from Ss items that Ss could buy in each department. Add a blank page and write items as they are called out. Leave page open for Ss to refer to while doing role play.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)
- Direct Ss' attention to the picture to set the scene. Ask: *What do you see? (A department store directory.) Where are the shoes? (On the second floor.)*
- Put Ss in groups of three. Designate each S in the group as A, B, and C.
- Go over the instructions and the descriptions of each role and the example conversation.
- Have Ss practice the role play in their small groups, and then change roles two more times and practice again.
- Walk around the room and give help as needed. Take notes on the errors you hear Ss make in asking for where something is and asking for specific products.
- **Option** Call on one or two groups to perform their role plays for the class.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use the expressions to ask where something is and ask for alternatives correctly.
- Finally, tell Ss to check the "can do" statement if they can ask where something is in a store and ask for a specific product. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 20
Online Self-study	Lesson B

LESSON C overview

Vocabulary: Clothing styles

Grammar: Defining relative clauses

Speaking: Opinions on fashion and style

1 Vocabulary Clothing styles

Learning objective: Use vocabulary for clothing styles.

A  (Level 3, Track 37)

- Direct Ss' attention to the pictures and the words in the two boxes. Point out that the words in the first box describe the clothing in pictures 1 to 4, and the words in the second box describe the clothing in pictures 5 to 8.
- Have Ss write the adjectives that describe the pictures.
- Play the audio. Have Ss listen and check their answers.
- Explain that *fashionable* and *trendy* are very similar in meaning. *Retro* is a style that copies a past style, but it's not necessarily old-fashioned. *Tacky* is something that is often cheap and in bad taste.
- Check comprehension. Ask: *If you wear flashy clothes, do you want attention? (Yes.) If you are glamorous, are you attractive? (Yes.) Is weird the same as strange? (Yes.) Can it be both a good thing and a bad thing? (Yes.)*
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.

B

- Go over the instructions.
- Model the activity. Tell the class which styles you like and don't like and why.
- Have Ss work in pairs to talk about the styles they like and don't like and why.
- Call on Ss to tell the class their ideas.

Extra activity: Extension

Have Ss work in pairs to come up with one style or fashion that matches each adjective (for example, tight jeans are retro). Call on Ss to share their ideas with the class.

2 Conversation People-watching

Learning objective: Practice a conversation about people watching; see use of relative clauses in context.

Presentation Plus: Show the word! page xxxi

Before class hide the following words: *flashy*, *simple*, *inexpensive*, *old-fashioned*, *fashionable*, *retro*. In class, books closed. Show the gapped conversation. Have Ss work in pairs and come up with ideas to complete the gaps. Elicit ideas from the class for the first covered word, and then reveal the word. Follow this method for all covered adjectives.

A  (Level 3, Track 38)

- Direct Ss' attention to the picture to set the scene. Ask: *Who do you see? (A man and two women.) Where are they? (Outside.) How would you describe the jacket of the woman who's walking by? Elicit ideas from the Ss (in the conversation, the jacket is described as *flashy*).*
- Go over the instructions and the question.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer with the class.

Answer

Ryan thinks the man's tie is old-fashioned.

- Have Ss work in pairs to practice the conversation.
- **Option** Have Ss predict Jill's style.

B  (Level 3, Track 39)

- Go over the instructions. Play the audio. Have Ss listen and answer the question.
- Go over the answer with the class.

Answer

Retro glamorous.

3 Grammar Defining relative clauses

Learning objective: Practice relative clauses.

 (Level 3, Track 40)

- Books closed. Write on the board: *The woman who came in was wearing a flashy jacket.*
- Point to *who* and ask: *What does who refer to in this sentence? (The woman.) What other word can we use instead of who? (That.)*
- Write on the board: *I shop for clothes which are simple.*
- Point to *which* and ask: *What does which refer to in this sentence? (Clothes.) What other word can we use instead of which? (That.)*
- Remind Ss that pronouns are words that can replace nouns. Point out that *who*, *that*, and *which* are called *relative pronouns* because they “relate” one part of a sentence to the other part. Explain that we use *who* or *that* to replace a person. Explain that we use *which* or *that* to replace things, but *that* is more common.
- Books open. Direct Ss’ attention to the sentences in the grammar box.
- Have Ss read the definition for defining relative clauses. Point out that relative clauses come after the noun they are describing.
- For each sentence, ask: *What noun is the clause clarifying or describing? (A person, someone, clothes, clothes.)*
- Refer to the conversation in Exercise 2. Have Ss underline defining relative clauses.
- Check comprehension. Ask: *What does who likes to stand out in a crowd refer to? (Someone.)*
- Play the grammar box audio. Have Ss repeat to practice pronunciation.

A

- Go over the instructions.
- Have Ss work individually to complete the sentences.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- Option** Have Ss take turns saying the sentences in pairs.

B

- Go over the instructions and the example.
- Model the activity. Make two or three of the sentences in Part A true for you. Say the sentence up to the line and then finish it with your own information.

- Have Ss work in pairs to take turns making the sentences in Part A true for them. Remind Ss to use relative clauses in each sentence.
- Call on Ss to say a true sentence about themselves to the class.

4 Speaking Thoughts on fashion

Learning objective: Express opinions about style and fashion.

- Direct Ss’ attention to the “can do” statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Direct Ss’ attention to the picture. Ask: *What do you see? (People in a clothing store.) How do they feel about shopping? (Interested, excited.)*
- Go over the instructions.
- Have Ss work individually to complete the sentences.

Extra activity: Extension

Bring in photos from magazines or have Ss bring them in. Put Ss in pairs to make sentences about the photos using relative clauses. Call on Ss to tell the class about one of the photos.

B

- Go over the instructions and the example conversation.
- Have Ss work in groups to take turns expressing their opinions, using the sentences in Part A.
- Go around the room and give help as needed. Take notes on errors you hear Ss make in using relative clauses.
- Call on Ss to tell the class about their group’s ideas.
- Write any errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use relative clauses correctly.
- Finally, tell Ss to check the “can do” statement if they can express opinions about style and fashion. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 21–23
Online Self-study	Lesson C

LESSON D overview

Reading: “Dress to Impress” (an online article)

Listening: An interview with a fashion designer

Writing: Class survey

Speaking: Class survey about style and fashion

1 Reading Dress to Impress

Learning objective: Read and discuss an article on what styles men and women like on the opposite gender; develop skills in reading for main ideas and details.

A  (Level 3, Track 41)

- Ask the questions.
- **Option** Have Ss discuss the questions in pairs.
- Elicit answers from the class.

B

- Direct Ss’ attention to the article to set the scene.
Ask: What is the article about? (Styles that men and women like on each other.) What do you see in the pictures? (A man wearing jeans and a jacket. A woman wearing a dress.)
- Go over the instructions and the question.
- Have Ss read the article and answer the question.
- Have Ss compare answers with a partner. Did they find the same information surprising?
- Go over the answers with the class.

Cultural note

Southern California is known as a trendy place, as Los Angeles and, specifically, Hollywood are there. Other places in the United States that are known for a particular style are Miami and New York City. Miami has a warm climate, and people often wear casual clothing in bright colors. New York City is known for a more urban look.

C

- Go over the instructions.
- Have Ss read the article again and write T or F next to each sentence.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Presentation Plus: Show the word! page xxxi

Instead of doing Part D, Zoom in on the bulleted lists under “What women like in men's fashion” and “What men like in women's fashion.” Conduct an informal survey in class, asking women to agree or disagree with the statements in the left column, and men to agree or disagree with the statements in the right column. Use the pen tool to write the numbers of students who agree or disagree with each point. Have students decide, based on the numbers, whether their class preferences regarding style are generally the same as those listed in the article. *Ask, Which statements do the most people agree with? Which statements do the most people disagree with?*

D

- Go over the instructions.
- Have Ss discuss their ideas in pairs.
- Call on Ss to share their ideas with the class.

Extra activity: Extension

Have Ss work in same-gender pairs or small groups to come up with their own lists of what they like in the others' fashion. Then have groups write their lists on the board and compare. Point to specific items and ask, *What do you think? Do you like dressing this way?* After you have gone through the lists, ask, *Which do you think is more important: dressing to impress, or dressing the way YOU like?*

2 Listening An interview with Eduardo

Learning objective: *Develop skills in listening for specific information.*

A  (Level 3, Track 42)

- Pre-teach unfamiliar vocabulary.

Vocabulary

match to go together, to be of the same color or pattern

old-fashioned no longer in style

- Go over the instructions and the questions.
- Play the audio. Have Ss listen and number the questions from 1 to 5.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B

- Go over the instructions.
- Play the audio again. Have Ss listen and write Y or N to indicate Eduardo's answers.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

C

- Go over the questions.
- Elicit answers from the class.

3 Writing and speaking Class survey

Learning objective: *Write a survey; ask and talk about current fashions.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions, the example questions, and the topics.
- Have Ss work in groups of four to create a survey with four questions.

B

- Go over the instructions.
- **Option** Have Ss assign one question to each S in the group to ask.
- Have Ss walk around the room to take turns asking and answering their questions. Remind them to take notes. If your class is small, have Ss ask all their classmates. If your class is large, suggest Ss ask ten classmates.

Presentation Plus: Analyzing the model page xxvii

After doing Part B, follow the steps for *Analyzing the model* to prepare students for the writing activity.

C

- Go over the instructions and the example summary.
- Have Ss rejoin their original groups to take turns sharing their results.
- Have Ss work in their groups to write summaries of their results. Suggest each S write one paragraph about the response to one of the four questions.
- Walk around the room and give help as needed. Take notes on examples of Ss using *used to*, relative clauses, and vocabulary for fashion statements and clothing styles correctly.

D

- Go over the instructions.
- Call on Ss to share their ideas with the class. Have the class agree or disagree with the answers and give opinions.
- Point out the examples of things Ss are doing correctly.
- Finally, tell Ss to check the "can do" statement if they can ask and talk about current fashions. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 24
Online Self-study	Lesson D

1 Quick pair review

Learning objective: Review fashion statements, ways to ask where something is, ways to ask for an alternative, and relative clauses.

Lesson A Do you remember?

- Go over the instructions.
- Direct Ss' attention to number 1. Ask: *Which word doesn't belong? (Glasses.) What is the category? (Shoes.)* Have Ss cross out glasses and write shoes on the line.
- Have Ss work in pairs to cross out the words that don't belong and then write the categories. Set a time limit of two minutes.
- Go over the answers with the class.

Lesson B Brainstorm!

- Go over the instructions.
- Have Ss work in pairs to list three ways to ask where something is and three ways to ask for an alternative. Set a time limit of two minutes.
- Elicit examples from the class.

Presentation Plus: List that page xxix

After brainstorming, follow the steps for *List that* to review ways to ask where something is and ways to ask for an alternative.

Lesson C Test your partner!

- Go over the instructions and the example.
- Have Ss work in pairs to take turns saying the pair of sentences, as their partner makes a new sentence using *which* or *who*. Set a time limit of two minutes.
- Call on Ss to say two sentences. Elicit a sentence that combines the sentences with *which* or *who*.

Lesson D Find out!

- Go over the instructions and the example conversation.
- Model the activity. Call on a S and say two colors you think are good for girls to wear. Elicit if the S thinks so, too. Continue until you find two colors you both think are good for girls.
- Have Ss work in pairs to find out two colors they think are good for girls and two for guys. Set a time limit of two minutes.
- Call on Ss to share what they found out with the class.

2 In the real world

Learning objective: Research trendy clothes from a decade in the past and write about it.

- Go over the instructions and the example.
- As an out-of-class assignment, have Ss go online to research trendy clothes from a past decade. Suggest Ss use a search engine and enter keywords such as "clothing trends", "fashion", or "clothing styles" and the decade.
- Have Ss write about what they found out. Encourage Ss to bring in pictures of the most popular trends.
- Have Ss work in pairs or small groups to read what they wrote.
- Elicit examples of trendy clothes in each decade.
- Elicit which decade Ss like the most in terms of the clothing styles.

4 Interesting lives

At a glance: Unit overview	Speaking outcomes
LESSON A Have you ever been on TV? Ss learn vocabulary for experiences. They use present perfect.	Ss can . . . ask and talk about life experiences.
LESSON B What I mean is, . . . Ss check and clarify meaning.	Ss can . . . check and clarify meaning.
LESSON C Life experiences Ss learn vocabulary for fun things to do. They use present perfect vs. simple past.	Ss can . . . describe details of their experiences.
LESSON D What a life! Ss read and discuss an interview with an astronaut. They write a paragraph about a memorable experience.	Ss can . . . ask and talk about a memorable experience.

Warm-up

Learning objective: Preview the topic and discuss activities.

Presentation Plus: Tip

Before class, hide parts of each picture. For example, in the first picture, hide everything except the gondola passengers. In the second picture, hide everything except the middle person's face. In the third picture, hide everything except the man on the right. In the orchestra picture, hide everything except the face of the violinist. In the fifth picture, hide the bowling ball. In the last picture, hide the pictures on the wall. Save. In class, books closed. Open the saved section and elicit answers about what the people are doing. Reveal the pictures and have Ss check their guesses.

A

- To introduce the topic of interesting lives, direct Ss' attention to the pictures. Ask: *Where are the people?* (In Venice, in the air, in nature, at a concert, at a bowling alley, at an art exhibition.)

- Go over the instructions and the question.
- Have Ss work in pairs to describe the pictures and what the people are doing.
- Elicit answers from the class.
- Option** Do the activity as a class.

Possible answers

They're riding in a gondola. They're skydiving.
 They're hiking. They're playing classical music.
 They're bowling. They're looking at art.

B

- Go over the questions.
- Have Ss check the two most interesting activities.
- Have Ss work in pairs or groups to discuss the questions.
- Elicit answers from the class.
- Option** Do the activity as a class.
- Tell Ss that they will learn how to talk about interesting lives in this unit. Point out the Unit 4 lesson overviews. Go over what Ss will learn in each lesson.

LESSON A overview

Vocabulary: Experiences

Grammar: Present perfect

Speaking: Interviews about experiences

1 Vocabulary Experiences

Learning objective: Use vocabulary for experiences.

A  (Level 3, Track 43)

- Direct Ss' attention to the pictures. Ask: *What do you think the word experience means?* Explain or elicit that it refers to things we have done.
- Go over the instructions.
- Have students complete the phrases with the correct words. Explain that more than one phrase may work (e.g., *act / be in a play / on TV*) so Ss should choose the best phrase and look at the pictures.
- **Option** Have Ss compare answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the phrases to practice pronunciation.
- **Option** Books closed. Have Ss work in pairs to take turns saying the verb as their partner completes the phrase.

Extra activity: Extension

Books closed. Model the activity. Act out one of the experiences in Part A and elicit the phrase. Have Ss work in pairs to take turns acting out an experience as their partner says the phrase.

B

- Go over the instructions and the examples.
- Have Ss work in pairs to take turns saying which experiences are good to have and which are not good to have.
- Call on Ss to share their ideas with the class.

Presentation Plus: Choose ABC page xxvii

After doing Part B, follow the steps for *Choose ABC* to practice vocabulary for experiences.

2 Language in context A local hero

Learning objective: See present perfect in context.

A  (Level 3, Track 44)

- **Tip** To help Ss notice correct intonation, have them circle the stressed words as they listen.
- Direct Ss' attention to the picture to set the scene. Ask: *What do you see? (A reporter.)*
- Go over the instructions.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Elicit the answer.

Answer

Brian is excited because he is going to be on TV for the first time.

- Play the audio again. Pause after each speaker. Have Ss repeat to practice pronunciation.
- **Option** Have Ss take turns reading the messages in pairs.

B

- Go over the questions.
- **Option** Have Ss discuss the questions in pairs or small groups.
- Elicit ideas from the class.

Extra activity: Extension

Have Ss work in pairs to create their own conversation about something that happened to them. Model the activity with a S. Say: *You'll never believe what happened*, and then tell an experience. Elicit a response and / or question from the S. Continue for a couple more exchanges. Have Ss practice in pairs with their own experiences.

3 Grammar Present perfect

Learning objective: Practice present perfect for experiences.

 (Level 3, Tracks 45–46)

- Books closed. Write on the board: *My sister has been on TV lots of times.*
- Elicit the rules for the present perfect.
 - Focus on use. Ask: *Do we know when my sister was on TV? (No, it is at an unspecified time.) Is the time when it happened important? (No.)* Explain that what is important is the experience.
 - Elicit the tense from the Ss (*present perfect*). Ask: *What is the auxiliary verb? (Has.) What form of the main verb do we use? (Past participle.)* Underline the forms in the example sentence on the board.
- Books open. Direct Ss to the sentences in the grammar box.
- Focus on form in *yes / no* questions: *have / has* + subject + (*ever*) + past participle of the main verb
- Focus on form in affirmative statements: subject + *have / has* + (adverb) past participle of the main verb
- Focus on form in negative statements: subject + *haven't / hasn't* + past participle of main verb
- Ask: *What are some adverbs that we use present perfect for experience with? (Ever, never.)*
- Focus on form in short answers: *yes*, subject + *have / has*; *no*, subject + *haven't / hasn't*
- Refer to the sentences in Exercise 2. Have Ss underline all examples of the present perfect.
- Check comprehension. Ask: *Has Brian ever been on TV? (No, he hasn't.) Has Jill ever been on TV? (Yes, she has.) Has Kumiko ever been on TV? (Yes, she has.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.
- Direct Ss' attention to the list of verbs on the right. Remind Ss that in the case of regular verbs, the past tense and past participle forms are the same.
- Play the past participles box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions.
- Model the activity. Direct Ss' attention to A's first line and elicit the completion (*Have / been*).
- Have Ss work individually to complete the conversations.
- When Ss are finished, have them compare answers with a partner.
- Go over the answers with the class.
- Have Ss take turns practicing the conversations.

B

- Go over the instructions.
- Model the activity. Call on a S and ask: *Have you ever been to another country?*
- Elicit the answer that is true for the S.
- Have Ss work in pairs to take turns asking and answering the questions.

4 Speaking Yes, I have!

Learning objective: Ask and talk about life experiences.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions.
- Model the activity. Say: *I've eaten sushi before. I've eaten it ____ times.* Call on a S. Ask: *Have you ever eaten sushi? How often?* Elicit his or her answers.
- Have Ss work individually to complete the questions, and then check the things they've done and write how often.

B

- Go over the instructions.
- Have Ss work in groups of three to take turns asking and answering questions to complete their charts. Alternatively, have Ss walk around the room to ask and answer questions with two classmates.
- Go around the room and give help as needed. Take notes on errors you hear Ss make in using the present perfect.
- Call on Ss to tell the class about a classmate's answers.
- Write any errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use the present perfect correctly.
- Finally, tell Ss to check the "can do" statement if they can ask and talk about life experiences. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 25–27
Online Self-study	Lesson A

LESSON B overview

Interactions: Checking and clarifying meaning

Listening: Unusual habits

Pronunciation: Contrastive stress in responses

Speaking: Information exchange about unusual habits

1 Interactions Checking and clarifying meaning

Learning objective: Practice checking and clarifying meaning.

A

- **Tip** To help Ss remember new vocabulary, always review it during the next class. Ss forget new words quickly (up to 80 percent is lost after 24 hours).
- **Option** Review the vocabulary for experiences and for adverbs of frequency. Ask: *How often do you think people move to a new city? Which famous people are usually on TV? How often do you lose your phone?*
- Go over the questions.
- Model the activity. Tell Ss how often you eat out, if you ever cook dinner at home, and if you ever order takeout.
- Elicit answers from the class.

B (Level 3, Track 47)

- Direct Ss' attention to the first picture to set the scene. Ask: *Who do you see? (Two friends.) Where are they? (In a hallway.)*
- Go over the instructions and the question.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Have Ss compare answers with a partner.
- Go over the answer with the class.

Answer

Sam doesn't eat out very often.

- Have Ss practice the conversations in pairs, then change roles and practice again.

Presentation Plus: Disappearing dialogue page xxvii

After doing Part B, follow the steps for *Disappearing dialogue* to practice the conversation.

C (Level 3, Track 48)

- Have Ss read the expressions in the boxes. Explain that the expressions in each box mean the same thing. Explain that we check meaning when we want to make sure we understand what the speaker is saying, and we clarify meaning to make sure the listener understands us.
- Tell Ss there are two other expressions in the conversation, one for each box. Have Ss read the conversation again to find these expressions and add them to the boxes.
- Play the audio. Have Ss listen and check their answers.
- Elicit the expressions from the Ss.
- **Option** Play the audio line by line and have Ss repeat the expressions.

D

- Direct Ss' attention to the picture. Ask: *What do you see? (Someone making pizza.)*
- Go over the instructions. Tell Ss the conversation is about pizza.
- Have Ss work individually to number the sentences from 1 to 7.
- Go over the answers with the class.
- **Option** Have Ss compare answers with a partner.
- Have Ss work in pairs to take turns practicing the conversation, then change roles and practice again.

2 Pronunciation

Contrastive stress in responses

Learning objective: Use contrastive stress in responses.

A  (Level 3, Track 49)

- Go over the instructions.
- Play the audio. Have Ss listen, paying particular attention to stress.
- **Tip** To help Ss notice stress, say the sentences and really exaggerate stressed words. Or, demonstrate stressing different words in the sentence so Ss can see how the stress can change the meaning.
- Play the audio again. Have Ss listen and repeat.

B

- Have Ss underline the words in Exercise 1, Part D that should receive contrastive stress.
- Elicit the words. (e.g., *Are you saying you never eat pizza? No, not never. What I mean is, I usually make it myself.*)
- Go over the instructions.
- Have Ss work in pairs to take turns practicing the conversation in Exercise 1, Part D.

3 Listening Why not?

Learning objective: Develop skills in listening for specific information.

A  (Level 3, Track 50)

- Pre-teach any unfamiliar vocabulary.

Vocabulary

hair salon a place to get your hair cut or styled

thriller an exciting movie

extras material added to a streaming or download version of a movie that is not in the movie as it is shown in theaters, including cut scenes and interviews

- Go over the instructions and the example.
- Play the audio. Have Ss listen and correct the false information.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B  (Level 3, Track 50)

- Go over the instructions.
- Play the audio again. Have Ss listen and check the correct information.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

4 Speaking Unusual habits

Learning objective: Talk about unusual habits; check and clarify meaning.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Direct Ss' attention to the picture to set the scene. Ask: *What do you see? (A woman.) What is she doing? (Eating a bar of chocolate.)*
- Go over the instructions and the questions.
- Model the activity. Tell Ss about an unusual or interesting behavior you have. Answer the questions in your sentences.
- Have Ss work individually to write four statements about habits or behaviors they have.

B

- Go over the instructions and the example conversation.
- Have Ss work in pairs to take turns telling their partner about a habit. Remind Ss to check and clarify meaning.
- Walk around the room and give help as needed. Take notes on the errors you hear Ss make in checking meaning and clarifying meaning.
- Call on a few Ss to tell the class about their habits. Have other Ss check meaning.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use the expressions to check and clarify meaning correctly.
- Finally, tell Ss to check the "can do" statement if they can check and clarify meaning. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 28
Online Self-study	Lesson B

LESSON C overview

Vocabulary: Fun things to do

Grammar: Present perfect vs. simple past

Speaking: True and false information about life experiences

1 Vocabulary Fun things to do

Learning objective: Use vocabulary for fun things to do.

A  (Level 3, Track 51)

- Direct Ss' attention to the pictures. Ask: *What places do you see? (A spa, a restaurant, the ocean, mountains, a campground, a body of water, an amusement park.)*
- Go over the instructions and the phrases.
- Have Ss match the phrases and the pictures.
- **Option** Have Ss compare answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the phrases to practice pronunciation.
- **Option** Books closed. Have Ss work in pairs to take turns saying the verb as their partner completes the phrase.
- **Option** Books open. Have Ss act out an activity for the class as their classmates guess.

B

- Go over the instructions.
- Model the activity. Tell the class about the fun things you have done in Part A.
- Have Ss work in pairs to talk about the things they have done in Part A.
- Call on Ss to tell the class about their partner's experiences.

Presentation Plus: Label that picture page xxix

After doing Part B, follow the steps for *Label that picture* to review vocabulary for fun things to do.

2 Conversation A fancy restaurant

Learning objective: Practice a conversation about a fancy restaurant; see use of present perfect vs. simple past in context.

Presentation Plus: Find the match page xxviii

Before doing Part A, follow the steps for *Find the match* to practice vocabulary for fun things to do. Hide *eaten in a fancy restaurant, try a lot of exotic food, brother tried them once, got sick*.

A  (Level 3, Track 52)

- Direct Ss' attention to the picture to set the scene. Ask: *Who do you see? (Two women.) Where are they? (At a nice restaurant.)*
- Go over the instructions and the question.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer with the class.

Possible answer

No.

- Have Ss work in pairs to practice the conversation.

B  (Level 3, Track 53)

- Go over the instructions.
- Play the audio. Have Ss listen and answer the question.
- Go over the answers with the class.

Possible answers

Alice orders the ravioli, and Emma orders the frog legs.

3 Grammar Present perfect vs. simple past

Learning objective: Practice present perfect vs. simple past.

 (Level 3, Track 54)

- Books closed. Write on the board: *Have you ever tried frog legs? No, I haven't. But my brother tried them once a few years ago.*
- Elicit the examples of present perfect and simple past (*Have you ever tried, haven't, tried*) and underline them.
- Focus on differences in use. Ask: *Why do we use present perfect in the question? (It's an experience at an unspecified time in the past. / It's used with ever.) Why isn't the time specified? (The question is about any time; the specific time is not important.) Why do we use simple past in the statement about the brother? (The past event happened at a specific time – a few years ago.)*
- Ask: *What are examples of specific times that signal the simple past? (Last year / week / night / month, two days / three weeks / five years ago, yesterday . . .)*
- Focus on differences in form in statements. Ask: *What auxiliary verb do we use with the present perfect? (Have / has.) What auxiliary do we use with the simple past? (Did with questions and negatives.) What form of the verb do we use in the present perfect? (Past participle.) In the simple past? (Past form.)*
- Refer to the conversation in Exercise 2. Have Ss underline examples of the present perfect and circle simple past examples.
- Check comprehension. Ask: *Has Alice ever eaten in a fancy restaurant? (Yes, she has.) Has she ever tried frog legs? (No, she hasn't.) Did her brother try them? (Yes, he did.) When? (A few years ago.) What happened to her brother? (He got sick.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions.
- Have Ss work individually to complete the conversations.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- Have Ss practice the conversations in pairs.

B

- Go over the instructions.
- Model the activity. Call on a S and ask the first question.
- Have Ss work in pairs to take turns asking and answering the questions in Part A.
- Call on Ss to tell the class about one of their partner's experiences.

4 Speaking Is that true?

Learning objective: Describe details of experiences.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions.
- Model the activity. Tell Ss two true sentences and one false sentence about your experiences. Put the sentences in random order. Have Ss ask you questions to guess which sentence is false.
- Have Ss write two true sentences and one false sentence about their own interesting experiences.

B

- Go over the instructions and the example conversation.
- Have Ss work in groups to take turns saying their sentences from Part A as their group asks questions to guess the false sentence. Remind Ss to say their sentences in random order.
- Go around the room and give help as needed. Take notes on errors you hear Ss make in using the present perfect and simple past.
- Call on Ss to tell the class about one of their classmate's interesting experiences.
- Write any errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use the present perfect and simple past correctly.
- Finally, tell Ss to check the "can do" statement if they can describe details of their experiences. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 29–31
Online Self-study	Lesson C

LESSON D overview

Reading: “The Life of an Astronaut” (an interview)

Listening: An interview with a grandmother

Writing: Interesting people, places, or things

Speaking: Description of an interesting person or place

1 Reading The Life of an Astronaut

Learning objective: Read an interview with an astronaut; develop skills in scanning and reading for details.

 (Level 3, Track 55)

Presentation Plus: Tip

Before class, hide all text, leaving only the two pictures showing. Save. Books closed. Zoom section to show the pictures. Tell students they will be reading an article and these pictures are from the article. Have Ss work in pairs to discuss what they think the reading will be about. Elicit answers from the class.

A

- Ask the questions.
- **Option** Have Ss discuss the questions in pairs.
- Elicit answers from the class.

B

- Direct Ss’ attention to the interview and the pictures to set the scene. Tell the students they’ll find out more about Dr. Pettit, an astronaut.
- Pre-teach any unfamiliar vocabulary.

Vocabulary

crew the group of men or women who operate a space ship or ship

space shuttle the space vehicle that goes regularly between the earth and the space station

NASA the National Aeronautics and Space Administration, which is the U.S. agency that oversees space flights

float to move through space as if supported by a liquid like water

Cultural note

Since 2000, the International Space Station has been a research laboratory for researchers from the United States, Canada, Europe, Russia, and Japan. They study how people and machines work in space.

- Go over the instructions and the question.
- Have Ss read the article and answer the question.
- Have Ss compare answers with a partner.
- Go over the answer with the class.

Answer

Seeing his twin boys being born.

C

- Go over the instructions and the items.
- Have Ss read the article again and check the correct answers.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

D

- Go over the instructions.
- Have Ss discuss their ideas in pairs.
- Call on Ss to share their ideas with the class.

2 Listening A memorable life

Learning objective: Develop skills in listening for specific information.

A  (Level 3, Track 56)

- Pre-teach any unfamiliar vocabulary.

Vocabulary

biography the story of someone's life

honeymoon a trip you take after you get married

- Go over the instructions.
- Play the audio. Have Ss listen and number the questions 1 to 5.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B  (Level 3, Track 56)

- Go over the instructions.
- Play the audio again. Have Ss listen and write the answers to the questions in Part A.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

3 Writing and speaking Interesting people, places, or things

Learning objective: Write a paragraph about an interesting experience; ask and talk about a memorable experience.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions and the topics.
- Have Ss work individually to choose a topic and answer the questions.

Presentation Plus: Analyzing the model page xxvii

After doing Part A, follow the steps for *Analyzing the model* to prepare Ss for the writing activity.

B

- Go over the instructions.
- Direct Ss' attention to the picture. Ask: *Who do you see?* (A boy.) *What is he doing?* (Riding a bike.)
- Have Ss read the model paragraph. Ask: *What is this about?* (A friend named Lucas.) *When did they meet?* (When the writer was eight.) *What did they do together?* (Walked to school and played.) *What happened?* (Lucas moved away.) *Has the writer been able to find him?* (No.)
- Have Ss write a paragraph about their topics.

C

- Go over the instructions.
- Have Ss work in pairs to take turns reading their partner's paragraph and write five questions to get more information.

D

- Have Ss take turns asking and answering the questions for more information.
- Go around the room and give help as needed. Take notes on examples of present perfect and simple past used correctly.
- Call on Ss to tell the class about their partner's topic.
- Point out the examples of things Ss are doing correctly.
- Finally, tell Ss to check the "can do" statement if they can ask and talk about a memorable experience. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 32
Online Self-study	Lesson D

1 Quick pair review

Learning objective: Review vocabulary for experiences, fun things to do, and clarifying meaning.

Lesson A Find out!

- Go over the instructions and the example conversation.
- Model the activity. Call on a S and tell the class about one place you have been to. Elicit if the S has been there, too. Continue until you find one place you have both been, one food you have both tried, and one movie you have both seen.
- Have Ss work in pairs to find out a place they have both been, a food they have both tried, and a movie they have both seen. Set a time limit of two minutes.
- Call on Ss to share what they found out with the class.

Lesson B Do you remember?

- Go over the instructions.
- Have Ss work in pairs to check the correct answers. Set a time limit of one minute.
- Go over the answers with the class.

Lesson C Brainstorm!

- Go over the instructions.
- Have Ss work in pairs to make a list of eight fun things to do on vacation. Set a time limit of two minutes.
- Elicit examples from the class.

Presentation Plus: Guided brainstorming page xxviii

After brainstorming, follow the steps for *Guided brainstorming* to review vocabulary for fun things to do.

Lesson D Guess!

- Go over the instructions.
- Model the activity. Describe a memorable experience you have had, but don't say where it was. Elicit guesses as to where you were.
- Have Ss work in pairs to take turns describing an experience and guessing the place. Set a time limit of two minutes.
- Call on Ss to describe their memorable experiences. Elicit guesses as to where it was.

2 In the real world

Learning objective: Research a vacation place and write about it.

- Go over the instructions and the example.
- As an out-of-class assignment, have Ss go online to research a good place for a memorable vacation. Brainstorm vacation places with the class.
- Have Ss write about what they found out. Encourage Ss to bring in pictures of the place.
- Have Ss work in pairs or small groups to read what they wrote.
- Elicit examples of good vacation places.
- Elicit which place Ss think would be the best for memorable experiences.

5 Our world

At a glance: Unit overview	Speaking outcomes
LESSON A Older, taller, and more famous Ss learn vocabulary for human-made wonders. They use comparisons with adjectives and nouns.	Ss can . . . compare human-made structures.
LESSON B I don't believe it! Ss express disbelief, and say they don't know.	Ss can . . . express disbelief and say that they don't know something.
LESSON C World geography Ss learn vocabulary for geographical features. They use superlatives with adjectives and nouns.	Ss can . . . ask and talk about geographical features.
LESSON D Natural wonders Ss read and discuss an article about fascinating places. They write a paragraph about a natural wonder in their country.	Ss can . . . describe natural wonders in their country.

Warm-up

Learning objective: Preview the topic and discuss human-made wonders.

Presentation Plus: Make connections page xxix

Before doing Part A, follow the steps for Make connections to activate Ss' prior knowledge, preview content of the unit, and review language.

A

- To introduce the topic of our world, direct Ss' attention to the pictures. Ask: *What places do you see?* (*Burj Khalifa in the UAE, Chichén Itzá in Mexico, Icehotel in Sweden, Cinque Terre in Italy, Yellowstone National Park in the U.S.A., Kinkaku-ji Temple in Japan*)

- Go over the instructions.
- Have Ss work individually to rank the pictures from 1 to 6.
- Have Ss compare their answers with a partner.
- Elicit answers from the class.
- Option** Do the activity as a class.

B

- Go over the question.
- Have Ss discuss their ideas in pairs.
- Elicit answers from the class.
- Option** Do the activity as a class.
- Tell Ss that they will learn how to talk about our world in this unit. Point out the Unit 5 lesson overviews. Go over what Ss will learn in each lesson.

LESSON A overview

Vocabulary: Human-made wonders

Grammar: Comparatives

Speaking: Comparison of different places

1 Vocabulary Human-made wonders

Learning objective: Use vocabulary for human-made wonders.

A  (Level 3, Track 58)

- Direct Ss' attention to the pictures. Ask: *What do you think the phrase human-made wonders means?* Explain that they are interesting things that people have made. Elicit any of the wonders that Ss know.
- Go over the instructions and the words in the box.
- Have students label the pictures.
- Play the audio. Have Ss listen and check their answers.
- Check comprehension. Ask: *What is a bridge? (It goes over water / connects two pieces of land.) What do people do in a stadium? (See games, concerts.) What are some cities that have a subway system? (New York, Paris, Mexico City, London, . . .) What is a skyscraper? (A very tall building.)*
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.
- **Option** Books closed. Have Ss work in pairs to take turns asking for and giving explanations of each word.
- **Tip** To help Ss remember new vocabulary, suggest they write it in a vocabulary notebook, and add examples, pictures, or sentences to help explain the meanings.

Presentation Plus: Show the word page xxxi

After doing Part A, follow the steps for Show the word, Option 2, to practice vocabulary for human-made wonders.

B

- Go over the instructions and the example.
- Have Ss work in pairs to take turns naming famous examples of each word.
- Call on Ss to share their ideas with the class.

2 Language in context Two amazing views

Learning objective: See comparisons with adjectives and nouns in context.

A  (Level 3, Track 59)

- Direct Ss' attention to the picture to set the scene. Ask: *What do you see? (A view of New York City / the Empire State Building.)*
- Go over the instructions.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer.

Answer

The website recommends the view from the top of Rockefeller Center.

- **Option** Have Ss take turns reading the website information in pairs.

B

- Go over the questions.
- Have Ss answer the questions in pairs or small groups.
- Elicit ideas from the class.
- **Option** Do the activity as a class.

3 Grammar Comparisons with adjectives and nouns

Learning objective: Practice comparisons with adjectives and nouns.

 (Level 3, Track 60)

Comparisons with adjectives

- Direct Ss' attention to the sentences in the grammar box.
- Explain the rules for comparisons with adjectives.
 - 1 Focus on form in one-syllable adjectives and some two-syllable adjectives: adjective + *-er* + *than*; or *not as* + adjective + *as*
 - 2 Focus on form in all other adjectives: *more* + adjective + *than*; or *not as* + adjective + *as*
 - 3 Focus on use. Explain: *We use these forms to compare two things.*
- Check comprehension. Ask: *What is another way to say Henry is taller than Hannah? (Hannah is not as tall as Henry.)*

Comparisons with nouns

- Elicit the rules for comparisons with nouns. Ask: *What word comes before the noun? (More.) What word comes after the noun? (Than.)* Point out that we can only compare plural nouns and uncountable / noncount nouns with this form, not singular count nouns.
- Focus on form: *more* + plural / uncountable nouns + *than*
- Refer to the sentences in Exercise 2. Have Ss underline all examples of comparative forms.
- Check comprehension. Ask: *Which building is taller? (The Empire State Building.) Which building is not as old as the other? (Rockefeller Center.) At which building are the lines shorter? (Rockefeller Center.) Where are tickets cheaper? (The Empire State Building.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

Presentation Plus: Fix it! page xxviii

Instead of doing Part A, follow the steps for *Fix it!* to practice comparisons with adjectives and nouns.

A

- Go over the instructions.
- Direct Ss' attention to the pictures. Ask: *What are these? (Maracanã Stadium and Nissan Stadium.)*
- Direct Ss' attention to the information. Ask: *Which stadium is newer? (Nissan Stadium.)* Go over example 1.

- Have Ss work individually to make comparisons.
- When Ss are finished, have them compare answers with a partner.
- Go over the answers with the class.
- **Option** Have Ss work in pairs to make sentences that say the information in another way using a different form of comparative.

B

- Go over the instructions.
- Have Ss discuss their ideas in pairs.
- Elicit ideas from the class.

4 Speaking Comparisons

Learning objective: Compare human-made structures.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)
- Go over the instructions.
- Model the activity. Name two cities. Elicit sentences comparing the two cities using *people* and *exciting* (e.g., *New York City has more people than Washington D.C. Washington D.C. is not as exciting as New York City.*).
- Have Ss work in pairs to add two examples of each place. Then have Ss take turns making comparisons with the adjectives and nouns. Encourage Ss to make comparisons in two ways.
- Go around the room and give help as needed. Take notes on errors you hear Ss make in using comparisons with adjectives and nouns.
- Call on Ss to tell the class about a classmate's answers.
- Write any errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use comparisons correctly.
- Finally, tell Ss to check the "can do" statement if they can compare human-made structures. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 33–35
Online Self-study	Lesson A

LESSON B overview

Interactions: Expressing disbelief; saying you don't know

Pronunciation: Intonation in tag questions

Listening: An interesting city

Speaking: Information exchange about human-made structures

1 Interactions Interesting and unknown facts

Learning objective: Practice expressing disbelief and saying you don't know.

A

- Go over the questions.
- **Option** Have Ss answer the questions in pairs.
- Elicit answers from the class.

B (Level 3, Track 61)

- Direct Ss' attention to the first picture to set the scene. Ask: *Who do you see? (Two people.) What are they doing? (Looking at a computer. / Using the Internet.)* Direct Ss' attention to the second picture. Ask: *What is the connection between the first and the second pictures? (The people are looking up information about the statues.)*
- Go over the instructions and the question.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Have Ss compare answers with a partner.
- Go over the answer with the class.

Answer

Rachel can't answer how Easter Islanders moved the statues.

- If helpful, play the audio for the conversation again line by line and have Ss repeat.
- Have Ss practice the conversation in pairs, then change roles and practice again.

C (Level 3, Track 62)

- Have Ss read the expressions in the boxes. Explain that the expressions for expressing disbelief are similar in meaning, as are the expressions for saying you don't know something.
- Tell Ss there are two other expressions in the conversation, one for each box. Have Ss read the conversation again to find these expressions and add them to the boxes.
- Play the audio. Have Ss listen and check their answers.
- Elicit the expressions from the Ss. Point out that *No way!* is more informal than the other two expressions for disbelief.
- **Option** Play the audio line by line and have Ss repeat the expressions.

Presentation Plus: Language switch page xxix

After doing Part C, follow the steps for *Language switch*, Option 2, to practice expressing interesting and unknown facts.

D

- Go over the instructions.
- Model the activity. Call on a S and ask: *How tall is the tallest statue?* Elicit the answer. Express disbelief.
- Have Ss work in pairs to take turns continuing the conversation. Remind Ss to express disbelief and say they don't know. Have Ss change roles and practice again.

2 Pronunciation Intonation in tag questions

Learning objective: Use intonation in tag questions.

A  (Level 3, Track 63)

- Go over the instructions.
- Play the audio. Have Ss listen, paying particular attention to intonation in tag questions.
- Point out that when the main clause is affirmative, the tag question is negative, and when the main clause is negative, the tag is affirmative.
- Reinforce the fact that the intonation is falling and that we expect the listener to agree or we expect something to be true. Point out that tag questions are not usually used in writing.
- Play the audio again. Have Ss listen and repeat.

Presentation Plus: Tip

Before doing Part B, hide the auxiliary verbs in the tag questions. Have Ss work in pairs to discuss and fill in the blanks. Reveal the complete tag questions.

B

- Go over the instructions.
- Have Ss work in pairs to take turns saying the tag questions with the correct intonation.

3 Listening “Manhattan of the Desert”

Learning objective: Develop skills in listening for specific information.

A  (Level 3, Track 64)

- Go over the instructions and the example.
- Play the audio. Have Ss listen and number the questions.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B  (Level 3, Track 64)

- Go over the instructions.
- Play the audio again. Have Ss listen and answer the questions.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

4 Speaking Did you know ... ?

Learning objective: Express disbelief, say that they don't know something.

- Direct Ss' attention to the “can do” statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions and the example sentences.
- Have Ss work individually to write three statements about human-made structures.

B

- Go over the instructions and the example conversation.
- Have Ss work in groups to take turns sharing facts, expressing interest, and asking and answering questions.
- Walk around the room and give help as needed. Take notes on errors you hear Ss make in expressing disbelief and saying they don't know.
- Call on a few Ss to tell the class a fact about a human-made structure.

C

- Go over the questions.
- Elicit ideas from the class.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use the expressions to express interest and say they don't know correctly.
- Finally, tell Ss to check the “can do” statement if they can express disbelief and say that they don't know something. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 36
Online Self-study	Lesson B

LESSON C overview

Vocabulary: Geographical features

Grammar: Superlatives

Speaking: Discussion about experiences in different places

1 Vocabulary Geographical features

Learning objective: Use vocabulary for geographical features.

A (Level 3, Track 65)

- Direct Ss' attention to the pictures. Explain: *These are geographical features or natural formations of land or water, such as mountains and lakes.*
- Go over the instructions.
- Have Ss match the descriptions and the pictures.
- **Option** Have Ss compare answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the sentences to practice pronunciation.

Extra activity: Extension

Books open. Have Ss work in pairs to take turns describing a feature without saying its name (*This is in China. It is the longest in Asia.*). Their partner guesses the name of the feature (*Yangtze River.*).

B

- Go over the instructions.
- Model the activity. Name another famous lake (e.g., *Great Salt Lake, in Utah*).
- Have Ss work in pairs to name other famous places for each word. Encourage Ss to say at least one thing about the place.
- Call on Ss to tell the class about another famous place.

Presentation Plus: Right or wrong? page xxx

After doing Part B, follow the steps for *Right or wrong?* to practice vocabulary for geographical features.

2 Conversation Welcome to Bali.

Learning objective: Practice a conversation about a place; see superlatives with adjectives and nouns in context.

A (Level 3, Track 66)

- Direct Ss' attention to the picture to set the scene. Ask: *Who do you see? (Two men.) Where are they? (Outside a hotel.) What's the weather like? (It might rain.)*
- Go over the instructions and the question.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer with the class.

Answer

Bali gets a lot of rain from November to April.

- Have Ss work in pairs to practice the conversation.

B (Level 3, Track 67)

- Go over the instructions.
- Play the audio. Have Ss listen and answer the question.
- Go over the answer with the class.

Answer

Sam is visiting Bali to surf.

3 Grammar Superlatives with adjectives and nouns

Learning objective: Practice superlatives with adjectives and nouns.

 (Level 3, Track 68)

Superlatives with adjectives

- Direct Ss' attention to the first three sentences in the grammar box.
- Elicit the rules for superlatives with adjectives.
 - 1 Focus on form in one-syllable adjectives and some two-syllable adjectives. Explain: *For one-syllable words such as wet, we use the + adjective + -est.* Point out that two-syllable adjectives ending in y usually follow this rule.
 - 2 Focus on form in all other adjectives. Explain: *For three-syllable words like beautiful we use the most + adjective.* Point out that two-syllable adjectives not ending in y usually follow this rule.
 - 3 Focus on use. Explain: *We use these forms to compare more than two things.*

Superlatives with nouns

- Direct Ss' attention to the last two sentences in the grammar box.
- Explain the rules for superlatives with nouns.
- Focus on form: *the most* + plural or noncount noun. Point out that this form is often followed by the preposition *in* + noun phrase.
- Focus on use. Explain: *We use this form to compare quantities of something in more than one place, or at more than one time.*
- Refer to the conversation in Exercise 2. Ask Ss to underline the superlative forms.
- Check comprehension. Ask: *Is Bali the biggest island in Indonesia? (No, it's one of the smallest.) When's the best time of year to visit? (During the dry season.) When is it the wettest? (From November to April.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions.
- Have Ss work individually to complete the conversations.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- Have Ss practice the conversations in pairs, then change roles and practice again.

B

- Go over the instructions and the phrases in the box.
- Model the activity. Make a true sentence about your country using one of the phrases.
- Have Ss work in pairs to make true sentences using the phrases in the box.
- Call on Ss to say a sentence to the class.

Presentation Plus: Revealing grammar page xxx

After doing Part B, follow the steps for *Revealing grammar* to review superlatives with adjectives and nouns. Hide from the top line in the grammar box: *-est, the most, and adjectives*. Hide from line 5: *the most and nouns*.

4 Speaking Tell me about it.

Learning objective: Ask and talk about geographical features.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions and the questions.
- Model the activity. Tell Ss about the most beautiful island you've ever seen.
- Have Ss work in groups to take turns answering the questions.
- Go around the room and give help as needed. Take notes on errors you hear Ss make in using superlatives.

B

- Elicit the most interesting experience from the class.
- Write any errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use superlatives correctly.
- Finally, tell Ss to check the "can do" statement if they can ask and talk about geographical features. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 37–39
Online Self-study	Lesson C

LESSON D overview

Reading: “Seven Wonders of the Natural World” (an article)

Listening: The Great Barrier Reef

Writing: A natural wonder

Speaking: List of the most wonderful places in the country

1 Reading Seven Wonders of the Natural World

Learning objective: Read and discuss an article on seven wonders of the world; develop skills in reading for main ideas and details.

A  (Level 3, Track 69)

- Ask the questions.
- **Option** Have Ss discuss the questions in pairs.
- Elicit answers from the class.

Presentation Plus: Tip

Before class, hide the text using the Hide tool, leaving only the pictures showing. Create text boxes with the names of the places. Save. In class, books closed. After pre-teaching any unfamiliar vocabulary, have Ss work in pairs to match the names and the pictures. Have Ss read the text to check their answers.

B

- Direct Ss’ attention to the article to set the scene. Tell Ss that they’ll read about seven of the most fascinating places in the world.
- **Option** Have Ss predict what some of these places might be before they read the article.
- Pre-teach any unfamiliar vocabulary.

Vocabulary

breathtaking landscape very beautiful scenery

cornfield a field or piece of land where corn grows

steam very hot air with water vapor in it

crack break or snap apart

coral reef a hard ridge formed by living coral organisms and minerals

gorgeous beautiful

crashing sound a very loud sound

- Go over the instructions.
- Have Ss read the article and answer the question.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Answers

Grand Canyon in the U.S. state of Arizona; Mount Everest on the border of Nepal and Tibet; Parícutín Volcano in Mexico; Rio de Janeiro Harbor in Brazil; the Great Barrier Reef in Australia; Zambezi River between Zambia and Zimbabwe; the Northern Lights in the northern sky.

C

- Go over the instructions.
- Have Ss read the article again and complete the sentences.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Extra activity: Extension

Have Ss work in pairs. Assign one S to be A and the other S to be B. Set a time limit of one minute. Have A Ss read the article aloud from the beginning. When you call time, they should mark where they stopped. Set a time limit of one minute. Have B Ss read the article aloud from the beginning. When you call time, they should mark where they stopped. Repeat two more times. Point out that this technique can help Ss read more fluently.

D

- Go over the instructions.
- Have Ss work individually to rank the natural wonders.
- Have Ss discuss their ideas in pairs.
- Call on Ss to share their ideas with the class.

2 Listening The Great Barrier Reef

Learning objective: Develop skills in listening for specific information.

A (Level 3, Track 70)

- Direct Ss' attention to the picture. Ask: *What do you see? (A coral reef, a diver.)*
- Go over the instructions and the statements.
- Play the audio. Have Ss listen and check the statements that surprise the tourists.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (Level 3, Track 70)

- Go over the instructions and the questions.
- Play the audio again. Have Ss listen and answer the questions.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

3 Writing A natural wonder

Learning objective: Write a paragraph about a natural wonder.

A

- Go over the instructions and the questions.
- Have Ss work individually to choose a natural wonder from their country and answer the questions.

Presentation Plus: Analyzing the model page xxvii

After doing Part A, follow the steps for *Analyzing the model* to prepare students for the writing activity.

B

- Go over the instructions.
- Direct Ss' attention to the picture. Ask: *What do you see? (A mountain.)*
- Have Ss read the model paragraph. Ask: *What is the paragraph about? (Mount Toubkal.) What can you do there? (Hike, climb, ski.) Why do you think this is surprising? (You think of Morocco as a desert, not as a place to ski.)*
- Have Ss write a paragraph about the natural wonder they chose.

C

- Go over the instructions.
- Have Ss work in groups to share their paragraphs.
- Call on Ss to tell the class about a classmate's paragraph.

4 Speaking Seven wonders of my country

Learning objective: Describe natural wonders in your country.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions.
- Have Ss work in pairs to list the top seven wonders in their country and write the reasons why they're wonderful.
- Go around the room and give help as needed. Take notes on examples of comparatives and superlatives used correctly.

B

- Go over the instructions.
- Call on Ss to tell the class about their lists and reasons.
- Have Ss vote on the top seven places to create one list.
- Point out the examples of things Ss are doing correctly, including using vocabulary from the unit, using comparatives and superlatives, and expressing disbelief or saying they don't know.
- Finally, tell Ss to check the "can do" statement if they can describe natural wonders in their country. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 40
Online Self-study	Lesson D

1 Quick pair review

Learning objectives: Review vocabulary for human-made and natural wonders; review ways to express disbelief and say you don't know; review comparative and superlative adjectives.

Lesson A Brainstorm!

- Go over the instructions.
- Have Ss work in pairs to make a list of human-made wonders. Set a time limit of one minute.
- Elicit examples from the class.

Presentation Plus: List that page xxix

After brainstorming, follow the steps for *List that* to review human-made wonders.

Lesson B Do you remember?

- Go over the instructions.
- Have Ss work in pairs to write D (disbelief) or DK (don't know) next to each sentence. Set a time limit of one minute.
- Go over the answers with the class.

Lesson C Test your partner!

- Go over the instructions and the example conversation.
- Model the activity. Call on a S and say a comparative adjective (*taller*). Elicit the superlative (*tallest*).
- Have Ss work in pairs to take turns saying a comparative adjective as their partner says the superlative. Set a time limit of one minute.
- Call on Ss to say a comparative adjective to a classmate and elicit the superlative.

Lesson D Guess!

- Go over the instructions.
- Model the activity. Describe a natural wonder, but don't say its name. Elicit guesses.
- Have Ss work in pairs to take turns describing a natural wonder and guessing its name. Set a time limit of two minutes.
- Call on Ss to describe a wonder. Elicit guesses.

2 In the real world

Learning objective: Research one of the seven wonders of the modern world and write about it.

- Go over the instructions and the example.
- As an out-of-class assignment, have Ss go online to identify the seven wonders of the modern world and choose one to research.
- Have Ss write three or four sentences about what they found out. Encourage Ss to bring in pictures of the place.
- Have Ss work in pairs or small groups to read what they wrote.
- Elicit examples of the seven wonders.
- **Option** Have Ss who researched the same wonder share their information in groups. Then form new groups with one S representing each of the seven wonders to share their information.

6 Organizing your time

At a glance: Unit overview	Speaking outcomes
LESSON A A busy week Ss learn vocabulary for commitments. They use present tenses for the future.	Ss can . . . ask and talk about weekend plans.
LESSON B Can I take a message? Ss learn how to offer to take a message, and to leave a message.	Ss can . . . offer to take a message and leave a message.
LESSON C Can you do me a favor? Ss learn vocabulary for favors. They use requests and offers with <i>will</i> .	Ss can . . . make requests, promises, and offers.
LESSON D Perspectives on time Ss read and discuss an article about time and culture. They create a poster with tips.	Ss can . . . discuss ways to manage time effectively.

Warm-up

Learning objective: Preview the topic and discuss organizing time.

Presentation Plus: Tip

Before class, cover all text, leaving only the pictures showing. Instead of doing Part A, zoom the first picture. Have Ss work in pairs and discuss what is happening. Elicit a few possible answers. Do the same for the other three pictures. Then say: *These people have a problem with something. What do you think it is?* Elicit ideas from the class. Reveal the unit title.

A

- To introduce the topic of time management, direct Ss' attention to the pictures. Ask: *Who do you see? (A teenager, a boy, co-workers, a student.) Where are they? (At home, at work, in a library.)*
- Go over the instructions and the questions.
- Have Ss discuss their answers with a partner.

- Elicit answers from the class.
- Option** Do the activity as a class.

Possible answers

The teenager is listening to music or playing a game. His room is messy. The boy is texting. The co-workers are taking selfies instead of working. The student has fallen asleep while studying. They don't organize their time well, because they are playing or sleeping when they should be studying, cleaning up, or working.

B

- Go over the questions.
- Have Ss discuss their ideas in pairs.
- Elicit answers from the class.
- Option** Do the activity as a class.
- Tell Ss that they will learn how to talk about time management in this unit. Point out the Unit 6 lesson overviews. Go over what Ss will learn in each lesson.

LESSON A overview

Vocabulary: Commitments

Grammar: Present tenses used for future

Listening: Weekend plans

Speaking: “Find someone who” activity about weekend plans

1 Vocabulary

Commitments

Learning objective: Use vocabulary for commitments.

A  (Level 3, Track 71)

- Direct Ss’ attention to the words in columns A and B. Explain that a *commitment* is something you have to do.
- Go over the instructions and the example. Have students match the words in columns A and B.
- **Option** Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Check comprehension. Ask: *On a blind date, do you know the person or not? (No.) Are you nervous? (Probably.) What happens on a conference call? (More than two people talk on the phone.) Are you usually nervous when you have a job interview? (Yes.)*
- Play the audio again. Have Ss listen and repeat the phrases to practice pronunciation.
- **Option** Books closed. Have Ss work in pairs to take turns asking for and giving explanations of each word.
- **Tip** For an alternative way to go over answers, write the words in each column on cards and have Ss match them.

B

- Go over the instructions.
- Have Ss work in pairs to take turns saying when the last time they had each commitment was.
- Call on Ss to share their ideas with the class.

Presentation Plus: Tip

Books closed. After doing Part B, hide Column A and elicit the full nouns. Reveal Column A to check answers. Then hide Column B and repeat steps to review vocabulary for commitments.

Extra activity: Extension

Model the activity. Begin a story about a very busy weekend. Tell about the first thing that happened (e.g., *Last weekend was very busy. On Friday night, I went to a birthday party for my sister Lisa. On Saturday . . .* Stop the story. Ask: *What happened next?* Elicit another commitment (e.g., *On Saturday morning, I had soccer practice.*). Have Ss work in groups to tell a story using all of the commitments in Part A. Call on Ss to tell the story to the class.

2 Language in context

Weekend plans

Learning objective: See present tenses used for future in context.

A  (Level 3, Track 72)

- Direct Ss’ attention to the pictures to set the scene. Tell Ss that the pictures show scenes from George’s weekend. Ask: *What is he doing in each picture? (He’s at the movies. He’s working in a coffee shop. He’s picking his parents up at the airport. He’s eating dinner. He’s looking at arrivals at the airport. He’s driving around town. He’s at the doctor’s office. He’s making breakfast / cooking.)*
- Go over the instructions.
- Play the audio. Have Ss number the pictures from 1 to 8 as they listen and read silently.
- **Option** Have Ss check answers with a partner.
- Play the audio again line by line. Have Ss listen and repeat to practice pronunciation.

B

- Go over the questions.
- Have Ss answer the questions in pairs or small groups.
- Elicit ideas from the class.
- **Option** Do the activity as a class.

3 Grammar Present tenses used for future

Learning objective: Practice present tenses used for future.

 (Level 3, Track 73)

- Direct Ss' attention to the grammar box.
- Elicit rules for present continuous and simple present.
 - 1 Focus on form in present continuous. Ask: *What form do we use for present continuous?* (subject + be + verb + -ing.)
 - 2 Focus on form in simple present. Ask: *What form do we use in the simple present?* (I / you / we / they + verb; he / she / it + verb + (e)s.)
- Focus on use. Ask: *What is the difference between these two sentences? My parents are arriving this weekend. / The flight gets in at midnight.* Elicit ideas from Ss.
- Explain that we use present continuous in the first sentence to talk about a plan or a personal arrangement. In the second sentence, we use simple present to describe events on a schedule or timetable.
- Point out that the sentence *I have an appointment in the morning.* shows a fixed plan, that is part of a timetable, and not a personal plan, like *I'm having dinner with a friend from school.*
- Refer to the sentences in Exercise 2. Have Ss underline all examples of the simple present and present continuous.
- Check comprehension. Ask: *Do his parents always stay at his place, or are they staying for a couple of weeks?* (*They're staying for a couple of weeks.*) *What is he doing on Saturday afternoon?* (*He's taking his parents for a drive around town.*)
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions.
- Have Ss work individually to complete the conversations with the present continuous or simple present.
- When Ss are finished, have them compare answers with a partner.
- Go over the answers with the class.
- Have Ss practice the conversations in pairs.

B

- Go over the instructions.
- Have Ss work in pairs to take turns telling about their plans after class.
- Call on Ss to tell the class about their partner's plans.

4 Listening A weekend away

Learning objective: Listen to a conversation about weekend plans; develop skills in listening for specific information.

A  (Level 3, Track 74)

- Play the audio. Have Ss listen and check the true sentences.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B  (Level 3, Track 74)

- Play the audio again. Have Ss listen and correct the false sentences.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

5 Speaking What are you doing this weekend?

Learning objective: Ask and talk about weekend plans.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Model the activity. Call on a S. Ask: *Are you going out this weekend?* If the answer is yes, pretend to write it in your book. If the answer is no, continue asking Ss until someone says yes. Then ask: *Where are you going? Who are you going with?*
- Have Ss walk around the room to take turns asking and answering questions to complete the chart. Remind Ss to ask questions for more information.
- Go around the room and give help as needed.

B

- Call on Ss to tell the class about a classmate's answers.
- Elicit the most interesting plans.
- Finally, tell Ss to check the "can do" statement if they can ask and talk about weekend plans. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 41–43
Online Self-study	Lesson A

LESSON B overview

Interactions: Offering to take a message; leaving a message

Listening: Phone messages

Speaking: Role play with phone messages

1 Interactions Phone messages

Learning objective: Practice offering to take a message, and leaving a message.

A

- Go over the questions.
- Elicit answers from the class.

B (Level 3, Track 75)

- Direct Ss' attention to the pictures to set the scene.
Ask: What are the people doing? (Talking on the phone. / Taking / leaving messages.)
- Go over the instructions and the question.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Have Ss compare answers with a partner.
- Elicit the answer from the class.

Answer

"This is Rex Hanson. I'm calling about our class trip. Please tell him that we're leaving tomorrow at 8:00, not 9:00."

- If helpful, play the audio again line by line and have Ss repeat.
- Have Ss practice the conversation in pairs, then change roles and practice again.

Presentation Plus: Disappearing dialogue page xxvii

After doing Part B, follow the steps for *Disappearing dialogue* to practice offering to take a message and leaving a message.

C (Level 3, Track 76)

- Have Ss read the expressions in the boxes. Explain that the expressions for offering to take a message are similar in meaning, as are the expressions for leaving a message. Point out that the expressions with *would* and *could* are slightly more formal or polite.
- Tell Ss there are two other expressions in the conversation, one for each box. Have Ss read the conversation again to find these expressions and add them to the boxes.
- Play the audio. Have Ss listen and check their answers.
- Elicit the expressions from the Ss.
- **Option** Play the audio line by line and have Ss repeat the expressions.

D

- Go over the instructions and the situations.
- Have Ss work in pairs to have conversations using the ideas in the two boxes. Remind Ss to offer to take and to leave messages.

2 Listening Taking messages

Learning objective: Develop skills in listening for specific information.

A (Level 3, Track 77)

- Set the scene. Direct Ss' attention to the message slips. Ask: *What kind of conversations are you going to listen to? (Telephone conversations.)*
- Pre-teach any unfamiliar vocabulary.

Vocabulary

anniversary party a party to honor the date a couple got married

canceled no longer going to take place or happen

- Go over the instructions.
- Play the audio. Have Ss listen and number the messages from 1 to 4.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (Level 3, Track 77)

- Go over the instructions.
- Play the audio again. Have Ss listen and complete the messages.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- Option** Play the audio again if needed.

C (Level 3, Track 78)

- Go over the instructions.
- Play the audio. Have Ss listen and write M (Mr. Phillips), P (Paul) or S (Silvia) in the gaps.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

3 Speaking Role play

Learning objective: Offer to take a message, leave a message.

- Direct Ss' attention to the 'can do' statement at the bottom of the page. (When they finish the speaking activity they will hopefully be able to check the box.)

Presentation Plus: Tip

In class, before doing Part A, create a blank page and brainstorm ideas with the whole class. Add ideas onto blank page. Leave this page showing for Ss to refer to while completing the chart in Part A.

A

- Go over the instructions and the items in the chart.
- Have Ss work individually to complete the chart with their own ideas.

B

- Put Ss in pairs and assign one S to be Student A and one S to be Student B.
- Go over the instructions and the descriptions of roles A and B.
- Have Ss work in pairs to role-play the phone conversations, then change roles and role-play the conversations again.
- Walk around the room and give help as needed. Take notes on the errors you hear Ss make in offering to take messages and leaving messages.
- Call on six pairs of Ss to role-play each conversation.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use the expressions to offer to take messages and to leave messages correctly.
- Finally, tell Ss to check the "can do" statement if they can offer to take messages and leave messages. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 44
Online Self-study	Lesson B

LESSON C overview

Vocabulary: Favors

Grammar: Requests; promises and offers with *will*

Pronunciation: Reduction of *could you* and *would you*

Speaking: Class favors, offers, and promises

1 Vocabulary Favors

Learning objective: Use vocabulary for favors.

A  (Level 3, Track 79)

- Direct Ss' attention to the pictures and the phrases. Explain that the pictures show different types of favors, or things you might do to help someone.
- Go over the instructions.
- Have Ss match the phrases and the pictures.
- **Option** Have Ss compare answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the phrases to practice pronunciation.

Extra activity: Extension

Have Ss work in pairs to make a list of favors they would ask for in different situations, such as going out of town for the weekend, studying for a test, or visiting a new place.

B

- Go over the instructions and the people listed in the box.
- Model the activity. Ask: *Who might you ask to get your mail? Elicit answers (a neighbor, a parent).*
- Have Ss work in pairs to discuss who they might ask to do each thing.
- Call on Ss to tell the class about their ideas.

2 Conversation Is that all?

Learning objective: Practice a conversation about a favor; see use of requests, offers and promises with *will* in context.

Presentation Plus: Tip

Before class, hide only the first word (in bold below) in each of the following expressions: **feed** my cat; **get** my mail; **picking** me up at the airport. Save. Books closed. Before doing Part A, have Ss work in pairs to come up with the missing words. Reveal.

A  (Level 3, Track 80)

- Direct Ss' attention to the picture to set the scene. Ask: *Who do you see? (Two women.) What are they doing? (They're talking.)*
- Go over the instructions and the question.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer with the class.

Answer

Kate asks Ruth to feed her cat, get her mail, and pick her up at the airport.

- If helpful, play the audio again line by line and have Ss repeat.
- **Option** Have Ss work in pairs to practice the conversation.

B  (Level 3, Track 81)

- Go over the instructions.
- Play the audio. Have Ss listen and answer the question.
- Go over the answer with the class.

Answer

Ruth has to get up early.

3 Grammar Requests; promises and offers with *will*

Learning objective: Practice requests, promises, and offers with *will*.

 (Level 3, Track 82)

Requests

- Books closed. Write on the board: *Can you feed my cat, please?* and *Would you mind picking me up at the airport?*
- Explain the rules for requests.
 - Focus on form in requests: *Can / Could / Would + you + verb*
 - Focus on form in requests with *would you mind*: *Would you mind + verb + -ing*
 - Focus on use. Ask: *When do we use these questions? (To make requests, to ask someone to do something for us.)*

Promises and offers with *will*

- Books closed. Write on the board next to the requests above: *No problem. I'll feed her.* and *All right. I won't be late. I promise.*
- Explain the rules for promises and offers with *will*.
 - Focus on form: *I will / I'll / I won't + verb*
 - Focus on use. Ask: *What is the speaker doing in these sentences? (Making an offer, making a promise.)*
- Books open. Direct Ss' attention to the left side of the grammar box. Ask: *Which requests do you think sound the most polite or most formal? (They are in order from least to most formal.)*
- Direct Ss' to the right side of the grammar box. Ask: *Which do you think are offers? (I'll feed her. I'll put . . . I'll be there.) Which are promises? (I won't be late.) Ask: What is the difference? (With an offer, the speaker agrees to do it if the other person wants. With a promise, the speaker is definitely going to do it.)*
- Refer to the conversation in Exercise 2. Have Ss underline the requests and circle the offers and promises.
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Have Ss work individually to match the requests and responses. Then have Ss compare answers with a partner.
- Go over the answers with the class.

B

- Model the activity. Call on a S. Ask: *Can you lend me your car tonight?* Elicit a response with an offer or a promise.
- Have Ss work in pairs to take turns asking and answering the questions with their own offers or promises.

4 Pronunciation Reduction of *could you* and *would you*

Learning objective: Practice reductions of *could you* and *would you*.

A  (Level 3, Track 83)

- Go over the instructions.
- Play the audio. Have Ss listen, paying particular attention to the reductions of *could you* and *would you*.
- Play the audio again. Have Ss listen and repeat.

B

- Go over the instructions.
- Model the activity. Say: *Could you feed my cat?*
- Have Ss work in pairs to take turns making requests with *could you* and *would you* and the phrases from Exercise 1.

5 Speaking Unfavorable favors

Learning objective: Make requests, promises, and offers.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions.
- Have Ss work individually to think of three favors they can ask their classmates.

B

- Have Ss walk around the room to take turns making requests and responding with offers or promises. Remind Ss to talk to three classmates.
- Go around the room and give help as needed.
- Finally, tell Ss to check the "can do" statement if they can make requests, promises, and offers. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 45–47
Online Self-study	Lesson C

LESSON D overview

Reading: "Perspective on Time" (an article)

Writing: Tips for success

Speaking: Quiz about overdoing things

1 Reading Perspective on Time

Learning objective: Read and discuss an article on different cultures' perspectives on time; develop skills in reading for main ideas and details.

A  (Level 3, Track 84)

- Ask the questions.
- **Option** Have Ss discuss the questions in pairs.
- Elicit answers from the class.

Presentation Plus: Tip

Before class, put a text box over each of the four boldfaced headings. Then create another text box and enter into it all four headings in random order. Minimize this last text box. Save. Books closed. After the pre-teaching of vocabulary in Part B, have Ss read the article and decide the best places for the headings. Have Ss compare answers with a partner.

B

- Direct Ss' attention to the article to set the scene.
Ask: What is it about? (Different ways people view time.)
How many sections are in the article? (Four.)
- Pre-teach any unfamiliar vocabulary.

Vocabulary

cultural having to do with a particular society and its way of life

a deadline the time by which you must finish something
strict not flexible

impatient annoyed because something is taking too long

build relationships get to know people

small talk conversation about unimportant things

efficiently using time well

- Go over the instructions.
- Have Ss read the article and notice whether they are more like the Germans or the Italians. Suggest Ss put a check mark next to the things they do.
- Have Ss compare answers with a partner.
- Elicit examples from Ss of the things they do.

C

- Go over the instructions and the examples.
- Have Ss read the article again and write the differences between how people view time in Germany and in Italy.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Possible answers

In Germany

- Wasting time = wasting money, strict about deadlines
- Meetings need to start on time.
- Get impatient if decisions aren't made fast enough

In Italy

- Less strict about deadlines
- It's ok if meetings start or end late.
- Take time to build relationships

D

- Go over the instructions.
- Have Ss discuss their responses in pairs.
- Call on Ss to share their responses with the class. Then ask them to discuss whether they can make a generalization about their own culture's view of time, based on their responses.

2 Writing Tips for success

Learning objective: Create a poster with useful tips.

Presentation Plus: Tip

Before doing Part A, have Ss brainstorm in pairs areas of life that can be improved upon (in addition to the ones listed in Part A). Create a blank page. Elicit ideas from Ss and add them to the blank page. Keep the notes on the board for reference.

A

- Go over the instructions and the topics.
- Have Ss work in groups to choose a topic and create a list of tips.

B

- Go over the instructions.
- Have Ss read the model poster. Ask: *What is the topic of this poster? (How to develop better study habits.) What is the first tip? (Take breaks.)*
- Have Ss work in groups to create a poster of useful tips for their topic. Suggest each S write one or more of the paragraphs.

C

- Go over the instructions.
- Have each group present their tips to the class. Elicit questions from the class for the Ss.

Extra activity: Extension

Have Ss work in groups to write a list of tips only, without saying what they are for. Have each group exchange tips with another group who will guess what the tips are for.

3 Speaking Time management interview

Learning objective: Discuss ways to manage time effectively.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions.
- Have Ss work in pairs to take turns interviewing their partners and checking the answers.
- Go around the room and give help as needed.

Extra activity: Extension

Have Ss stand. Indicate one area of the room for *often*, one for *sometimes*, and one for *never*. Ask each question in Part A and have Ss stand in the area that indicates their answer. Make this a fast-moving activity. Ask the questions in random order.

B

- Go over the instructions.
- Have Ss score their partner's answers.
- Call on Ss to tell the class about their partner's score.

C

- Go over the instructions.
- Have Ss discuss their ideas in pairs.
- Call on Ss to tell the class about a time management tip that might help them.
- Finally, tell Ss to check the "can do" statement if they can discuss ways to manage their time effectively.
NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 48
Online Self-study	Lesson D

1 Quick pair review

Learning objective: Review vocabulary for commitments, ways to offer to take a message and to leave one, requests and responses.

Lesson A Find out!

- Go over the instructions and the example conversation.
- Model the activity. Call on a S and ask what commitments he or she has next month. Find two you both have.
- Have Ss work in pairs to find out two commitments they both have next month. Set a time limit of two minutes.

Lesson B Brainstorm!

- Go over the instructions.
- Have Ss work in pairs to make a list of three ways to offer to take a message and three ways to leave one. Set a time limit of two minutes.
- Elicit examples from the class.

Presentation Plus: Guided brainstorming page xxviii

After brainstorming, follow the steps for *Guided brainstorming* to review ways to offer to take a message and ways to leave a message.

Lesson C Do you remember?

- Go over the instructions.
- Have Ss work in pairs to match the requests and responses. Set a time limit of one minute.
- Go over the answers with the class.

Lesson D Give your opinion!

- Go over the instructions.
- Have Ss work in pairs to decide on three tips. Set a time limit of two minutes.
- Elicit tips from the class.

2 In the real world

Learning objective: Research tips for success and write about them.

- Go over the instructions, the topics, and the example.
- As an out-of-class assignment, have Ss choose a topic and then go online to research it.
- Have Ss write about what they found out.
- **Option** Have Ss work in pairs or groups with other Ss who chose the same topic to share their ideas.
- Have Ss work in pairs with Ss who chose a different topic to read and discuss their tips.
- Elicit tips for each topic.

7 Personalities

At a glance: Unit overview	Speaking outcomes
LESSON A You're extremely curious. Ss learn vocabulary for personality traits. They use adverbs modifying adjectives and verbs.	Ss can . . . talk about personality traits.
LESSON B In my opinion, . . . Ss give an opinion and ask for agreement.	Ss can . . . give an opinion and ask for agreement.
LESSON C We've been friends for six years. Ss learn more vocabulary for personality traits. They use present perfect with <i>for</i> and <i>since</i> .	Ss can . . . describe people's personalities.
LESSON D What is your personality? Ss read and discuss descriptions of zodiac signs. They write a paragraph about their personality.	Ss can . . . talk about their personality.

Warm-up

Learning objective: Preview the topic and discuss people's personalities.

Presentation Plus: Preview the unit page xxx

Before doing Part A, follow the steps for *Preview the unit*. Say: *Look at the body language and facial expressions of the people. What can body language tell you about a person? What can facial expressions tell you? Who is probably feeling stressed? Who is probably happy?* Elicit answers from class.

A

- To introduce the topic of personalities, direct Ss' attention to the picture. Ask: *Who do you like in the picture? Why?* (e.g., *I like the person on the right because he's paying attention and looks thoughtful.*)
- Go over the instructions and the questions.
- Have Ss discuss their answers with a partner.

- Elicit answers from the class.
- Option** Do the activity as a class.

Possible answers

They are businesspeople / coworkers. They are at a business meeting, at a conference, or on a break.

B

- Go over the questions.
- Have Ss discuss their ideas in pairs.
- Elicit answers from the class.
- Option** Do the activity as a class.
- Tell Ss that they will learn how to talk about personalities in this unit. Point out the Unit 7 lesson overviews. Go over what Ss will learn in each lesson.

LESSON A overview

Vocabulary: Personality traits

Grammar: Adverbs modifying adjectives and verbs

Speaking: Interview about personality traits

1 Vocabulary Personality traits

Learning objective: Use vocabulary for personality traits.

A 🎧 (Level 3, Track 85)

- Direct Ss' attention to the adjectives. Ask: *What do these words describe? (People's personality.)* Explain or elicit that *personality traits* are qualities that people have and that they don't usually change.
- Go over the instructions. Have students match the adjectives and sentences.
- **Option** Have Ss compare answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.
- **Option** Books closed. Have Ss work in pairs to take turns asking for and giving explanations of each word.
- **Tip** Have Ss notice the endings for different parts of speech. For example, adjectives often end in *-ous*, *-ful*, *-ic*, and *-ing*.

B

- Go over the instructions and the example.
- Have Ss work in pairs to take turns describing people they know with each personality trait.
- Call on Ss to share their ideas with the class.

Extra activity: Extension

To help Ss expand their vocabulary, have Ss work in pairs or small groups to write other words belonging to each word family. Model the activity. Elicit other words in the word family of *adventurous* (*adventure, adventurously*) and write them on the board. Set a time limit of five minutes. Allow Ss to check their ideas in a dictionary. Elicit words from the class. Alternatively, have Ss write the words in each family on the board.

2 Language in context Are you a believer?

Learning objective: See adverbs modifying adjectives and verbs in context.

Presentation Plus: Find the match page xxviii

Before doing Part A, follow the steps for *Find the match* to practice vocabulary for personality traits. Hide *stubborn, careful, ambitious*.

A 🎧 (Level 3, Track 86)

- Direct Ss' attention to the pictures to set the scene. Ask: *What is in the first picture? (People celebrating the Year of the Monkey.) What is in the second picture? (Three children of different ages.)*
- Go over the instructions.
- Play the audio. Have Ss underline the positive personality traits and circle the negative ones as they listen and read silently.
- **Option** Have Ss check answers with a partner.
- Play the audio again line by line. Have Ss listen and repeat to practice pronunciation.
- **Option** Have Ss take turns reading the texts in pairs.

B

- Go over the questions.
- Have Ss answer the questions in pairs or small groups.
- Elicit ideas from the class.
- **Option** Do the activity as a class.

3 Grammar Adverbs modifying adjectives and verbs

Learning objective: Practice adverbs modifying adjectives and verbs.

 (Level 3, Track 87)

- Tell Ss that adverbs can go with both adjectives and verbs. In other words, we use adverbs to modify, or describe, adjectives and verbs.
- Direct Ss' attention to the left side of the grammar box.
- Point out that in both sentences, the adverb goes before the adjective. Write on the board: adverb + adjective
- Direct Ss attention to the right side of the grammar box.
- Point out that the adverb goes after the verb. Write on the board: subject + verb (+ object) + adverb
- Check comprehension. Ask: *What ending do adverbs often have? (They often have -ly.) What does extremely mean? (It means very.)*
- Refer to the texts in Exercise 2. Have Ss underline all adverbs.
- Check comprehension. Ask: *What are some adverbs that modify adjectives? (Extremely, very, pretty . . .) What are some adverbs that modify verbs? (Well, quickly, seriously, hard, well, easily . . .)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions.
- Have Ss work individually to add adverbs to the sentences.
- When Ss are finished, have them compare answers with a partner.
- Go over the answers with the class.

Presentation Plus: Tip

After doing Part A, divide the class into two teams. Ss from each team take turns going to the board for different questions. Have the S at the board insert the adverb in the right place and then underline the word it modifies. If the answer is fully correct, the team gets a point. If not, the other team has a chance to correct the answer. If they do this correctly, they get a point. The team with the highest score at the end wins.

B

- Go over the instructions.
- Have Ss work in pairs to take turns saying which sentences in Part A are true for them.
- Call on Ss to tell the class one thing that is true about their partner.

Extra activity: Extension

Refer Ss to page 152. Model the activity. Say a sentence with an adjective (e.g., *She is agreeable.*), then say one with the adverb (e.g., *She worked with her group very agreeably.*). Have Ss work in pairs to make sentences for five adjective-adverb pairs.

4 Speaking My true self

Learning objective: Talk about personality traits.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions, the questions in the chart, and the example conversation.
- Have Ss work in pairs to take turns asking and answering questions. Remind Ss to take notes in the chart.
- Go around the room and give help as needed. Take notes on errors you hear Ss make in using adverbs.

B

- Go over the instructions.
- Have Ss join another group to talk about the most interesting information they learned in the interview.
- Elicit interesting information from Ss.
- Write any errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use adverbs correctly.
- Finally, tell Ss to check the "can do" statement if they can talk about personality traits. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 49–51
Online Self-study	Lesson A

LESSON B overview

Interactions: Giving an opinion; asking for agreement

Pronunciation: Reduction of *don't you*

Listening: Common proverbs

Speaking: Discussion about personality assumptions

1 Interactions Opinions

Learning objective: Practice giving an opinion and asking for agreement.

A

- Go over the questions.
- Elicit answers from the class.

B (Level 3, Track 88)

- Direct Ss' attention to the picture to set the scene. Ask: *Where are they? (In an art class.) What do you think they are talking about?* Elicit ideas from Ss.
- Go over the instructions and the question.
- Play the audio. Have Ss listen and read silently, paying particular attention to Fei and Ralph's opinions.
- Have Ss discuss which opinion they agree with more with a partner.
- Elicit ideas from the class.
- If helpful, play the audio again line by line and have Ss repeat.
- Have Ss practice the conversation in pairs, then change roles and practice again.

Presentation Plus: Restoring text page xxx

After doing Part B, follow the steps for *Restoring text* to review language for opinions.

C (Level 3, Track 89)

- Go over the instructions.
- Have Ss read the expressions in the boxes. Explain that the expressions for giving an opinion are similar in meaning, as are the expressions for asking for agreement.

- Point out that saying something like *If you ask me* and *Maybe it's just me* is a way to soften the opinion, so it doesn't sound too strong.
- Tell Ss there are two other expressions in the conversation, one for each box. Have Ss read the conversation again to find these expressions and add them to the boxes.
- Play the audio. Have Ss listen and check their answers.
- Elicit the expressions from Ss.
- **Option** Play the audio line by line and have Ss repeat the expressions.

D

- Go over the instructions and the opinions.
- Have Ss work individually to check the opinions they agree with.
- Have Ss work in pairs to take turns talking about the opinions they agree with. Remind Ss to ask their partners for agreement.

Extra activity: Extension

Put Ss in groups of four. Have each group choose one of the three topics. Assign two Ss in each group to argue one opinion and the other two to argue the opposing opinion. Have Ss work in their pairs to prepare reasons for their opinions. Then have each pair debate their points of view. Have three groups act out the debate in front of the class, one for each topic. Have the rest of the Ss pay attention to the ways to give an opinion and ask for agreement and keep a record of what phrases they hear and how many times.

2 Pronunciation Reduction of *don't you*

Learning objective: Practice reduction of *don't you*.

A  (Level 3, Track 90)

- Go over the instructions.
- Play the audio. Have Ss listen, paying particular attention to the reduction of *don't you*.
- Play the audio again. Have Ss listen and repeat.

B

- Go over the instructions.
- Have Ss work in pairs to practice saying the statements from Exercise 1, Part D, and asking for agreement with questions with *don't you*.

3 Listening A book of proverbs

Learning objective: Develop skills in listening for specific information.

A  (Level 3, Track 91)

- Explain or elicit that a proverb is a common saying in a culture or language. Proverbs usually give advice. Tell Ss they are going to listen to two people talk about proverbs.
- Pre-teach any unfamiliar vocabulary.

Vocabulary

spoil ruin, make bad

- Go over the instructions.
- Play the audio. Have Ss listen and number the proverbs from 1 to 4.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B  (Level 3, Track 91)

- Go over the instructions.
- Play the audio again. Have Ss listen and circle *yes* or *no*.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- **Option** Play the audio again if needed.

C

- Go over the instructions.
- Have Ss work in pairs to discuss their answers.

- Elicit Ss' opinions of each proverb.
- Elicit similar proverbs if the Ss know any in their own language.

4 Speaking Don't you think so?

Learning objective: Give an opinion; ask for agreement.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions.
- Have Ss work individually to circle the words that represent their opinions.

B

- Go over the instructions and the example conversation.
- Have Ss work in groups to discuss their opinions from Part A.
- Walk around the room and give help as needed. Take notes on the errors you hear Ss make in giving opinions and asking for agreement.

Presentation Plus: Tip

Before doing Part C, elicit opinions from volunteers and write them onto a blank page. Leave this on the board for reference.

C

- Go over the instructions and the example.
- Have Ss work in groups to discuss other opinions. Suggest each S give at least one opinion.
- Call on Ss to share their opinions with the class.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use the expressions to give an opinion and ask for agreement correctly.
- Finally, tell Ss to check the "can do" statement if they can give an opinion and ask for agreement. **NOTE:** If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 52
Online Self-study	Lesson B

LESSON C overview

Vocabulary: More personality traits

Grammar: Present perfect with *for* and *since*

Speaking: Information exchange about friends and their personalities

1 Vocabulary More personality traits

Learning objective: Use more vocabulary for personality traits.

A  (Level 3, Track 92)

- **Tip** To help Ss remember vocabulary, review the personality traits from Lesson A.
- Direct Ss' attention to the adjectives and the definitions.
- Have Ss match the adjectives and definitions.
- **Option** Have Ss compare answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.

Extra activity: Extension

Call on a S and toss a ball or beanbag. Say an adjective (*mature*) and elicit the opposite adjective (*immature*). Have the S call on a classmate, say an adjective and elicit the opposite adjective.

B  (Level 3, Track 93)

- Go over the instructions and the prefixes in the chart. Explain that we add prefixes to the front of words, and they usually change the meaning of the word. Point out that these prefixes are all negative prefixes and mean *not*.
- Have Ss work individually to complete the chart.
- **Option** Have Ss compare answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Go over the answers with the class.
- Play the audio again. Have Ss repeat the words to practice pronunciation.

Presentation Plus: Show the word! page xxxi

Type the answers for Part A into text boxes. After doing Part B, follow the steps for *Show the word!* to practice vocabulary for personality traits. Hide the letters of the answers (instead of hiding pictures) and call out definitions (instead of calling out hidden words).

C

- Go over the instructions.
- Have Ss work in pairs to discuss the three best and three worst personality traits in a friend.
- Elicit ideas from the class.

2 Conversation Time to say you're sorry

Learning objective: Practice a conversation about a problem with a friend; see use of present perfect with *for* and *since* in context.

A  (Level 3, Track 94)

- Direct Ss' attention to the picture to set the scene. Ask: *Who do you see? (A woman and a man. / Two friends at a café.)* What do you think they are talking about? (*A problem.*)
- Go over the instructions and the question.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer with the class.

Answer

He describes her reaction as unfair and immature.

B  (Level 3, Track 95)

- Go over the instructions. Play the audio. Have Ss listen and answer the question.
- Go over the answer with the class.

Answer

He uses the word *inconsiderate*.

3 Grammar Present perfect with *for* and *since*

Learning objective: Practice present perfect with *for* and *since*.

 (Level 3, Track 96)

- Direct Ss' attention to the grammar box. Have Ss read the sentences.
- Check comprehension. Ask: *According to the second sentence, when did they become friends? (Six years ago.) Are they still friends? (Yes.) Will they be friends in the future? (Probably.) How long has she been upset? (For several days.) Is she still upset? (Probably.)*
- Focus on use. Ask: *When do we use the present perfect? (To describe actions that began in the past and continue up to now.)*
- Direct Ss' attention to the columns on the right. Ask: *What kind of expressions do we use with the word for? (Periods of time.) What kind of expressions do we use with since? (Specific points in time.)*
- Focus on form with *for*: subject + *have / has* + verb + *for* + time period
- Focus on form with *since*: subject + *have / has* + verb + *since* + starting point
- Point out that we use *for* or *since* to answer questions with *how long*.
- Refer to the conversation in Exercise 2. Have Ss underline the expressions with *for* and *since*.
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

Presentation Plus: Tip

Before class, add a blank page with two columns, one for *since* and one for *for*. Before doing Part A, open a blank page. Books closed. Divide the class into two teams. Have a S from the first team come to the board. Call out an expression from the right side of the grammar box. Have S write it in the correct column on the blank page. Repeat until all the words have been used. The teams get a point for each correct answer.

A

- Go over the instructions. Point out that a past event (e.g., *he got married*) is a starting point.
- Have Ss work individually to complete the sentences with *for* or *since*.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B

- Go over the instructions and the questions.
- Model the activity. Call on a S. Ask: *How long have you been in this class?*
- Have Ss work in pairs to take turns asking and answering the questions.
- Call on Ss to tell the class about their partner.

4 Speaking Three friends

Learning objective: Describe people's personalities.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions.
- Have Ss work individually to complete the chart with information about three friends.

B

- Go over the instructions and the example conversation.
- Have Ss work in groups to take turns telling about their friends, and asking and answering questions for more information.
- **Tip** To help Ss work more effectively in groups, assign a job to each group member (facilitator, note taker, timekeeper, grammar judge). This will help Ss take turns, stay on time, and use the grammar correctly.
- Go around the room and give help as needed. Take notes on errors you hear Ss make in using the present perfect with *for* and *since*.
- Call on Ss to tell the class about one of their friends.
- Write the errors you heard Ss make in using the present perfect with *for* and *since* on the board. Encourage Ss to correct them. Make sure they use present perfect with *for* and *since* correctly
- Finally, tell Ss to check the "can do" statement if they can describe people's personalities. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 53–55
Online Self-study	Lesson C

LESSON D overview

Reading: “The Signs of the Zodiac” (descriptions)

Listening: A personality quiz

Writing: My personality

Speaking: Guessing game to match people and their personality descriptions

1 Reading The Signs of the Zodiac

Learning objective: Read and discuss descriptions of zodiac signs; develop skills in reading for main ideas and details.

A (Level 3, Track 97)

- Tell Ss that one way to find out more about their personalities is to consult a zodiac description. Explain that the zodiac shows twelve signs that represent groups of stars. Some people think they influence their life.
- Go over the instructions.
- **Option** Before Ss read the text, have them write down three adjectives that they think describe their personalities. When they read the description of their zodiac sign have them compare their own descriptions with the zodiac.
- Have Ss read the description of their zodiac sign.
- Have Ss discuss the questions in pairs.
- **Option** Have Ss work in pairs or small groups with others who have the same zodiac sign. Have Ss discuss which qualities they think they share if any.
- Call on Ss to share their ideas with the class.

B

- Go over the instructions.
- Have Ss read the chart and complete the sentences with the correct zodiac signs.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Presentation Plus: Tip

Before class, hide one descriptive word from each paragraph but leave the first letter of each word showing. Suggested words: *ambitious, creative, considerate, talkative, unreliable, patient, leader, ambitious, curious, reliable, honest* (appears twice). After doing Part B, books closed. Divide the class into two teams. Have a S from the first team come to the board. Have the S write a word in the gap. Repeat until all the words have been used. The teams get a point for each correct answer.

C

- Go over the instructions and the questions.
- Have Ss discuss their ideas in groups.
- Call on Ss to share their ideas with the class.

Extra activity: Extension

Have Ss work in groups. Write on the board: *Which zodiac signs describe people who would be good at these jobs? Why?* Write a list of the jobs you’d like the Ss to discuss (e.g., *a writer, an artist, a politician, a businessperson*).

2 Listening Imagine you're in a forest . . .

Learning objective: Listen to a personality quiz; develop skills in listening for main ideas and details.

A (Level 3, Track 98)

- Direct Ss' attention to the picture. Ask: *What do you see? (A family walking in a forest.)* Tell Ss they are going to listen to a personality test in which they'll have to imagine they are in a forest.
- Go over the instructions and the questions.
- Play the audio. Have Ss listen and number the questions from 1 to 7.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (Level 3, Track 98)

- Go over the instructions and the questions.
- Play the audio again. Have Ss listen and answer the questions. Remind the Ss that there are no right or wrong answers.

C

- Go over the instructions.
- Have Ss compare answers with a partner, then turn to page 153 to see what their answers mean.
- Call on Ss to share what they learned.

3 Writing and speaking My personality

Learning objective: Write a paragraph about your personality; talk about your personality.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions and the questions.
- Have Ss work individually to answer the questions.

Presentation Plus: Analyzing the model page xxvii

After doing Part A, follow the steps for *Analyzing the model* to prepare Ss for the writing activity.

B

- Go over the instructions.
- Have Ss read the model paragraph. Ask: *What personality traits does the writer have? (He / She is easygoing, outgoing, optimistic, and stubborn).*
- Have Ss work individually to write paragraphs about their personalities. Remind Ss not to write their names on the paper.

C

- Go over the instructions and the example conversation.
- Put Ss in groups. Have each member of the group put their papers facedown on the table. Have Ss take turns taking a paper, reading it aloud, and eliciting guesses.
- Walk around the room and give help as needed. Take notes on things you hear Ss do correctly in these areas: using adverbs, using present perfect with *for* and *since*, giving opinions, asking for agreement, using vocabulary for personality traits.
- Point out the things you heard Ss do correctly.
- Finally, tell Ss to check the "can do" statement if they can talk about their personalities NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 56
Online Self-study	Lesson D

1 Quick pair review

Learning objective: Review adjectives and adverbs; give opinions; describe positive and negative personality traits.

Lesson A Test your partner!

- Go over the instructions and the example.
- Have Ss work in pairs to take turns saying an adjective as their partner writes the adverb form. Set a time limit of two minutes.
- Elicit answers from the class.

Lesson B Give your opinion!

- Direct Ss' attention to the pieces of art. Ask: *What do you see? (A sculpture, a painting.)*
- Go over the instructions and the example conversation.
- Have Ss work in pairs to give two opinions about each piece of art. Set a time limit of two minutes.
- Call on Ss to share their opinions with the class.

Lesson C Brainstorm!

- Go over the instructions.
- Have Ss work in pairs to make a list of positive and negative personality traits. Set a time limit of two minutes.
- Elicit examples from the class.

Presentation Plus: List that page xxix

After brainstorming, follow the steps for *List that* to review positive and negative personality traits.

Lesson D Find out!

- Go over the instructions and the example conversation.
- Have Ss work in pairs to find out two people they know with the same personality traits. Set a time limit of two minutes.

2 In the real world

Learning objective: Research your zodiac sign and write about it.

- Go over the instructions and the example.
- As an out-of-class assignment, have Ss look in an English newspaper or magazine to find their horoscope from yesterday or last week. Suggest they look for news online.
- Have Ss write three or four sentences about what they found out.
- Have Ss share what they found out in pairs or groups.
- Call on Ss to share what they found out with the class.

8 The environment

At a glance: Unit overview	Speaking outcomes
LESSON A Going green Ss learn vocabulary for environmental impacts. They use quantifiers.	Ss can . . . discuss environmental problems.
LESSON B I'd rather not say. Ss give an approximate answer and avoid answering.	Ss can . . . give an approximate answer and avoid answering.
LESSON C What will happen? Ss learn vocabulary for tips to help the environment. They use the first conditional.	Ss can . . . talk about future possibilities.
LESSON D Finding solutions Ss read and discuss an article on one-of-a-kind homes. They write a letter about an environmental problem.	Ss can . . . discuss solutions to problems.

Warm-up

Learning objective: Preview the topic and discuss before and after pictures of environmental problems.

Presentation Plus: Tip

Before class, cover all text above the pictures. Books closed. Do Part A and B. Then have Ss work in pairs to guess the title of the unit. Elicit ideas from Ss and then reveal the title.

A

- To introduce the topic of the environment, direct Ss' attention to the pictures. Ask: *What places do you see?* (A vacant lot, a river, a city.)
- Go over the instructions and the questions.
- Have Ss discuss their answers with a partner.
- Elicit answers from the class.
- Option** Do the activity as a class.

Answers

- a vacant lot that was mostly dirt, but now has green plants and grass
- a river that was dirty, but is now clean
- a city that was polluted, but now has clean air

B

- Go over the questions.
- Have Ss discuss their ideas in pairs.
- Elicit answers from the class.
- Option** Do the activity as a class.
- Tell Ss that they will learn how to talk about the environment in this unit. Point out the Unit 8 lesson overviews. Go over what Ss will learn in each lesson.

Cultural note

Los Angeles is the U.S. city that is known for smog. The word *smog* is a combination of *smoke* and *fog*. It is a hazy cloud formed by pollution. L.A. has worked hard to improve its air quality. One thing that has helped is laws regulating car emissions.

LESSON A overview

Vocabulary: Environmental impacts

Grammar: Quantifiers

Pronunciation: Stress in compound nouns

Speaking: Discussion about community environmental problems

1 Vocabulary

Environmental impacts

Learning objective: Use vocabulary for environmental impacts.

A  (Level 3, Track 99)

- Direct Ss' attention to the words. Ask: *What do these words have in common? (They refer to things related to the environment.)* Explain or elicit that *impacts* are effects.
- Go over the instructions. Have students label the pictures with the correct words.
- **Option** Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.
- **Option** Have Ss work in pairs to take turns asking for and giving explanations of each word.
- **Tip** To expand vocabulary, have Ss generate lists of words in the same word families as some of the words (e.g., *pollution* [n.], *pollute* [v.], *polluted* [adj.])

B

- Go over the instructions.
- Have Ss work in pairs to discuss how the things in Part A impact the environment.
- Call on Ss to share their ideas with the class.

Presentation Plus: Swipe and guess page xxxi

After doing Part B, follow the steps for *Swipe and guess* to practice vocabulary about things that make an environmental impact.

Extra activity: Extension

Have Ss work in pairs or groups to list one advantage and one disadvantage of each item in Part A. Elicit ideas from the class. Point out or elicit that things that have a negative impact on the environment often have other advantages such as cost or convenience.

2 Language in context

Green products

Learning objective: See quantifiers in context.

A  (Level 3, Track 100)

- Direct Ss' attention to the ads to set the scene. Ask: *What do you see? (Ads for green products.) What are the products? (Lightbulb, toothbrush, cloth shopping bag, steel water bottle.)*
- Go over the instructions.
- Play the audio. Have Ss answer the question as they listen and read silently.
- **Option** Have Ss check answers with a partner.
- Go over the answers with the class.

Answers

Compact fluorescent lightbulbs use less energy.

Recycled toothbrushes use recyclable plastic.

Cloth shopping bags replace plastic or paper bags.

Steel water bottles replace plastic water bottles, which go in landfills and cause pollution.

B

- Go over the questions.
- Have Ss answer the questions in pairs or small groups.
- Elicit ideas from the class.
- **Option** Do the activity as a class.

3 Grammar Quantifiers

Learning objective: Practice quantifiers.

 (Level 3, Track 101)

- Direct Ss' attention to the grammar box. Have Ss read the sentences.
- Elicit rules:
 - 1 Focus on form. Ask: *Where do quantifiers go? (Before nouns.)*
 - 2 Focus on use. Ask: *What are some quantifiers that we can use with count nouns? (More, not enough, too many, fewer.) What are some quantifiers we can use with noncount nouns? (More, not enough, too much, less.)*
- Check comprehension. Say: *The city has two wind farms. It needs twenty. What quantifiers can I use to express this? (The city needs more wind farms. / The city doesn't have enough wind farms.) An SUV uses a lot of gas. Is this a good thing? (No, it should use less gas. / No, it uses too much gas.)*
- Refer to the ads in Exercise 2. Have Ss underline all examples of quantifiers.
- Check comprehension. Ask: *What is the problem with regular lightbulbs? (They waste too much energy.) What are the advantages of CFLs? (They use less energy and save more money.) What is wrong with plastic water bottles? (Too many end up in landfills.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions.
- Have Ss work individually to complete the opinions with quantifiers.
- When Ss are finished, have them compare answers with a partner.
- Go over the answers with the class.
- Have Ss practice saying the sentences in pairs.

B

- Go over the instructions.
- Have Ss work in pairs to discuss which opinions in Part A they agree with and why.
- Call on Ss to tell the class about their partner's opinions.

4 Pronunciation Stress in compound nouns

Learning objective: Practice stress in compound nouns.

A  (Level 3, Track 102)

- Play the audio. Have Ss listen, paying particular attention to stress in compound nouns.
- Play the audio again. Have Ss listen and repeat.

B

- Have Ss work in pairs to take turns saying the compound nouns.
- **Tip** To help Ss notice which compound nouns are one word, and which two, suggest they list the compound words in two groups in their vocabulary notebooks.

Presentation Plus: Highlight and say it! page xxviii

After doing Part B, zoom in on Exercise 3, Part A, and follow the steps for *Highlight and say it!* to practice pronunciation.

5 Speaking Our community

Learning objective: Discuss environmental problems.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Have Ss work in pairs to complete the sentences.
- Go around the room and give help as needed. Take notes on errors you hear Ss make in using quantifiers.

B

- Have Ss join another pair to share their ideas.
- Elicit which problems Ss think are the most important.
- Write any errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use quantifiers correctly.
- Finally, tell Ss to check the "can do" statement if they can discuss environmental problems. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 57–59
Online Self-study	Lesson A

LESSON B overview

Interactions: Giving an approximate answer; avoiding answering

Listening: A survey on grocery shopping habits

Speaking: Survey about water usage

1 Interactions Answering and avoiding answering

Learning objective: Practice giving an approximate answer and avoiding answering.

A

- Go over the instructions and questions.
- **Option** Have Ss discuss the questions in pairs.
- Elicit answers from the class.

B (Level 3, Track 103)

- Direct Ss' attention to the picture to set the scene.
Ask: *Who do you see? (Two men and a woman.) What are they doing? (Plugging in / talking about an electric car.)*
- Go over the instructions and the question.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Have Ss compare answers with a partner.
- Elicit the answer from the class.

Answer

How much did it cost, exactly?

- If helpful, play the audio again line by line and have Ss repeat.
- Have Ss practice the conversations in pairs, then change roles and practice again.

C (Level 3, Track 104)

- Go over the instructions.
- Have Ss read the expressions in the boxes. Explain that the expressions in each box mean the same thing, and that expressions to avoid answering are rather formal.
- Tell Ss there are two other expressions in the conversation, one for each box. Have Ss read the conversation again to find these expressions and add them to the boxes.
- Play the audio. Have Ss listen and check their answers.
- Elicit the expressions from the Ss.
- **Option** Play the audio line by line and have Ss repeat the expressions.

Presentation Plus: Language switch page xxix

After doing Part C, follow the steps for *Language switch*, Option 2, to practice answering and avoiding answering.

D

- Go over the instructions and the questions and responses.
- Have Ss match the questions and responses.
- Go over the answers with the class.
- Have Ss work in pairs to take turns asking and answering the questions, then change roles and practice again.

Extra activity: Extension

Have Ss work in pairs to make five questions about personal recycling habits and creation of garbage. Have each pair join another pair to take turns asking and answering, or avoid answering their questions.

2 Listening Consumer research

Learning objective: Develop skills in listening for specific information.

A  (Level 3, Track 105)

- Pre-teach any unfamiliar vocabulary.

Vocabulary

household the people who live in a house together

What do you do for a living? What is your job?

- Go over the instructions and the questions.
- Play the audio. Have Ss listen and number the questions from 1 to 9.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B  (Level 3, Track 105)

- Go over the instructions.
- Play the audio again. Have Ss listen and write the man's answers.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- **Option** Play the audio again if needed.

C

- Go over the instructions.
- Have Ss work in pairs to take turns asking and answering or avoiding answering the questions.
- Call on Ss to tell the class about one of their partner's answers.

Extra activity: Extension

Have Ss choose three questions from Part A. Have Ss walk around the room to ask and answer questions and record the answers. Suggest Ss interview ten classmates. Have Ss share their answers in small groups. Call on Ss to share what they found out with the class.

3 Speaking Do you waste water?

Learning objective: Give an approximate answer and avoid answering.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions.
- Have Ss work individually to select the questions they would avoid answering.

B

- Go over the instructions.
- Have Ss work in pairs to take turns asking and answering the questions to complete the survey in Part A. Remind Ss to use expressions to avoid answering questions.
- Walk around the room and give help as needed. Take notes on the errors you hear Ss make in giving approximate answers and avoiding answering.

C

- Go over the instructions.
- Have Ss work in pairs to compare answers and answer the questions.
- Call on Ss to share their ideas with the class.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use the expressions to give an approximate answer or avoid answering correctly.
- Finally, tell Ss to check the "can do" statement if they can give an approximate answer and avoid answering. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 60
Online Self-study	Lesson B

LESSON C overview

Vocabulary: Tips to help the environment

Grammar: First conditional

Speaking: Cause and effect

1 Vocabulary Tips to help the environment

Learning objective: Use vocabulary for tips to help the environment.

A (Level 3, Track 106)

- Direct Ss' attention to the tips in the box. Ask: *What kind of tips are these? (Things you can do to help the environment.) How can they help? (They save / reduce the use of things like fuel, water, money, paper.)*
- Go over the instructions. Have students match the tips and the pictures.
- **Option** Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the sentences to practice pronunciation.

B

- Go over the instructions.
- Have Ss work in pairs to answer the questions.
- Call on Ss to share their answers with the class.

Presentation Plus: Tip

Before class, hide the bold words in each phrase from Part A: buy **local** food, fix **leaky** faucets, **grow** your own food, pay bills **online**, **take** public transportation, use a **clothesline**, use **cloth** shopping bags, use **rechargeable** batteries. Save. In class, after doing Part B, have Ss work in pairs to complete the sentences to practice vocabulary for tips to help the environment.

2 Conversation This is awful!

Learning objective: Practice a conversation about public transportation; see use of first conditional in context.

A (Level 3, Track 107)

- Direct Ss' attention to the picture to set the scene. Ask: *What do you see? (People stuck in traffic. / A traffic jam.)*
- Go over the instructions and the question.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer with the class.

Answer

She wants to start tomorrow.

- If helpful, play the audio again line by line and have Ss repeat.
- Have Ss work in pairs to practice the conversation.
- **Option** Call on two pairs to act it out for the class.

B (Level 3, Track 108)

- Go over the instructions. Play the audio. Have Ss listen and answer the question.
- Go over the answer with the class.

Answer

There are a lot of people and no seats.

3 Grammar First conditional

Learning objective: Practice the first conditional.

 (Level 3, Track 109)

- Direct Ss' attention to the grammar box. Have them read the example sentences.
- Explain the rules.
 - 1 Focus on use. Explain: *We use first conditional sentences to describe things that might really happen. If you are certain something will happen, use will in the main clause. When less certain, use may, might, or could in the main clause.*
 - 2 Focus on form. Explain that a conditional sentence is made up of an *if* clause and a main clause: (If clause) *if* + subject + simple present, + (main clause) subject + *will / may / might / could* + base form of the verb
- Point out that either the *if* clause or the main clause can come first.
- Check comprehension. Say: *If we take public transportation, we'll save money. Which action may cause the other action? (Taking public transportation may cause us to save money.) Will these things definitely happen? (No, but probably.)*
- Refer to the conversation in Exercise 2. Have Ss underline the *if* clauses and circle the modals.
- Check comprehension. Ask: *What will happen if they take the subway? (They won't have to sit in traffic.) What else might happen? (They might save money.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions and the example.
- Have Ss work individually to write first conditional sentences.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B

- Go over the instructions and the example conversation.
- Model the activity. Call on a S. Ask: *What else will happen if you pay your bills online?* Elicit an answer (e.g., *I can pay them more quickly.*)
- Have Ss work in pairs to discuss their ideas.
- Call on Ss to share their ideas with the class.

Presentation Plus: Revealing grammar page xxx

After doing Part B, follow the steps for *Revealing grammar* to review the first conditional. Hide *the present* (line 1), *will* (line 2), *may, might, could*, and *main* (all from line 6).

4 Speaking Around the circle

Learning objective: Talk about future possibilities.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions and the example.
- Have Ss work individually to write a sentence about what will happen if they change a habit to become greener. Remind Ss to look at the tips in Exercise 1 for ideas.

B

- Go over the instructions and the example conversation.
- Have Ss work in groups to take turns saying a sentence as the rest of the group adds ideas. Encourage each S to start a new round of ideas.
- Go around the room and give help as needed. Take notes on errors you hear Ss make in using first conditionals.
- Call on Ss to tell the class about one of the group's chains of ideas.
- Write the errors you heard Ss make in first conditionals on the board. Encourage Ss to correct them. Make sure they use first conditionals correctly.
- Finally, tell Ss to check the "can do" statement if they can talk about future possibilities. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 61–63
Online Self-study	Lesson C

LESSON D overview

Reading: “One-of-a-Kind Homes” (an article)

Listening: Award winners for environmental work

Writing: A letter about an environmental issues

Speaking: Solutions to environmental issues

1 Reading One-of-a-Kind Homes

Learning objective: Read and discuss an article on one-of-a-kind homes; develop skills in reading for main ideas and details.

A  (Level 3, Track 110)

- Ask the questions.
- **Option** Have Ss discuss the questions in pairs.
- Elicit answers from the class.

B

- Direct Ss’ attention to the title. Explain or elicit what the title means (*Each house is unique; there is no other house that is like it.*).
- Pre-teach any unfamiliar vocabulary.

Vocabulary

environmentally friendly good for the environment

greenhouse a building for growing plants that is made of glass to let the sun in

tire rubber the rubber material from car or truck tires

- Go over the instructions.
- Have Ss read the article and write the captions under the correct pictures.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Extra activity: Extension

Put Ss in groups of three. Have each S read about a different home. Tell Ss you will give a quiz on all three homes. Have Ss tell their partners about their home. Point out that every S will have to answer every question on the quiz, so A Ss will teach the answers to the first two questions, B Ss to the second two, and C to the third two. Books closed. Ask each of the questions in Part C and have Ss answer.

C

- Go over the instructions.
- Have Ss read the article again and answer the questions.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Presentation Plus: Tip

While Ss complete Part C, zoom section. Have volunteers come to the board and use the pen to underline the section showing the location of the answer in the reading. Have S put the corresponding question number beside the underlined segment.

D

- Go over the instructions.
- Have Ss answer the questions in pairs.
- Call on Ss to share their ideas with the class.

2 Listening Award winners

Learning objective: Listen to conversations about award winners; develop skills in listening for main ideas and details.

A  (Level 3, Track 111)

- Pre-teach any unfamiliar vocabulary.

Vocabulary

charities non-profit organizations that help people

decrease a lower number or amount

species a particular kind of animal or plant

- Direct Ss' attention to the picture. Ask Ss what they think the bird has to do with the topic of award winners.
- Go over the instructions and the phrases.
- Play the audio. Have Ss listen and write T (Tayler) or G (Gabriela) next to each phrase.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B  (Level 3, Track 111)

- Go over the instructions and the sentences.
- Play the audio again. Have Ss listen and correct the false sentences.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

3 Writing and speaking Local concerns

Learning objective: Write a letter about an environmental problem; discuss solutions to problems.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions and the questions.
- Have Ss work individually to answer the questions.
- Have Ss read the model letter. Ask: *Who is the letter to? (A city councilman.) What is the problem? (Too much construction work and traffic near a school.)*
- Have Ss work individually to write letters.

Presentation Plus: Analyzing the model page xxvii

After doing Part A, follow the steps for *Analyzing the model* to prepare Ss for the writing activity.

B

- Go over the instructions.
- Have Ss take turns sharing their letters and discussing their solutions in groups.
- Walk around the room and give help as needed. Take notes on things you hear Ss do correctly: use quantifiers and first conditionals, use vocabulary for environmental impacts and tips, and give approximate answers or avoid answering.

C

- Go over the questions.
- Discuss the answers with the class.
- Point out the things you heard Ss do correctly.
- Finally, tell Ss to check the "can do" statement if they can discuss solutions to problems. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 64
Online Self-study	Lesson D

1 Quick pair review

Learning objective: Review environmentally friendly products, ways to give an approximate answer and avoid answering, and first conditionals.

Lesson A Brainstorm!

- Go over the instructions.
- Have Ss work in pairs to make a list of environmentally friendly products. Set a time limit of two minutes.
- Elicit examples from the class.

Presentation Plus: Guided brainstorming page xxviii

After brainstorming, follow the steps for *Guided brainstorming* to review environmentally friendly products.

Lesson B Do you remember?

- Go over the instructions.
- Have Ss work in pairs to identify ways to give an approximate answer or avoid answering. Set a time limit of one minute.
- Go over the answers with the class.

Lesson C Give your opinion!

- Go over the instructions.
- Have Ss work in pairs to complete the sentences together. Set a time limit of three minutes.
- Call on Ss to share their opinions with the class.

Lesson D Find out!

- Go over the instructions, the questions, and the example conversation.
- Have Ss work in pairs to find out one person they know who does each thing. Set a time limit of two minutes.
- Elicit ideas from the class.

2 In the real world

Learning objective: Research solutions to a problem and write about it.

- Go over the instructions, the problems, and the example.
- As an out-of-class assignment, have Ss do research online to find information in English that gives solutions to one of the problems. Suggest Ss enter the phrase for the problem and solution in the search engine.
- Have Ss write three or four sentences about what they found out. Suggest Ss write one sentence for each solution.
- Have Ss share what they found out in pairs or groups.
- Call on Ss to share what they found out with the class.

9 Relationships

At a glance: Unit overview	Speaking outcomes
LESSON A Healthy relationships Ss learn vocabulary for relationship behaviors. They use expressions with infinitives.	Ss can . . . discuss what's important in relationships.
LESSON B I'm really sorry. Ss apologize and accept apologies.	Ss can . . . apologize and give excuses; accept an apology.
LESSON C That can't be the problem. Ss learn vocabulary for inseparable phrasal verbs. They use modals for speculating.	Ss can . . . speculate about people.
LESSON D Getting advice Ss read and discuss emails about problems. They write a letter of advice.	Ss can . . . give advice about relationships.

Warm-up

Learning objective: Preview the topic and discuss relationships.

Presentation Plus: Tip

Books closed. Before doing Part A, zoom to show only the pictures. Have Ss work in pairs to come up with the types of relationships between the people in the pictures. Elicit possible answers and write them next to the corresponding picture.

A

- To introduce the topic of relationships, direct Ss' attention to the pictures. Ask: *Do you think they all have the same relationships?* (No.)
- Go over the instructions.
- Have Ss number the pictures.
- Have Ss compare answers with a partner.
- Elicit answers from the class.
- **Option** Do the activity as a class.

B

- Go over the questions.
- Have Ss discuss their ideas in pairs.
- Elicit answers from the class.
- **Option** Do the activity as a class.
- Tell Ss that they will learn how to talk about relationships in this unit. Point out the Unit 9 lesson overviews. Go over what Ss will learn in each lesson.

Possible answers

- 1 The brothers are playing / being silly.
- 2 A man is saying hello to his neighbor's baby.
- 3 Two co-workers are discussing something.
- 4 Friends are having coffee and laughing.

LESSON A overview

Vocabulary: Relationship behaviors

Grammar: *It's . . .* expressions; expressions with infinitives

Pronunciation: Sentence stress

Speaking: Tips for healthy relationships

1 Vocabulary Relationship behaviors

Learning objective: Use vocabulary for relationship behaviors.

A (Level 3, Track 113)

- Direct Ss' attention to the words on the left. Ask: *What do these words have in common? (They are all things we do in relationships or with other people.)*
- Go over the instructions. Point out that each sentence is an example of one of the behaviors. Have Ss match the words and sentences.
- **Option** Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.
- **Option** Books closed. Have Ss work in pairs to take turns saying an example as their partner identifies the behavior.

B

- Go over the instructions.
- Have Ss work in pairs to discuss which things from Part A people should and shouldn't do in relationships.
- Call on Ss to share their ideas with the class.

Presentation Plus: Tip

In class, after doing Part B, hide the column on the left in Part A. Books closed. Read the sentences and elicit the corresponding verb.

2 Language in context Relationship tips

Learning objective: See expressions with infinitives in context.

A (Level 3, Track 114)

- Direct Ss' attention to the tips to set the scene. Ask: *What are these? (Tips.) Where could you see these tips? (Online, in a magazine.)*
- Go over the instructions.
- Play the audio. Have Ss answer the question as they listen and read silently.
- **Option** Have Ss check answers with a partner.
- Elicit the answer.

Answer

This can embarrass the person.

- Play the audio again line by line. Have Ss listen and repeat to practice pronunciation.

B

- Go over the questions.
- Have Ss answer the questions in pairs or small groups.
- Elicit ideas from the class.
- **Option** Do the activity as a class.
- **Tip** Have Ss notice words in context to figure out their definitions.

Extra activity: Extension

Have Ss reread the tips and underline the words that are in Exercise 1 (*communicate, criticize, compromise, argue, forgive, apologize*). Have Ss work in pairs to write definitions for each word, using the examples in Exercise 1 and the context in Exercise 2.

3 Grammar Expressions with infinitives

Learning objective: Practice expressions with infinitives.

 (Level 3, Track 115)

- Direct Ss' attention to the grammar box. Have Ss read the sentences.
- Elicit the rules.
- Focus on form. Ask: *What do we call the form using to + base form, such as to forgive? (An infinitive.) What form do we use after It's + an adjective? (An infinitive.) After what other expressions do we use an infinitive? (It's + a noun phrase.)* Remind Ss that the base form doesn't change, for example, it doesn't add an -s in the third person.
- Refer to the tips in Exercise 2. Have Ss underline all infinitives.
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions.
- Have Ss work individually to circle the infinitives.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B

- Go over the instructions.
- Have Ss work individually to complete the sentences with their own ideas.
- Have Ss work in pairs to discuss their ideas.
- Call on Ss to share their ideas with the class.

4 Pronunciation Sentence stress

Learning objective: Practice sentence stress.

A  (Level 3, Track 116)

- Go over the instructions.
- Play the audio. Have Ss listen, paying particular attention to stress of important words.
- Play the audio again. Have Ss listen and repeat.

B  (Level 3, Track 117)

- Go over the instructions.
- Play the audio and have Ss underline the stressed words in the sentences.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Presentation Plus: Highlight and say it! page xxviii

After doing Part B, zoom in on Exercise 2 and follow the steps for *Highlight and say it!* to practice pronunciation. Play the audio to check pronunciation.

5 Speaking Good advice?

Learning objective: Discuss what is important in relationships.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions and the relationships in the box.
- Have Ss work in pairs to choose a relationship and make a list of the five most important tips to make the relationship happy and healthy.
- Go around the room and give help as needed. Take notes on errors you hear Ss make in using expressions with infinitives.

B

- Go over the instructions.
- Have Ss join another pair to share their ideas.
- Elicit which advice Ss think is the best.
- Write any errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use expressions with infinitives correctly.
- Finally, tell Ss to check the "can do" statement if they can discuss what's important in relationships. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 65–67
Online Self-study	Lesson A

LESSON B overview

Interactions: Apologizing, accepting an apology

Listening: Apologetic phone calls

Speaking: Role play to apologize and make excuses

1 Interactions Apologizing

Learning objective: Practice apologizing and accepting an apology.

A

- Go over the questions.
- **Option** Have Ss discuss the questions in pairs.
- Elicit answers from the class.

B (Level 3, Track 118)

- Direct Ss' attention to the pictures to set the scene. Ask: *Who do you see? (Two young women.) What are they doing? (Talking / video chatting on the phone.) What is the relationship between them? (Friends.)*
- Go over the instructions and the question.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Have Ss compare answers with a partner.
- Elicit the answer from the class.

Answer

She mixed up the date.

- If helpful, play the audio again line by line and have Ss repeat.
- Have Ss practice the conversation in pairs, then change roles and practice again.

C (Level 3, Track 119)

- Go over the instructions.
- Have Ss read the expressions in the boxes. Explain that although the expressions in each box mean the same thing, the second expression in each is slightly more formal.
- Tell Ss there are two other expressions in the conversation, one for each box. Have Ss read the conversation again to find these expressions and add them to the boxes.
- Play the audio. Have Ss listen and check their answers.
- Elicit the expressions from Ss.
- **Option** Play the audio line by line and have Ss repeat the expressions.

Presentation Plus: Disappearing dialogue page xxvii

After doing Part C, follow the steps for *Disappearing dialogue* to practice apologizing.

D

- Go over the instructions.
- Have Ss number the sentences from 1 to 7.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- Have Ss practice the conversation in pairs, then change roles and practice again.

2 Listening What happened?

Learning objective: Develop skills in listening for specific information.

Presentation Plus: Tip

Before doing Part A, zoom in on the pictures. Explain that someone will call the people in the pictures to apologize. Have Ss work in pairs to brainstorm possible reasons for the callers apologizing. Elicit several possible answers.

A (Level 3, Track 120)

- **Tip** Point out that knowing where speakers are can help Ss understand conversations they hear more easily.
- Direct Ss' attention to the pictures. Ask: *What places do you see? (A restaurant, a doctor's office, a party, a game.)*
- Go over the instructions.
- Play the audio. Have Ss listen and number the pictures from 1 to 4.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (Level 3, Track 120)

- Go over the instructions.
- Play the audio again. Have Ss listen and complete the excuses.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- **Option** Play the audio again if needed.

C

- Go over the instructions.
- Have Ss work in pairs to discuss the questions.
- Call on Ss to share their ideas with the class.

Extra activity: Extension

Have Ss think of three apologies they have made in the last year. Have Ss describe the situations to a partner. Call on Ss to tell the class about one of their partner's apologies.

3 Speaking Explain yourself!

Learning objective: Apologize and give excuses; accept an apology.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Direct Ss' attention to the picture. Ask: *What do you see? (A groom.) How does he feel? (He's probably worried because he's late for his wedding.) What do you think his excuse might be? (Answers will vary.)*
- Go over the instructions and the situations.
- Have Ss work individually to write an excuse for each situation.

B

- Put Ss in pairs. Assign one S to be Student A and one S to be Student B.
- Go over the instructions and the roles.
- Have Ss work in pairs to role-play each situation, then change roles and role-play again. Remind Ss to use different expressions for apologizing and for accepting an apology.
- Walk around the room and give help as needed. Take notes on the errors you hear Ss make in apologizing and accepting apologies.
- Have several pairs of Ss perform role plays of a different situation for the class.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use the expressions for apologizing and accepting apologies correctly.
- Finally, tell Ss to check the "can do" statement if they can apologize and give excuses, and accept an apology. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 68
Online Self-study	Lesson B

LESSON C overview

Vocabulary: Inseparable phrasal verbs

Grammar: Modals for speculating

Speaking: Speculations about classmates

1 Vocabulary Inseparable phrasal verbs

Learning objective: Use vocabulary for inseparable phrasal verbs.

A (Level 3, Track 121)

- Direct Ss' attention to the verbs in bold. Ask: *What do you notice about these verbs? (They have two parts: a verb and a preposition.)* Explain that in inseparable phrasal verbs, the two parts must always be together, and that they cannot be separated by an object.
- Go over the instructions. Point out that the sentences on the right follow the ones on the left, and they are in groups of three.
- Have students match the pairs of sentences.
- **Tip** Point out that Ss can use pronoun referents to follow connections between ideas. For example, *my family and I* and *we* may refer to the same thing.
- **Option** Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.

B

- Go over the instructions.
- Have Ss work in pairs to discuss which sentences in Part A are true for them, and which ones they agree with.
- Call on Ss to share their answers with the class.

Presentation Plus: Tip

Before class, use text boxes to cover up the particles in the phrasal verbs in Part A. Minimize and save. Elicit the particles from the class. Reveal answers.

2 Conversation He must be really busy.

Learning objective: Practice a conversation about a problem with a relationship; see use of modals for speculating in context.

Presentation Plus: Which word? page xxxi

Before doing Part A, follow the steps for *Which word?* to practice inseparable phrasal verbs. Use text boxes to cover *count on* and *drop by*. Into the first text box, put *count on, pick on*. In a second text box, put *take after, drop by*.

A (Level 3, Track 122)

- Direct Ss' attention to the picture to set the scene. Ask: *Who do you see? (Two friends.) Where are they? (In a restaurant.) What are they doing? (Talking, having coffee.)*
- Go over the instructions and the question.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer with the class.

Answer

He's probably sleeping.

- If helpful, play the audio again line by line and have Ss repeat.

B (Level 3, Track 123)

- Go over the instructions.
- Play the audio. Have Ss listen and answer the question.
- Go over the answer with the class.

Answer

He broke up with his girlfriend and hasn't wanted to go out.

3 Grammar Modals for speculating

Learning objective: Practice modals for speculating.

 (Level 3, Track 124)

- Direct Ss' attention to the grammar box. Have Ss read the sentences.
- Point out that speculating is like guessing.
- Elicit the rules.
 - 1 Focus on use. Ask: *Which modals do we use when we are more certain? (Must, must not, can't.) Which do we use when we are less certain? (Could, may not, might, might not.)*
 - 2 Focus on form: subject + modal (*not*) + verb; OR: subject + modal (*not*) + *be* + verb + *-ing*. Point out that we are speculating about present activities here, not about events or actions in the past.
- Point out that we don't use *can* to speculate about possibilities, but we do use *can't* to say we are sure something is not possible.
- Refer to the conversation in Exercise 2. Have Ss underline the modals for speculating.
- Check comprehension. Ask: *Why does Katie think that Evan has no time? (He's really busy with a new job.) How does Katie think Evan might be feeling? (Stressed out from the job, or upset with Ryan.) Does Ryan think that it is possible Evan is upset with him? (No.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions.
- Read the first sentence aloud and elicit the correct word (*could*). Ask: *Why? (Because the speaker doesn't know his plans, so is not very sure.)*
- Have Ss work individually to circle the correct words.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B

- Go over the instructions.
- Have Ss work individually to complete the sentences with their own ideas. Point out that different answers are possible.
- Have Ss compare answers with a partner.
- Elicit answers from the class.

4 Speaking Look around!

Learning objective: Speculate about people.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions and the example.
- Have Ss work in pairs to speculate and take notes about five classmates.

B

- Go over the instructions and the example conversation.
- Call on Ss to use their speculations to ask a classmate a question. Make sure every S makes at least one speculation.
- Take notes on errors you hear Ss make in modals for speculating.
- Write the errors you heard Ss make in modals for speculating on the board. Encourage Ss to correct them. Make sure they use modals for speculating correctly.
- Finally, tell Ss to check the "can do" statement if they can speculate about people. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 69–71
Online Self-study	Lesson C

LESSON D overview

Reading: “Addy’s Advice” (emails)

Listening: A radio call-in show

Writing: A piece of advice

Speaking: Discussion about relationship problems

1 Reading Addy’s Advice

Learning objective: Read and discuss emails asking for advice; develop skills in reading for main ideas and details.

A  (Level 3, Track 125)

- Ask the questions.
- **Option** Have Ss discuss the questions in pairs.
- Elicit answers from the class.

B

- Pre-teach any unfamiliar vocabulary.

Vocabulary

drive someone crazy to really annoy someone

leave someone alone to pay no attention to someone

bother to annoy

want attention to want someone to pay attention to you

- Go over the instructions.
- Have Ss read the first two sentences of each email and answer the question.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Answers

- 1 best friend
- 2 co-worker
- 3 brother
- 4 roommate

C

- Go over the instructions.
- Have Ss read the emails completely and check the correct answers.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Presentation Plus: Tip

While Ss complete Part C, zoom section. Have volunteers come to the board and use the pen to underline the section showing the location of the answer in the reading. Have S put the corresponding question number beside the underlined segment.

Extra activity: Extension

Books closed. Dictate the sentences from one email in random order. Say each sentence at least three times. Have Ss write each sentence starting on a new line. Have Ss compare sentences with a partner. Then have Ss work in pairs to number the sentences to put them in the correct order. Have Ss check their answers in the book.

D

- Go over the instructions.
- Have Ss answer the questions in pairs.
- Call on Ss to share their ideas with the class.

2 Listening On the air

Learning objective: Listen to a radio show; develop skills in listening for main ideas and details.

A (Level 3, Track 126)

- Direct Ss' attention to the picture. Ask: *Who do you see, and what is she doing? (A radio host is talking on the air.)*
- Pre-teach unfamiliar vocabulary.

Vocabulary

privacy being free from intrusion, able to be alone and not bothered by other people

mature not childish, acting like an adult

- Go over the instructions and the sentences.
- Play the audio. Have Ss listen and check the correct answers.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (Level 3, Track 126)

- Go over the instructions and the sentences.
- Play the audio again. Have Ss listen and write A (agree) or D (disagree) next to each sentence.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

3 Writing A piece of advice

Learning objective: Write a letter of advice.

A

- Go over the instructions.
- Have Ss choose an email from Exercise 1 and think of three pieces of advice.

B

- Go over the instructions.
- Have Ss read the model email. Ask: *What is the advice? (To find things to do with her friend and the cat.) What email is it in response to? (The first one.)*
- Have Ss write an email giving advice.

C

- Go over the instructions.
- Have Ss work in groups to take turns sharing their emails and discussing the advice.

4 Speaking Take it or leave it.

Learning objective: Give advice about relationships.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions and the examples.
- Have Ss work individually to write two sentences about each of two relationship problems.

B

- Go over the instructions and the example.
- Have Ss work in groups to take turns sharing their imaginary problems and getting advice. Remind Ss to use vocabulary for relationship behaviors and phrasal verbs, and expressions with infinitives and modals for speculating if possible.
- Walk around the room and give help as needed. Take notes on things you hear Ss do correctly.

C

- Go over the questions.
- Have Ss discuss the advice they would follow in their groups.
- Point out the things you heard Ss do correctly.
- Finally, tell Ss to check the "can do" statement if they can give advice about relationships. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 72
Online Self-study	Lesson D

1 Quick pair review

Learning objective: Review tips for relationships, ways to apologize and accept apologies, modals for speculating and advice.

Lesson A Brainstorm!

- Go over the instructions.
- Have Ss work in pairs to make a list of tips for healthy family relationships. Set a time limit of five minutes.
- Elicit examples from the class.

Presentation Plus: List that page xxix

After brainstorming, follow the steps for *List that* to review tips for healthy family relationships.

Lesson B Test your partner!

- Go over the instructions.
- Have Ss work in pairs to take turns apologizing for three different things, and accepting the apology in three different ways. Set a time limit of two minutes.
- Elicit examples from the class.

Lesson C Guess!

- Go over the instructions and the example conversation.
- Have Ss work in pairs to take turns speculating about a celebrity as their partner guesses who it is. Set a time limit of two minutes.
- Call on Ss to make a speculation about a celebrity. Elicit guesses from the class.

Lesson D Find out!

- Go over the instructions.
- Have Ss work in pairs to find out the best advice their partner ever received and who gave it. Set a time limit of two minutes.
- Elicit ideas from the class.

2 In the real world

Learning objective: Research advice from experts and write about it.

- Go over the instructions, the topics and the example.
- As an out-of-class assignment, have Ss do research online to find advice in English about one of the topics. Suggest Ss enter the phrase for the topic and advice or tips.
- Have Ss write about what they found out.
- Have Ss share what they found out in pairs or groups.
- Call on Ss to share what they found out with the class.

10 Living your life

At a glance: Unit overview	Speaking outcomes
LESSON A He taught himself. Ss learn vocabulary for qualities of success. They use reflexive pronouns.	Ss can . . . talk about themselves and their experiences.
LESSON B I'll give it some thought. Ss advise against something and consider advice.	Ss can . . . advise against something, and consider advice.
LESSON C What would you do? Ss learn vocabulary for separable phrasal verbs. They use the second conditional.	Ss can . . . talk about imaginary situations.
LESSON D What an accomplishment! Ss read and discuss an article about an accomplishment. They write about an accomplishment.	Ss can . . . ask and talk about accomplishments.

Warm-up

Learning objective: Preview the topic and discuss accomplishments.

Presentation Plus: Make connections page xxix

Before doing Part A, follow the steps for *Make connections* to activate Ss' prior knowledge, preview content of the unit, and review language.

A

- To introduce the topic of living your life, direct Ss' attention to the pictures. Ask: *How do these people feel? (Happy, proud.)*
- Go over the instructions.
- Have Ss answer the question in pairs.
- Elicit answers from the class.
- **Option** Do the activity as a class.

Possible answers

retired, climbed a mountain, baked a complicated cake, graduated, started a new business, won / finished a race

B

- Go over the questions.
- Have Ss discuss their ideas in pairs.
- Elicit answers from the class.
- **Option** Do the activity as a class.
- Tell Ss that they will learn how to talk about living your life in this unit. Point out the Unit 10 lesson overviews. Go over what Ss will learn in each lesson..

LESSON A overview

Vocabulary: Qualities for success

Grammar: Reflexive pronouns

Pronunciation: Stress shifts

Speaking: Interview about personal experiences

1 Vocabulary Qualities for SUCCESS

Learning objective: Use vocabulary for qualities for success.

A (Level 3, Track 127)

- Direct Ss' attention to the words. Ask: *What part of speech are these words? (Nouns.)* Point out that these nouns are qualities that people have. Ask: *Are these qualities good or bad? (Good.)*
- Go over the instructions. Have students match the words and definitions.
- **Option** Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.

B (Level 3, Track 128)

- Go over the instructions. Have Ss complete the chart with the correct adjective forms.
- **Option** Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.
- **Option** Have Ss work in pairs to take turns saying the adjective form as their partner gives the noun form.

C

- Go over the instructions.
- Have Ss work in pairs to discuss the questions.
- Call on Ss to share their ideas with the class.

Presentation Plus: Choose ABC page xxvii

After doing Part C, follow the steps for *Choose ABC* to practice vocabulary from Part A for qualities for success.

2 Language in context A success story

Learning objective: See reflexive pronouns in context.

A (Level 3, Track 129)

- Direct Ss' attention to the picture to set the scene. Ask: *Who do you see? (A young man.) What is he doing? (Playing golf.)*
- Go over the instructions.
- Play the audio. Have Ss answer the question as they listen and read silently.
- **Option** Have Ss check answers with a partner.
- Go over the answer with the class.

Answer

He beat Tiger Woods and won his first championship.

B

- Go over the question.
- Have Ss answer the question in pairs or small groups.
- Elicit ideas from the class.
- **Option** Do the activity as a class.

Cultural note

In North America, golf is a popular sport often played by more affluent people. Frequently, people who like to play golf belong to country clubs that have 18-hole courses. There are usually high membership fees. Players schedule a “tee time” when they can begin their game. A “caddy” usually carries their clubs, although some players use golf carts instead.

3 Grammar Reflexive pronouns

Learning objective: Use reflexive pronouns.

 (Level 3, Track 130)

- **Tip** To prevent some Ss from dominating the lesson, divide your class into rows or sections. Explain that you will accept an answer from each group in turn.
- Books closed. Copy the first three example sentences on the board.
- Elicit rules:
 - 1 Focus on use. Ask: *What is the subject of the first sentence? (I.) What is the object? (Myself.) When do we use reflexive pronouns? (When the subject and the object refer to the same person or thing.)*
 - 2 Focus on form. Ask: *Where does the reflexive pronoun come in the sentence? (After the verb.)*
- Books open. Direct Ss' attention to the grammar box.
- Explain that *by + reflexive pronoun* means "alone".
- Call on Ss and say a personal pronoun. Elicit the reflexive pronoun.
- Refer to the text in Exercise 2. Have Ss underline all reflexive pronouns.
- Check comprehension. Ask: *Who did Y. E. hurt in the gym? (Himself.) Who did he practice with late at night? (Himself. / No one.) How did he get up early in the morning? (He forced himself.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.
- Go over the instructions for the grammar practice activity.
- Have Ss work individually to complete the sentences with the correct reflexive pronouns.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- Have Ss practice saying the sentences in pairs.

Presentation Plus: Tip

Before class, use the black pen to cover the reflexive pronouns in the chart. After doing the grammar practice activity, divide the class into two teams and have them stand facing the board. Have a S from the first team come to the board. Call out a personal pronoun. Have the S at the board spell the corresponding reflexive form. Reveal text to check the answer. If the answer is right, the team gets a point. If the answer is wrong, re-cover the word. Switch teams. Continue until all the pronouns are revealed. The highest scoring team wins.

4 Pronunciation Stress shifts

Learning objective: Practice stress shifts from adjectives to nouns.

 (Level 3, Track 131)

- Go over the instructions.
- Play the audio. Have Ss listen, paying particular attention to how the stress shifts from noun to adjective.
- Play the audio again. Have Ss listen and repeat.

Extra activity: Extension

Have Ss work in pairs to make sentences using the words in Exercise 4. Have each pair join another pair to say their sentences. Call on Ss to say their sentences to the class. Make sure they use the correct stress.

5 Speaking Self talk

Learning objective: Talk about yourself and your experiences.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions and the questions.
- Have Ss work in pairs to take turns interviewing each other and taking notes.
- Go around the room and give help as needed. Take notes on errors you hear Ss make in using reflexive pronouns.

B

- Go over the instructions and the example.
- Have Ss join another classmate to tell about their first partners.
- Write any errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use reflexive pronouns correctly.
- Finally, tell Ss to check the "can do" statement if they can talk about themselves and their experiences.
NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 73–75
Online Self-study	Lesson A

LESSON B overview

Interactions: Advising against something; considering advice

Listening: Three problems

Speaking: Role play to give and consider advice

1 Interactions Giving and considering advice

Learning objective: Practice advising against something and considering advice.

A

- Go over the questions.
- **Option** Have Ss discuss the questions in pairs.
- Elicit answers from the class.

B (Level 3, Track 132)

- Direct Ss' attention to the picture to set the scene.
Ask: *Who do you see? (A man and a woman.) What is happening? (They are talking.)*
- Go over the instructions and the question.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Have Ss compare answers with a partner.
- Elicit the answer from the class.

Answer

He's thinking about quitting his job and looking for a new one.

- If helpful, play the audio again line by line and have Ss repeat.
- Have Ss practice the conversations in pairs, then change roles and practice again.

C (Level 3, Track 133)

- Go over the instructions.
- Have Ss read the expressions in the boxes. Explain that the expressions in each box mean the same thing. Point out that adding phrases such as *I don't think* and *I'm not sure* to the phrases in the first box is more polite than saying *You shouldn't do that* or *That's a bad idea*.

- Tell Ss there are two other expressions in the conversation, one for each box. Have Ss read the conversation again to find these expressions and add them to the boxes.
- Play the audio. Have Ss listen and check their answers.
- Elicit the expressions from the Ss.
- **Option** Play the audio line by line and have Ss repeat the expressions.

Presentation Plus: Language switch page xxix

After doing Part C, follow the steps for *Language switch*, Option 2, to practice giving and considering advice.

D

- Go over the instructions.
- Have Ss write A (advise against it) or C (consider it).
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- Have Ss work in pairs to take turns saying a sentence and responding.

Extra activity: Extension

Have Ss form two lines, A and B, facing each other. Have A Ss say a piece of advice or say a plan, and elicit an appropriate response from the Bs, either advising against it or considering it. Have Ss change roles and practice again. Then have A Ss move one place to the right to face a new partner and practice again. Continue until Ss have practiced several times. Encourage Ss to use the ideas in the book or their own ideas.

2 Listening Maybe I'll do that.

Learning objective: *Develop skills in listening for specific information.*

A (Level 3, Track 134)

- Go over the instructions and the possible answers.
- Play the audio. Have Ss listen and check the correct answers.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (Level 3, Track 134)

- Go over the instructions.
- Play the audio again. Have Ss listen and write the recommendations.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- **Option** Play the audio again if needed.

Extra activity: Extension

Have Ss work in pairs to role-play the situation for one of the other (not correct) answers in Part A. One S should explain the problem and the other give advice. Then they change roles and role-play the other incorrect answer. Have several pairs of Ss perform their role plays for the class.

3 Speaking Think about it!

Learning objective: *Advise against something; consider advice.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

Cultural note

Students at universities in the United States typically take four or five courses per semester.

A

- Go over the instructions and the situations.
- Have Ss discuss the situations in pairs.
- Call on Ss to share their ideas with the class.

Presentation Plus: Tip

After doing Part A, elicit Ss' ideas and add them into a blank page. Keep this page open for reference during the role play in Part B.

B

- Put Ss in pairs. Assign one S to be Student A and one S to be Student B.
- Go over the instructions, the roles, and the example conversation.
- Have Ss work in pairs to role-play each situation, then change roles and role-play again. Remind Ss to use different expressions for advising against something and considering advice.
- Walk around the room and give help as needed. Take notes on the errors you hear Ss make in advising against something and considering advice.
- Have several pairs of Ss perform role plays of a different situation for the class.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use the expressions to advise against something and consider advice correctly.
- Finally, tell Ss to check the "can do" statement if they can advise against something and consider advice.
NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 76
Online Self-study	Lesson B

LESSON C overview

Vocabulary: Separable phrasal verbs

Grammar: Second conditional

Speaking: Discussion about hypothetical situations

1 Vocabulary Separable phrasal verbs

Learning objective: Use vocabulary for separable phrasal verbs.

A (Level 3, Track 135)

- Direct Ss' attention to the verbs in bold. Ask: *What do you notice about these verbs? (They have two parts: a verb and a preposition / particle.) How are these phrasal verbs different from the ones you learned in Unit 9? (They can have an object pronoun between the verb and the preposition / particle.)*
- Point out that nouns used as objects can come between or after the verb and preposition (*Don't bring the topic up. / Don't bring up the topic.*) but object pronouns must always come between (*Don't bring it up.*).
- Go over the instructions. Point out that each word on the right means the same as one of the bold phrases in the sentences.
- Have students match the phrasal verbs and the definitions.
- **Option** Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the phrasal verbs to practice pronunciation.

B

- Go over the instructions.
- Have Ss work in pairs to discuss things they have done over, talked over, paid back, tried out, or put off recently.
- Call on Ss to share their answers with the class.

Extra activity: Extension

Model the activity. Say or write a question using a phrasal verb on the board (*Who do you talk over your problems with?*). Call on a S and elicit the answer in a complete sentence (*I usually talk them over with my friends.*). Have Ss work in pairs to make questions for five of the phrasal verbs. Have each pair join another pair to take turns asking and answering the questions.

2 Conversation I'm kind of broke.

Learning objective: Practice a conversation about imaginary situations; see use of second conditionals in context.

A (Level 3, Track 136)

- Direct Ss' attention to the picture to set the scene. Ask: *What do you see? (A woman and a man. The woman has a camera.)*
- Go over the instructions and the question.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer with the class.

Answer

She's thinking about buying a camera.

- If helpful, play the audio again line by line and have Ss repeat.
- **Option** Have Ss work in pairs to practice the conversation.
- **Tip** To prevent Ss from reading the conversation to each other, have them stand up and face each other. They will find it more natural to look at each other and will enjoy the chance to stand.

B (Level 3, Track 137)

- Go over the instructions. Play the audio. Have Ss listen and answer the question.
- Go over the answer with the class.

Answer

She wants to take better photos and eventually become a professional photographer.

3 Grammar Second conditional

Learning objective: Practice second conditional.

 (Level 3, Track 138)

- Books closed. Write the example statement on the board: *If I had more money, I would buy a camera.*
- Elicit the rules.
 - 1 Focus on form. Ask: *What form of the verb do we use in the if clause? (Simple past.) What form do we use in the main clause? (We use would + base form.)* Point out that either clause can come first. When the *if* clause is first, we use a comma.
 - 2 Focus on form in negative statements: subject + *would (not)* + base form + *if* + subject + simple past.
 - 3 Focus on use. Ask: *Does the speaker in the sentence have more money? (No.) Can he buy a camera? (No.)* Explain that we use second conditional sentences to describe “unreal” or imaginary situations.
- Books open. Have Ss read the sentences. Point out that we usually use *were* for the past tense of *be* in the condition for all pronouns.
- Refer to the conversation in Exercise 2. Have Ss underline the second conditionals.
- Check comprehension. Ask: *Is Elliot rich? (No.) What would he do if he were rich? (He'd travel and give some money away.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions.
- Read the first sentence aloud and elicit the correct completions (*would, do, became*).
- Have Ss work individually to complete the conversations.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B

- Go over the instructions.
- Have Ss work in pairs to take turns asking and answering the questions in Part A with their own information.
- Elicit answers from the class.

Presentation Plus: Revealing grammar page xxx

After doing Part B, follow the steps for *Revealing grammar* to review the second conditional. Hide *unreal, imaginary*, and *past tense* (from line 1), *would* (line 2), and *were* (line 5).

4 Speaking What would you do?

Learning objective: Talk about imaginary situations.

- Direct Ss' attention to the “can do” statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions and the questions.
- Have Ss work in pairs to discuss the questions and take notes.

B

- Go over the instructions.
- Have each pair join another pair to share their ideas and discuss if they are similar or different.
- Walk around the room and give help as needed. Take notes on errors you hear Ss make in second conditionals.
- Call on Ss to share their ideas with the class.
- Write the errors you heard Ss make in second conditionals on the board. Encourage Ss to correct them. Make sure they use second conditionals correctly.
- Finally, tell Ss to check the “can do” statement if they can talk about imaginary situations. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 77–79
Online Self-study	Lesson C

LESSON D overview

Reading: “A Walk Across Japan” (an interview)

Listening: Interviews about accomplishments

Writing: An accomplishment

Speaking: “Find someone who” activity about accomplishments

1 Reading A Walk Across Japan

Learning objective: Read and discuss an interview about a walk across Japan; develop skills in reading for main ideas and details.

 (Level 3, Track 139)

Presentation Plus: Tip

Before class, cover the headings in the interview. Create a text box with all headings in random order. Save. Books closed. Zoom section. After doing Part A and Part B, have Ss work in pairs to decide which headings go with which paragraphs. Reveal answers.

A

- Ask the questions.
- **Option** Have Ss discuss the questions in pairs.
- Elicit answers from the class.

B

- Pre-teach unfamiliar vocabulary. Do not pre-teach the words in italics in the interview.

Vocabulary

incredible amazing

terrifying frightening

do laundry wash clothes

hot springs a place where hot water comes out of the ground

set a goal decide on something you want to do

- Go over the instructions.
- Have Ss read the interview and answer the question.
- Have Ss compare answers with a partner.
- Go over the answer with the class.

Answer

Mary and Etsuko often had to walk between 30 and 40 kilometers a day to find a place to sleep.

C

- Go over the instructions.
- Have Ss read the interview and write the words next to the correct definitions.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

D

- Go over the instructions.
- Have Ss answer the questions in pairs.
- Call on Ss to share their ideas with the class.

Extra activity: Extension

Have Ss think about a journey they have taken and answer the questions in the interview: *How long did it take? Describe a typical day. What were some of the best parts? Any low points? Did you ever think about giving up? Would you do it over again?* Have Ss work in pairs to take turns asking and answering the questions.

2 Listening Can I ask you . . . ?

Learning objective: Listen to interviews about accomplishments; develop skills in listening for main ideas and details.

A (Level 3, Track 140)

- Go over the instructions.
- Play the audio. Have Ss listen and write the accomplishment in the chart.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (Level 3, Track 140)

- Go over the instructions.
- Play the audio again. Have Ss listen and write the qualities that led to each person's success.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

C

- Go over the instructions.
- Have Ss discuss the questions in pairs.
- Elicit ideas from the class.

3 Writing An accomplishment

Learning objective: Write a paragraph about an accomplishment.

A

- Go over the instructions and the questions.
- Have Ss read the model paragraph. Ask: *What is the accomplishment? (The person got the school to change the food in the vending machines.) Why was this an accomplishment? (It was hard, but she changed something.) What qualities did it take? (Determination, good ideas.)*
- Have Ss write a paragraph about an accomplishment.

Presentation Plus: Analyzing the model page xxvii

After answering the questions in Part A, follow the steps for *Analyzing the model* to prepare students for the writing activity.

B

- Go over the instructions.
- Have Ss work in groups to take turns sharing their paragraphs and discussing ways their accomplishments are similar or different.

4 Speaking What have you done?

Learning objective: Ask and talk about accomplishments.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)
- Go over the instructions and the items in the chart.
- Have Ss walk around the room to take turns asking and answering questions to complete the chart.
- Walk around the room and give help as needed.
- Call on Ss to tell the class about one of their classmate's accomplishments.
- Finally, tell Ss to check the "can do" statement if they can ask and talk about accomplishments. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 80
Online Self-study	Lesson D

1 Quick pair review

Learning objective: Review reflexive pronouns, advising against something, second conditionals, and accomplishments.

Lesson A Test your partner!

- Go over the instructions and the example.
- Have Ss work in pairs to take turns saying three pronouns as their partner says the reflexive pronoun and then makes a sentence. Set a time limit of two minutes.
- Call on Ss and say a pronoun, eliciting the reflexive pronoun and a sentence.

Lesson B Do you remember?

- Go over the instructions.
- Have Ss work in pairs to identify which sentences are advising against something. Set a time limit of one minute.
- Go over the answers with the class.

Lesson C Find out!

- Go over the instructions and situations.
- Have Ss work in pairs to find out one thing they would both do in each situation. Set a time limit of three minutes.
- Elicit ideas from the class.

Lesson D Brainstorm!

- Go over the instructions.
- Have Ss work in pairs to make a list of accomplishments. Set a time limit of two minutes.
- Elicit examples from the class.

Presentation Plus: Guided brainstorming page xxviii

After brainstorming, follow the steps for *Guided brainstorming* to review accomplishments.

2 In the real world

Learning objective: Research a trip and write about it.

- Go over the instructions, the trips, the questions, and the example.
- As an out-of-class assignment, have Ss do research online to find information in English about one of the trips.
- Have Ss write about what they found out.
- Have Ss share what they found out in pairs or groups.
- **Option** Have Ss choose which trip they think is the best.

At a glance: Unit overview	Speaking outcomes
LESSON A Music trivia Ss learn vocabulary for compound adjectives. They use past passive.	Ss can . . . talk about music.
LESSON B The first thing you do is . . . Ss begin, continue, and end instructions.	Ss can . . . give instructions.
LESSON C Music and me Ss learn vocabulary for verb and noun formation. They use present perfect with <i>yet</i> and <i>already</i> .	Ss can . . . talk about things they've done recently.
LESSON D Making your own music Ss read and discuss a guide for breaking into the music business. They write an online review of music.	Ss can . . . talk about memorable songs.

Warm-up

Learning objective: Preview the topic and discuss music.

Presentation Plus: Tip

Before class, cover the names of the types of music in the chart in the middle of the page. Create a text box with all of the types of music in it. Books closed. Instead of doing Part A, have Ss work in pairs to label the pictures with the correct types of music from the text box. Then have Ss guess what types of music match with which percentages. Reveal answers.

A

- To introduce the topic of music, direct Ss' attention to the pictures. Ask: *What type of music do you think is most popular in the United States?*
- Go over the instructions and the types of music in the pie chart.

- Have Ss work individually or in pairs to label the pictures with the types of music.
- **Option** Do the activity as a class.
- Go over the answers with the class.

B

- Go over the questions.
- Have Ss discuss their ideas in pairs or groups.
- Elicit answers from the class.
- **Option** Do the activity as a class.
- Tell Ss that they will learn how to talk about music in this unit. Point out the Unit 11 lesson overviews. Go over what Ss will learn in each lesson.

LESSON A overview

Vocabulary: Compound adjectives

Grammar: Past passive

Speaking: Guessing game about music

1 Vocabulary Compound adjectives

Learning objective: Use vocabulary for compound adjectives.

A  (Level 3, Track 141)

- Direct Ss' attention to the words. Explain that compound adjectives are two or more words that together modify a noun. Point out that many compound adjectives are made by joining a noun, adjective or adverb to a participle (-ing or -ed / en form).
- Note that compound adjectives are generally connected by a hyphen. Adverbs ending in -ly modifying adjectives are the exception (e.g., *oddly named group*).
- Go over the instructions and the example. Have students complete the compound adjectives with the correct participle.
- **Option** Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Check comprehension. Call on Ss. Elicit the word from Part A that means the same as these definitions: expensive (*high-priced*), famous (*well-known*), pleasant to listen to (*nice-sounding*), having very high sales (*best-selling*), having set records, or new levels for sales, downloads, or other measure (*record-setting*), won some kind of prize or recognition (*award-winning*), has an unusual title (*oddly named*), something that people often get from the Internet (*often downloaded*).
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.

B

- Go over the instructions and the example conversation.
- Have Ss work in pairs to ask and answer questions with the phrases in Part A.
- Call on Ss to share their ideas with the class.

Presentation Plus: Right or wrong? page xxx

After doing Part B, follow the steps for *Right or wrong?* to practice vocabulary for compound adjectives.

2 Language in context Musical firsts

Learning objective: See past passive in context.

A  (Level 3, Track 142)

- Tell Ss they are going to find out information about four musical *firsts* (things that hadn't been done before in the music world).
- Explain that if a song is *leaked*, it comes out before it is supposed to and that the event when something, such as a song, is available for sale is called its *release*.
- Go over the instructions.
- Play the audio. Have Ss answer the question as they listen and read silently.
- **Option** Have Ss check answers with a partner.
- Go over the answers with the class.

Answers

Gnarls Barkley's "Crazy" and Radiohead's album.

B

- Go over the question and the example.
- Have Ss answer the question in pairs or small groups.
- Elicit ideas from the class.
- **Option** Do the activity as a class.

3 Grammar Past passive

Learning objective: Use past passive.

 (Level 3, Track 143)

- Books closed. Write on the board: *Gnarls Barkley wrote the song "Crazy." The song "Crazy" was written by Gnarls Barkley.*
- Explain the difference between active and passive sentences:
 - Ask: *What is the subject in the first sentence? (Gnarls Barkley.) What did he do? (Wrote the song "Crazy.") What is the object of the action? (The song "Crazy.")* Say: *This sentence is in the active voice. This means that the subject of the sentence does the action. In other words, the subject is the doer of the action.*
 - Ask: *Does the second sentence mean the same thing? (Yes.) What is the subject in this sentence? (The song "Crazy.")* Say: *This sentence is in the passive voice. That means that the object of the action in the first sentence, the song "Crazy," is now the subject in the second sentence. Ask: What is different about the verb form? (The form is was + past participle.)*
- Books open. Have Ss read the sentences in the grammar box.
- Explain the rules:
 - Focus on form. Explain: *The object of an active verb becomes the subject of a passive verb.* Point out that the passive voice can have different verb forms just like the active voice, but the main verb is always the past participle, and it is the verb *be* that changes form according to the tense. The examples in the grammar box are all the simple past passive.
 - Focus on use: Direct Ss' attention to the first two sentences in the grammar box. Say: *We use the passive voice when we want to focus on the receiver of the action. This may be because it is more important or because we don't know or don't care who did the action.* Point out that we don't always use *by* + the doer, unless the doer is important, like in the last sentence in the grammar box or the sentence on the board.
- Check comprehension. Ask: *Who downloaded over a million albums? (Fans.) When was the game released? (In 2008.) Who released it? (We don't know.) Is it important? (No.)* Have Ss look at the last sentence. Ask: *How can we say the sentence in the active voice? (The Sugarhill Gang made the first rap recording.)* If helpful, write the active sentence on the board.
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Have Ss work individually to complete the sentences with the past passive forms of the verbs.
- When Ss are finished, have them compare answers with a partner. Then go over the answers with the class.

B

- Have Ss work in pairs to take turns saying the sentence in the active voice as their partner changes it to the past passive.
- Call on Ss and elicit the past passive sentences.

Answers

- In 1960, the name "the Beatles" was suggested by John Lennon.
- In 1962, the original drummer, Peter Best, was replaced by Ringo Starr.
- "Hey Jude" was written for John Lennon's son Julian by Paul McCartney.
- George Harrison was called "the quiet Beatle" by many people.
- The Beatles were chosen as the best artists of all time by *Rolling Stone* magazine

4 Speaking Name it!

Learning objective: Talk about music.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Have Ss work individually to write three sentences in the past passive.

B

- Have Ss work in groups to take turns sharing their sentences as the other Ss guess the name.
- Go around the room and give help as needed.
- Call on Ss to share their sentences with the class. Elicit guesses.
- Finally, tell Ss to check the "can do" statement if they can talk about music. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 81–83
Online Self-study	Lesson A

LESSON B overview

Interactions: Beginning instructions, continuing instructions, ending instructions

Listening: How things work

Speaking: Information exchange with instructions

1 Interactions Giving instructions

Learning objective: Practice beginning, continuing, and ending instructions.

A

- Go over the questions.
- **Option** Have Ss discuss the questions in pairs.
- Elicit answers from the class.

B (Level 3, Track 144)

- Direct Ss' attention to the picture to set the scene. Ask: What do you see? (*A mother and son using the computer.*)
- Go over the instructions and the question.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Have Ss compare answers with a partner.
- Elicit the answers from the class.

Answers

- 1 Create an account by typing in your information.
- 2 Search for the video you want to be first on your playlist.
- 3 Click "Add to" and choose "Create new playlist."
- 4 Click "Create."

- If helpful, play the audio again line by line and have Ss repeat.
- Have Ss practice the conversations in pairs, then change roles and practice again.

C (Level 3, Track 145)

- Go over the instructions.
- Have Ss read the expressions in the boxes. Explain that the expressions in the boxes mean the same thing.
- Tell Ss there are three other expressions in the conversation, one for each box. Have Ss read the conversation again to find these expressions and add them to the boxes.
- Play the audio. Have Ss check their answers.
- Elicit the expressions from Ss.
- **Option** Play the audio line by line and have Ss repeat the expressions.

Presentation Plus: Disappearing dialogue page xxvii

After doing Part C, follow the steps for *Disappearing dialogue* to practice giving instructions.

D

- Go over the instructions.
- Have Ss number the instructions from 1 to 5.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- Have Ss work in pairs to practice a conversation like the one in Part B, using the instructions, then change roles and practice again.

2 Listening How does it work?

Learning objective: Develop skills in listening for specific information.

A (Level 3, Track 146)

- Direct Ss' attention to the pictures. Ask: *What do you see? (A record player, a GPS device, a tablet computer, a microwave.)* Tell Ss they are going to listen to instructions.
- Pre-teach unfamiliar vocabulary.

Vocabulary

destination the place you want to go

turntable the round part on an old record player that turns the record in a circle so that it plays

- Go over the instructions. Remind Ss that there is an extra picture.
- Play the audio. Have Ss listen and number the machines.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (Level 3, Track 146)

- Go over the instructions.
- Play the audio again. Have Ss listen and write the mistakes.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- **Option** Play the audio again if needed.

C

- Go over the instructions and the example.
- Have Ss work in pairs to take turns giving instructions on how to use one of the machines in Part A.
- Call on Ss to give instructions for one of the machines.

3 Speaking Step-by-step

Learning objective: Give instructions.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions and the topics.
- Have Ss work in pairs to choose a topic and make a list of instructions.

Presentation Plus: Tip

Before class, put a text box over the section that says "How to_____". Before doing Part B, have a volunteer put his or her listed steps from Part A on the board for the whole class to see. Go through the instructions as a class. Have Ss guess what the instructions are for.

B

- Go over the instructions and the example conversation.
- Have Ss work with different partners to take turns giving instructions and asking and answering questions.
- Walk around the room and give help as needed. Take notes on errors you hear Ss make in giving instructions.
- Call on Ss to give instructions for a topic to the class. Elicit questions from the class.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use the expressions to give instructions correctly.
- Finally, tell Ss to check the "can do" statement if they can give instructions. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Extra activity: Extension

Have Ss work in pairs to make a list of instructions for another task. Encourage Ss to think of a topic not in the book. Call on Ss to say their instructions to the class. Elicit the topic from the class.

Additional practice

For more practice, use:

Workbook	page 84
Online Self-study	Lesson B

LESSON C overview

Vocabulary: Verb and noun formation

Grammar: Present perfect with *yet* and *already*

Pronunciation: Syllable stress

Speaking: “Find someone who” activity about recent actions

1 Vocabulary Verb and noun formation

Learning objective: Use vocabulary for verb and noun formation.

A  (Level 3, Track 147)

- Direct Ss’ attention to the verbs in the box. Ask: *What do all of these verbs have to do with? (Music, entertainment.)*
- Go over the instructions.
- Have Ss match the phrases and the pictures.
- **Option** Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Explain that there are multiple noun forms for the verb *record*. *Recording* is a generic term for material that is recorded. *Record* refers to a flat, round, plastic disc that stores music.
- Play the audio again. Have Ss listen and repeat the phrases to practice pronunciation.

B  (Level 3, Track 148)

- Go over the instructions.
- Have Ss write the noun forms of the verbs in Part A.
- **Option** Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.

Extra activity: Extension

Have Ss work in pairs to generate lists of nouns belonging to the same families as the verbs in Part A. This time have Ss list nouns that refer to people. Elicit ideas from the class (*announcer, composer, entertainer, performer, producer*). Note that *appreciate, record, and release* don’t have a corresponding noun.

C

- Go over the instructions.
- Have Ss work in pairs to talk about people they know who do or have done the things in Part A.
- Call on Ss to share their answers with the class.

2 Conversation I’m his biggest fan!

Learning objective: Practice a conversation about an upcoming performance, see use of present perfect with *yet* and *already* in context.

Presentation Plus: Which word? page xxxi

Before doing Part A, follow the steps for *Which word?* to practice vocabulary for verb and noun formation. Add text boxes over *perform, released, releases, and announces*. Into the first text box, put *release, perform*. In the second, put *released, appreciated*. In the third, put *releases, composes*. In the last, put *entertains, announces*.

A  (Level 3, Track 149)

- Direct Ss’ attention to the picture to set the scene. Ask: *What do you see? (A man and a woman outside a music venue / club / concert hall.)*
- Go over the instructions and the question.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer with the class.

Answer

Andy tells Miranda to listen to Richie Starr’s new song / single.

- If helpful, play the audio again line by line and have Ss repeat.

B  (Level 3, Track 150)

- Go over the instructions. Play the audio. Have Ss listen and answer the question.
- Go over the answer with the class.

Answer

He hasn’t looked at the website for a couple of weeks.

3 Grammar Present perfect with *yet* and *already*

Learning objective: Practice present perfect with *yet* and *already*.

 (Level 3, Track 151)

- Direct Ss' attention to the grammar box. Have Ss read the sentences. Explain the rules:
 - 1 Focus on use. Explain: *In questions, use present perfect with yet when you expect an action to happen. In answers, use already when an action happened earlier. Use yet when an action hasn't happened but is expected to happen.*
 - 2 Focus on form in questions. Ask: *Where does yet go in questions? (At the end of the sentence.)* Write on the board: *have / has + subject + past participle + yet*
 - 3 Focus on form in responses. Write on the board: *yes, + subject + have / has + already + past participle; no (not yet), + subject + haven't / hasn't + past participle + yet.* Point out that *already* is between *have / has* and the past participle, whereas *yet* is after the past participle.
- Refer to the conversation in Exercise 2. Have Ss underline the present perfect with *yet* and *already*.
- Check comprehension. Ask: *Has Miranda gotten a ticket yet? (No, not yet.) Has Richie Starr released a new album? (No, not yet.) Has Andy heard the new single? (Yes, he's already downloaded it.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions and the example. Point out that the things he has done have a check mark next to them.
- Have Ss work individually to write sentences.
- Have Ss compare answers with a partner.

B

- Have Ss take turns asking and answering questions.
- Elicit answers from the class.

Possible answers

- 1 Has he written four new songs yet?
- 2 Has he recorded two songs for his album yet?
- 3 Has he released his new album yet?
- 4 Has he entertained children at the hospital yet?
- 5 Has he given a free performance in the park yet?
- 6 Has he announced his retirement yet?

4 Pronunciation Syllable stress

Learning objective: Practice syllable stress.

A  (Level 3, Track 152)

- Play the audio. Have Ss listen, paying particular attention to syllable stress.
- Play the audio again. Have Ss listen and repeat.
- **Tip** During choral repetition, it is difficult to hear if Ss are using the correct pronunciation. It is important to interrupt the choral drill occasionally and ask individuals to try it.

B  (Level 3, Track 153)

- Play the audio. Have Ss listen and circle the verb-noun pairs if the stress stays the same.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- **Option** Play the audio again. Have Ss listen and repeat.

5 Speaking The latest

Learning objective: Talk about things you've done recently.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions and the questions.
- Have Ss complete the questions with their own ideas.
- Have Ss walk around the room to take turns asking and answering questions to complete the chart.
- Walk around the room and give help as needed.

B

- Have Ss work in groups to share information.
- Call on Ss to share what they learned with the class.
- Finally, tell Ss to check the "can do" statement if they can talk about things they've done recently. **NOTE:** If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 85–87
Online Self-study	Lesson C

LESSON D overview

Reading: “A guide to breaking into the music business”

Listening: Song dedications

Writing: A music review

Speaking: Information exchange about songs and memories

1 Reading A guide to breaking into the music business

Learning objective: Read and discuss a website guide; develop skills in reading for main ideas and details.

A  (Level 3, Track 154)

- Ask the questions.
- **Option** Have Ss discuss the questions in pairs.
- Elicit answers from the class.

Possible answers

Music streaming sites are websites where people can listen to music without downloading it. Some sites offer free streaming, but users must pay to download songs.

B

- Pre-teach unfamiliar vocabulary.

Vocabulary

music acts musicians or bands

promote advertise; tell people about something to get them to buy it

recording contract an agreement between a musician or group and a company that will record their music

get signed get a recording contract with a record label

competition the people with whom you are competing

- Go over the instructions.
- Have Ss look at the website and answer the question.
- Have Ss compare answers with a partner.
- Elicit answers from the class.

Possible answer

Because they are selling their music directly to consumers, which means that they don't have a record company to promote their music.

C

- Go over the instructions.
- Have Ss read the website again and answer the questions.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Presentation Plus: Tip

While Ss complete Part C, zoom section. Have volunteers come to the board and use the pen to underline the section showing the location of the answer in the reading. Have Ss put the corresponding question number beside the underlined segment.

Answers

- 1 Record companies marketed and promoted their music.
- 2 On sites where fans can download or stream music, and on social media.
- 3 So they can send them news and information about new releases and performances.
- 4 Record a great-sounding song and video, and then upload it to a website.
- 5 Through e-mail, blogs, and social media.

D

- Go over the instructions.
- Have Ss answer the questions in pairs.
- Call on Ss to share their ideas with the class.

Extra activity: Extension

Have Ss work in pairs or small groups. Have each student choose a singer they really like right now. Ask them to tell the group the following:

- How they discovered the musician
- Whether they follow him/her on social media
- What their favorite song by the musician is
- How they listen (streaming, downloading, etc.).

Encourage students to add comments of their own, using *already* and *yet*. For example, “Oh, I like that band too. I haven't downloaded their latest song yet, though.” Set a time limit of 5 minutes.

2 Writing A music review

Learning objective: Write an online review.

Presentation Plus: Analyzing the model page xxvii

Before doing Part A, follow the steps for *Analyzing the model* to prepare students for the writing activity.

A

- Go over the instructions and the questions.
- Have Ss read the model paragraph. Ask: *Who is the artist? (Bebel Gilberto.) What is the name of the album? (Momento.) Which song is the best? (The title song.) What doesn't the writer like? (There aren't enough songs.)*
- Have Ss write an online review using the questions and the model.

B

- Go over the instructions.
- Have Ss post their reviews around the room.
- Have Ss walk around the room to read the reviews.
- Elicit examples of songs or albums the Ss have heard.

3 Listening Song dedications

Learning objective: Listen to song dedications; develop skills in listening for main ideas and details.

A (Level 3, Track 155)

- Go over the instructions.
- Play the audio. Have Ss listen and write the people in the chart.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (Level 3, Track 155)

- Go over the instructions.
- Play the audio again. Have Ss listen and write the song titles.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

C

- Go over the instructions.
- Have Ss discuss the questions in pairs.
- Elicit ideas from the class.

4 Speaking Soundtrack of my life

Learning objective: Talk about memorable songs.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions.
- Model the activity. Tell the class about one song and what it reminds you of.
- Have Ss complete the chart.

B

- Go over the instructions and the example conversation.
- Have Ss work in groups to take turns discussing their songs and memories, and asking and answering questions for more information.
- Walk around the room and give help as needed. Take notes on things you hear Ss do correctly, such as using vocabulary from the unit, past passives, and present perfect.
- Call on Ss to tell the class about one of their classmates' songs and memories.
- Point out the things you heard Ss do correctly.
- Finally, tell Ss to check the "can do" statement if they can talk about memorable songs. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 88
Online Self-study	Lesson D

1 Quick pair review

Learning objective: Review vocabulary related to music, giving instructions, present perfect with yet and already.

Lesson A Brainstorm!

- Go over the instructions.
- Have Ss work in pairs to make a list of words and phrases related to music. Set a time limit of two minutes.
- Elicit examples from the class.

Presentation Plus: List that page xxix

After brainstorming, follow the steps for *List that* to review words and phrases related to music.

Lesson B Do you remember?

- Go over the instructions.
- Have Ss work in pairs to complete the sentences with words or phrases to give instructions. Set a time limit of one minute.
- Go over the answers with the class.

Lesson C Find out!

- Go over the instructions.
- Have Ss work in pairs to find out two things they both have already done today, and two things they haven't done yet. Set a time limit of three minutes.
- Elicit ideas from the class.

Lesson D Test your partner!

- Go over the instructions.
- Have Ss work in pairs to take turns saying or singing the words to a song in English as their partner guesses the song. Set a time limit of two minutes.
- Call on Ss to say the words to a song. Elicit the name of the song from the class.

2 In the real world

Learning objective: Research a singer and write about him or her.

- Go over the instructions, the questions, and the example.
- As an out-of-class assignment, have Ss do research online to find information in English about a singer.
- Have Ss write about what they found out.
- Have Ss share what they found out in pairs or groups.
- **Option** Have Ss post their information in the classroom so their classmates can read it.

12 On vacation

At a glance: Unit overview	Speaking outcomes
LESSON A Travel preferences Ss learn vocabulary for vacation activities. They use gerunds.	Ss can . . . discuss travel preferences.
LESSON B Don't forget to . . . Ss ask about preferences and remind someone of something.	Ss can . . . ask about preferences; remind someone of something.
LESSON C Rules and recommendations Ss learn vocabulary for extreme sports. They use modals for necessity and recommendations.	Ss can . . . talk about rules and recommendations.
LESSON D Seeing the sights Ss read and discuss a blog about food and travel. They write about a walking tour.	Ss can . . . describe their dream trip.

Warm-up

Learning objective: Preview the topic and discuss vacations.

A

- To introduce the topic of vacation, direct Ss' attention to the pictures. Ask Ss how they store their vacation photos. How do they share them with their friends and family?
- Go over the instructions.
- Have Ss answer the questions in pairs.
- Go over the answers from the class.
- **Option** Do the activity as a class.

Possible answers

He went to Thailand. He saw elephants and went to beautiful beaches. He visited the Grand Palace of Bangkok. He got great bargains on souvenirs. He ate delicious Thai food.

B

- Go over the questions.
- Have Ss discuss their ideas in pairs.
- Elicit answers from the class.
- **Option** Do the activity as a class.
- Tell Ss that they will learn how to talk about vacations in this unit. Point out the Unit 12 lesson overviews. Go over what Ss will learn in each lesson.

Cultural note

The Grand Palace is one of the most popular tourist destinations in Bangkok. It was built in 1782 and was the home of the king and the royal government until 1925. The palace is actually a collection of many buildings and combines an eclectic set of architectural styles. Today parts of the palace are open to the public as a museum, but several royal offices are still located in the palace as well.

LESSON A overview

Vocabulary: Vacation activities

Grammar: Gerunds

Speaking: Interview about vacation activities

1 Vocabulary Vacation activities

Learning objective: Use vocabulary for vacation activities.

A  (Level 3, Track 156)

- Direct Ss' attention to the words. Ask: *When do you do these things? (On vacation. / When I travel. / In my free time.)*
- Go over the instructions. Have students match the phrases and the pictures.
- **Option** Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the phrases to practice pronunciation.
- **Option** Have Ss work in pairs to take turns saying a verb as their partner says the object.

B

- Go over the instructions.
- Have Ss work in pairs to discuss which things in Part A they have never done.
- Call on Ss to share their ideas with the class.

Presentation Plus: Choose ABC page xxvii

After doing Part B, follow the steps for *Choose ABC* to practice vocabulary for vacation activities.

2 Language in context Three types of tours

Learning objective: Read about different tours; see gerunds in context.

A  (Level 3, Track 157)

- Direct Ss' attention to the pictures to set the scene. Tell Ss they are going to find out some information about three types of tours.
- Go over the instructions.
- Play the audio. Have Ss answer the questions as they listen and read silently.
- **Option** Have Ss check answers with a partner.
- Go over the answers with the class.

Answers

Environmental Experiences is best for someone who likes volunteering. Cuisine Adventures is best for someone who likes eating. No Worries Tours is best for someone who dislikes planning.

- Play the audio again line by line. Have Ss listen and repeat to practice pronunciation.

B

- Go over the questions.
- Have Ss answer the question in pairs or small groups.
- Elicit ideas from the class.
- **Option** Do the activity as a class.

Extra activity: Extension

Have Ss work in pairs to talk about a tour they have been on. Suggest Ss answer these questions: *Where was it? What did you see? Why did you choose it? What was the best part?* Call on Ss to share their ideas with the class.

3 Grammar Gerunds

Learning objective: Use gerunds.

 (Level 3, Track 158)

- Direct Ss' attention to the grammar box. Have Ss read the sentences. Focus their attention on the words in bold.
- Explain the rules:
 - 1 Focus on form: verb + *-ing* (acts like a noun)
 - 2 Direct Ss' attention to the sentences using gerunds as subjects. Focus on use as subjects. Ask: *What is the subject in each sentence? (Trying, volunteering.)* Say: *We can use a gerund as the subject of a sentence.*
 - 3 Direct Ss' attention to the sentences using gerunds after verbs. Focus on use of objects as verbs. Ask: *What is the verb in each sentence? (Enjoy, dislike.) What does the speaker enjoy? (Traveling by bus.) What does the speaker dislike? (Planning the travel details.)* Say: *We use gerunds after certain verbs (enjoy, dislike, prefer, like).*
 - 4 Direct Ss' attention to the last two sentences. Focus on verbs as objects of prepositions. Ask: *What is the speaker interested in? (Joining the tour.) What is the speaker concerned about? (Protecting the environment.)* Say: *We use gerunds after prepositions, including adjective + preposition combinations (interested in, concerned about, worried about).*
- Refer to the ads in Exercise 2. Have Ss underline all the gerunds.
- Check comprehension. Ask: *What is a great way to learn about a culture? (Trying local foods.) What is a rewarding way to spend a vacation? (Volunteering.) Who should go on the No Worries tour? (Someone who enjoys traveling but dislikes planning the details.)*
- Play the grammar box audio. Have Ss repeat to practice pronunciation.

A

- Go over the instructions and the example.
- Have Ss work individually to complete the conversations with gerunds.
- When Ss are finished, have them compare answers with a partner.
- Go over the answers with the class.

B

- Go over the instructions.
- Have Ss work in pairs to take turns asking and answering the questions in Part A.
- Call on Ss and ask a question from Part A. Elicit an answer with the gerund.

Presentation Plus: Revealing grammar page xxx

After doing Part B, follow the steps for *Revealing grammar* to review gerunds. In the grammar box, hide from line 1: *-ing, noun, subject*. From line 2, hide: *verbs, prepositions*.

4 Speaking Travel talk

Learning objective: Discuss travel preferences.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions.
- Have Ss work individually to complete the questions with their own ideas, using gerunds

B

- Go over the instructions.
- Have Ss work in groups to take turns telling their answers in Part A, and asking and answering questions to get more information.
- **Option** Have Ss work in pairs to take turns asking and answering the questions
- Go around the room and give help as needed. Take notes on errors you hear Ss make in using gerunds.
- Call on Ss to tell the class about their partner's answers.
- Write any errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use gerunds correctly.
- Finally, tell Ss to check the "can do" statement if they can discuss travel preferences. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 89–91
Online Self-study	Lesson A

LESSON B overview

Interactions: Asking about preferences; reminding someone of something

Listening: Hostel check-in

Speaking: Role play about checking into a hotel

1 Interactions Preferences and reminders

Learning objective: Practice asking about preferences and reminding someone of something.

A

- Go over the questions. Explain or elicit the difference between a hotel and a youth hostel (*A youth hostel is for people under a certain age; usually with a number of people in a room, for a low price.*).
- **Option** Have Ss discuss the questions in pairs.
- Elicit answers from the class.

B (Level 3, Track 159)

- Direct Ss' attention to the picture to set the scene. Ask: *What do you see? (A man checking into a hotel.)*
- Go over the instructions and the question.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Have Ss compare answers with a partner.
- Elicit the answer from the class.

Answer

He doesn't need help with his bag.

- If helpful, play the audio again line by line and have Ss repeat.
- Have Ss practice the conversations in pairs, then change roles and practice again.

C (Level 3, Track 160)

- Go over the instructions.
- Have Ss read the expressions in the boxes. Explain that the expressions in the boxes mean the same thing. Point out that when we use the expressions *prefer* and *rather*, we are usually asking about two things.
- Tell Ss there are two other expressions in the conversation, one for each box. Have Ss read the conversation again to find these expressions and add them to the boxes.
- Play the audio. Have Ss listen and check their answers.
- Elicit the expressions from Ss.
- **Option** Play the audio line by line and have Ss repeat the expressions.

Presentation Plus: Language switch page xxix

After doing Part C, follow the steps for *Language switch*, Option 2, to practice preferences and reminders.

D

- Go over the instructions.
- Have Ss match the sentences with the best responses.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- Have Ss work in pairs to practice the conversation, then change roles and practice again.
- **Tip** To give Ss more speaking time, have them practice the conversation with new partners.

2 Listening At a hostel

Learning objective: Develop skills in listening for specific information.

Presentation Plus: Tip

Before class, hide *single, double, triple, nights, cash,* and *credit card* in the form. Save the session. Books closed. Open the session and zoom in on the form. Tell Ss this form is what you need to fill in to stay in this hostel. Elicit missing words from Ss. Reveal the hidden words.

A (Level 3, Track 161)

- Direct Ss' attention to the picture. Ask: *Where are they? (In a youth hostel.)*
- Go over the instructions.
- Play the audio. Have Ss listen and complete the form.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (Level 3, Track 161)

- Go over the instructions.
- Play the audio again. Have Ss listen and answer the questions.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- **Option** Play the audio again if needed.

Extra activity: Extension

Have Ss listen to the audio program again, focusing on numbers. Have Ss stand up and sit down whenever they hear a number. Model the task. Play a little of the audio program and demonstrate when to stand up and sit down.

3 Speaking Role play

Learning objective: Ask about preferences; remind someone of something.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)
- Put Ss in pairs. Assign one S to be Student A and one S to be Student B.
- Go over the instructions and the roles.
- Have Student A circle his or her preferences.
- Have Ss work in pairs to role-play the situation.
- Have Ss change roles, and have the new Student A circle his or her answers. Then have Ss role-play the situation again.
- Walk around the room and give help as needed. Take notes on the errors you hear Ss make in asking about preferences and reminding someone of something.
- Call on two pairs of Ss to perform the role play for the class.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use the expressions to ask about preferences and remind someone of something correctly.
- Finally, tell Ss to check the "can do" statement if they can ask about preferences and remind someone of something. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Extra activity: Extension

Divide Ss into groups of six. Two Ss are the actors. The other four Ss help the actors. Explain the task. S1 and S2 perform the role play in Exercise 3, using the instructions in their Student's Books. If they don't know what to say or can't remember a word, they call "Time Out!" The role play stops, and they ask the Ss in their group for help. They can also ask other Ss in the group to replace them.

Additional practice

For more practice, use:

Workbook	page 92
Online Self-study	Lesson B

LESSON C overview

Vocabulary: Extreme sports

Grammar: Modals for necessity and recommendations

Pronunciation: Reduction of verbs

Speaking: Discussion about extreme sports

1 Vocabulary Extreme sports

Learning objective: Use vocabulary for extreme sports.

A  (Level 3, Track 162)

- Direct Ss' attention to the pictures. Ask: *What kind of sports are these? (Extreme, exciting, adventurous.)*
- Go over the instructions and the words in the box.
- Have Ss label the pictures with the correct words.
- **Option** Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss repeat the words to practice pronunciation.

B

- Go over the instructions.
- Have Ss work in pairs to talk about the sports in Part A.
- Call on Ss to share their answers with the class.

Presentation Plus: Swipe and guess page xxxi

After doing Part B, follow the steps for *Swipe and guess* to practice / review vocabulary for extreme sports.

Extra activity: Extension

Have Ss work in pairs to discuss reasons why people try extreme sports. Encourage Ss to think of at least five reasons. Elicit reasons from the class.

2 Conversation First-time snowboarder

Learning objective: Practice a conversation about a sport; see use of modals for necessity and recommendations in context.

A  (Level 3, Track 163)

- Direct Ss' attention to the picture to set the scene. Ask: *What do you see? (A man who would like to rent a snowboard.)*
- Go over the instructions and the question.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer with the class.

Answer

It's safer for the other snowboarders.

- If helpful, play the audio again line by line and have Ss repeat.

B  (Level 3, Track 164)

- Go over the instructions. Play the audio. Have Ss listen and answer the question.
- Go over the answer with the class.

Answer

His boots are really tight.

3 Grammar Modals for necessity and recommendations

Learning objective: Practice modals for necessity and recommendations.

 (Level 3, Track 165)

Necessity

- Direct Ss' attention to the left side of the grammar box.
- Explain the rules:
 - 1 Focus on form: subject + modal + verb
 - 2 Focus on use: The modals *must*, *have got to*, and *have to* all express necessity or obligation.
 - 3 The negative form of *have to* expresses lack of necessity or obligation. In the sentence *You don't have to take a lesson*, the meaning is "you can if you want, but it's not necessary."
- Check comprehension. Ask: *Why do you have to wear a helmet when you ride a motorcycle? (It's a law in some places. / It protects your head.) If it's a law, do you have a choice? (No.)*

Recommendations

- Direct Ss' attention to the right side of the grammar box.
- Explain the rules:
 - 1 Focus on form: subject + modal + verb
 - 2 Focus on use: Use *had better*, *ought to* and *should* to make recommendations. Point out that *had better* is a little stronger than the other expressions. *Should* and *ought to* mean the same thing.
- Refer to the conversation in Exercise 2. Have Ss underline the expressions for necessity and recommendations.
- Check comprehension. Ask: *Does Kyle have to take snowboarding lessons? (No.) Does he have to complete a form to sign up? (Yes.) What should Kyle do after his lesson? (Stay in the beginner's section for a while.)*
- Play the grammar box audio. Have Ss listen and repeat.

Presentation Plus: Fix it! page xxviii

Instead of doing Part A, follow the steps for *Fix it!* to practice modals for necessity and recommendations.

A

- Have Ss circle the best travel advice.
- Have Ss compare answers with a partner.

B

- Have Ss complete the sentences with modals of necessity or recommendations.

- Have Ss compare answers with a partner.
- Elicit answers from the class.

4 Pronunciation Reduction of verbs

Learning objective: Practice reduction of verbs.

A  (Level 3, Track 166)

- Play the audio. Have Ss listen, paying particular attention to the reduction of verbs.
- Play the audio again. Have Ss listen and repeat.

B

- Have Ss work in pairs to practice the sentences in Exercise 3.
- Call on Ss to say sentences to the class.

5 Speaking Rules of the game

Learning objective: Talk about rules and recommendations.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions and the example.
- Have Ss work in groups to discuss rules and recommendations for an extreme sport.
- Walk around the room and give help as needed. Take notes on errors you hear Ss make in using modals for necessity and recommendations.

B

- Go over the instructions.
- Call on Ss to share their ideas with the class.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use modals of necessity and recommendations correctly.
- Finally, tell Ss to check the "can do" statement if they can talk about rules and recommendations. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 93–95
Online Self-study	Lesson C

LESSON D overview

Reading: “A Taste of Cairo” (a food blog)

Listening: A white-water rafting trip

Writing: A walking tour

Speaking: Information exchange about dream trips

1 Reading A Taste of Cairo

Learning objective: Read and discuss a food blog; develop skills in reading for main ideas and details.

A  (Level 3, Track 167)

- Ask the questions.
- Elicit answers from the class.
- **Option** Have Ss discuss the questions in pairs.

Extra activity: Extension

Books closed. Tell Ss the topic of the reading (a food blog). Explain the task. Each S draws a bingo card with nine squares. Ss predict content words (nouns, verbs, adjectives) related to the topic and write one word in each square. Play the audio for the reading. Have Ss circle the word on their bingo card when they hear it. The S with the most circled words wins.

B

- Pre-teach unfamiliar vocabulary.

Vocabulary

narrow not wide, hard to pass through

huge very large

spices flavorings for food

henna a liquid that colors hair or skin

dye make a different color

eggplant a vegetable with dark purple skin

out of this world wonderful

- Go over the instructions and the headings.
- Have Ss read the blog and write the headings above the correct paragraphs.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Extra activity: Extension

Books closed. Photocopy and enlarge the text. Cut the text into paragraphs and post the paragraphs around the classroom walls. Dictate the headings. Have Ss go around the class to scan the texts and write the headings. The first S to correctly write headings for each paragraph wins.

C

- Go over the instructions.
- Have Ss read the blog and write the initials of the blog headings beside the activities.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

D

- Go over the instructions.
- Have Ss answer the questions in pairs.
- Call on Ss to share their ideas with the class.

2 Writing A walking tour

Learning objective: Write a description of a walking tour.

Presentation Plus: Tip

Books closed. Before doing Part A, zoom in on the list of topics. Explain that these are possible topics for an interesting walking tour in your town or city. Have Ss work in pairs to brainstorm other possible topics. Elicit ideas from Ss and add them to the board.

A

- Go over the instructions and the topics.
- Have Ss choose a topic in pairs.

B

- Go over the instructions.
- Have Ss read the model paragraph. Ask: *What is the city? (Old San Juan.) Where is it? (Puerto Rico.) When was the San Juan Gate built? (1635.)*
- Have Ss work in pairs to write a description of a walking tour.

C

- Go over the instructions.
- Have Ss join another pair to present their tours and answer the question.
- Call on Ss to tell the class about the other pair's tour.

3 Listening An adventure tour

Learning objective: Listen to an adventure tour; develop skills in listening for main ideas and details.

A (Level 3, Track 168)

- Go over the instructions and the list.
- Play the audio. Have Ss listen and check what the guide tells the tourists to do.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (Level 3, Track 168)

- Go over the instructions.
- Play the audio again. Have Ss listen and write T or F.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

4 Speaking Dream trip

Learning objective: Describe your dream trip.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions and the questions.
- Model the activity. Tell the class about your dream trip.
- Have Ss answer the questions about their dream trip.

B

- Go over the instructions.
- Have Ss work in pairs to take turns telling about their dream trip and asking and answering questions.
- Walk around the room and give help as needed. Take notes on things you hear Ss do correctly, including using vocabulary from the unit, gerunds, and modals of necessity and recommendation.
- Call on Ss to tell the class about their partner's dream trip.
- Point out the things you heard Ss do correctly.
- Finally, tell Ss to check the "can do" statement if they can describe their dream trips. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 96
Online Self-study	Lesson D

1 Quick pair review

Learning objective: Review vocabulary related to vacation activities and extreme sports; talk about preferences; describe a dream trip.

Lesson A Test your partner!

- Go over the instructions and the example conversation.
- Have Ss work in pairs to take turns saying a vacation activity as their partner uses the gerund in a sentence. Set a time limit of three minutes.
- Call on Ss to say an activity. Call on another S and elicit a sentence using the gerund.

Lesson B Give your opinion!

- Go over the instructions and the example conversation.
- Have Ss work in pairs to ask and answer questions about which vacation he or she prefers, and to remind their partner to do or take something. Set a time limit of two minutes.
- Call on Ss to share their ideas with the class.

Lesson C Brainstorm!

- Go over the instructions.
- Have Ss work in pairs to make a list of extreme sports. Set a time limit of one minute.
- Elicit examples from the class.

Presentation Plus: Guided brainstorming page xxviii

After brainstorming, follow the steps for *Guided brainstorming* to review extreme sports.

Lesson D Guess!

- Go over the instructions.
- Have Ss work in pairs to take turns describing a dream trip as their partner guesses where it is. Set a time limit of two minutes.
- Call on Ss to describe the trip to the class. Elicit guesses.

2 In the real world

Learning objective: Research a sport and write about it.

- Go over the instructions, the topics, and the example.
- As an out-of-class assignment, have Ss do research online to find information in English about a new sport.
- Have Ss write about what they found out.
- Have Ss share what they found out in pairs or groups.
- **Option** Have Ss compare information with another S who researched the same topic. Suggest they revise their paragraphs if necessary.

Keep talking!

Unit 1, Lesson A

Learning objective: Ask and answer questions about activities.

Refer Ss to page 123.

A

- Go over the instructions and the activities in the chart.
- Have Ss add two questions to the chart.

B

- Go over the instructions and the example conversation.
- Model the activity with a S. Ask: *Are you saving money for something special?* If the S answers yes, pretend to write his or her name, and ask a follow-up question: *What are you saving for?* If the S says no, continue asking until someone says yes.
- Have Ss walk around the room to ask and answer questions and complete the chart. Remind Ss to ask questions for more information.

C

- Go over the instructions.
- Ask: *Who is saving money for something special? Who is in a good mood today? Who has one brother and one sister?*
- Call on Ss to share the most interesting information they found out.

unit

1

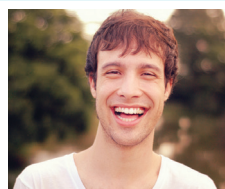
Lesson A

Keep talking!

Finding out more

A Read the chart. Then add two more.

Find someone who . . .	Name	Extra information
is saving money for something special		
is in a good mood today		
has one brother and one sister		
is reading an interesting book		
wants to get a pet		
is taking a different class		
works on weekends		
thinks English is fun		
hates to talk on the phone		



B **CLASS ACTIVITY** Find classmates who do or are doing each thing in Part A. Write their names. Ask questions for more information.

A: Are you saving money for something special?

B: Yes, I am.

A: Oh, really? What do you want to buy?

C **CLASS ACTIVITY** Share the most interesting information.

Keep talking!

123

Similar behaviors

A Write your answers to the questions in the chart.

Questions	Me	Name: _____
1 What do you do when you can't sleep at night?		
2 What do you do if you forget to do your homework?		
3 When you feel really happy about something, what do you do?		
4 What do you do if someone tells you something that isn't true?		
5 If a friend calls you and you don't want to talk, what do you do?		
6 What do you do when you are extremely angry at someone?		



B PAIR WORK Interview your partner. Complete the chart with his or her answers.

A: What do you do when you can't sleep at night?

B: I usually read a book. How about you?

A: When I can't sleep at night, I always listen to music.

C PAIR WORK Compare your information. Do any of your partner's answers surprise you? Do you and your partner have any similar behaviors?

Unit 1, Lesson C

Learning objective: Ask and answer questions about behaviors.

Refer Ss to page 124.

A

- Direct Ss' attention to the pictures. Ask: *What is happening?* (The first girl is reading. The second forgot to do her homework. The third is having fun.)
- Go over the instructions and the questions.
- Model the activity. Tell the class your answers to some of the questions.
- Have Ss work individually to write their answers in the chart.

B

- Go over the instructions and the example conversation.
- Have Ss work in pairs to take turns asking and answering the questions in Part A. Remind Ss to write their partner's answers in the chart.

C

- Go over the instructions.
- Have Ss answer the questions with their partners.
- Elicit ideas from the class.

Unit 2, Lesson A

Learning objective: Ask and answer questions about a picture using past continuous.

Refer Ss to page 125.

A

- Go over the instructions.
- Have Ss look at the picture to remember the details. Set a time limit of two minutes.

B

- Go over the instructions and the questions.
- Have Ss cover the picture. Model the activity with a S. Ask *Where was the couple sitting when the rain started? (They were sitting outside at a table.)*
- Have Ss work in pairs to take turns asking and answering the questions with the picture covered.

C

- Go over the instructions.
- Have Ss look at the picture and check their answers.
- **Option** Books closed. Call on Ss and ask the questions.

unit

2

Lesson A

What was happening?

A Look at this picture for two minutes. What was happening when it started to rain? Try to remember as many details as you can.



B PAIR WORK Cover the picture. Ask the questions and answer with the information you remember.

- 1 Where was the couple sitting when the rain started? What were they doing?
- 2 What was the police officer holding? What was she wearing?
- 3 What was the name of the café? What was on the café table?
- 4 What was the waiter holding? Where was he standing?
- 5 What was the young boy holding? What was he watching on TV?
- 6 What was the taxi driver doing? What was the name of the cab company?

C PAIR WORK Check your answers. How many answers did you remember correctly?

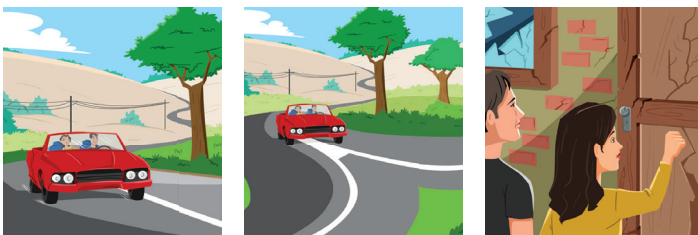
Keep talking!

125

How does it end?

A PAIR WORK Imagine you are the people in one of the sets of pictures below. Tell a story that explains what happened. Choose your own ending to the story.

Story 1



Story 2



B GROUP WORK Tell your story to another pair. Can they think of another ending to your story? Which ending do you like better?

"This really happened to us. We were driving down the road in our car. The weather was very nice, and we were enjoying the ride. We were going to our friend's house. We had a map, but suddenly..."

C CLASS ACTIVITY Share your stories. Vote on the best one.

Unit 2, Lesson C

Learning objective: Tell stories using past continuous and simple past.

Refer Ss to page 126.

A

- Go over the instructions.
- Have Ss work in pairs to tell a story that explains what happens in one set of pictures. Remind Ss they need to create an ending to the story.

B

- Go over the instructions and the example. Point out that both partners should participate in telling the story.
- Have each pair join another pair to take turns telling their stories and discussing possible endings.

C

- Go over the instructions.
- Call on Ss to tell their stories.
- Have Ss vote on the best one.

Unit 3, Lesson A

Learning objective: Describe what people used to look like and what they look like now.

Put Ss in pairs. Designate one S as Student A, and one S as Student B. Refer A Ss to page 127, and B Ss to page 128.

A

- Go over the instructions and the example. Explain that in Part A, Student A Ss have old pictures of Chuck and Student B Ss have new pictures of Chuck.
- Have Ss look at their pictures and describe the pictures to their partners.
- Elicit differences between the two pictures.

Possible answers

Differences: He used to have long black hair. He used to be heavy. He used to be a student. He didn't use to type his notes. He used to listen to CDs and now he listens to MP3s.

B

- Go over the instructions and the example. Explain that in Part B, A Ss have new pictures of Amy and B Ss have old pictures of Amy.
- Have Ss look at their pictures and describe the pictures to their partners.
- Elicit differences between the two pictures.

Possible answers

Differences: She didn't use to wear a lot of jewelry. She didn't use to have brown hair. She used to wear her hair in a ponytail. She used to wear glasses. She used to wear a uniform.

unit

3

Lesson A

Then and now

Student A

A PAIR WORK You and your partner have pictures of Chuck. You have an old picture of what he used to look like, and your partner has a new picture of what he looks like now. Describe Chuck to find the differences between then and now.



Chuck – then

A: Chuck used to have long black hair.

B: He doesn't have long hair now.

A: So that's different. He used to . . .

B PAIR WORK You and your partner have pictures of Amy. You have a new picture of what she looks like now, and your partner has an old picture of what she used to look like. Describe Amy to find the differences between then and now.



Amy – now

Keep talking!

127

Extra activity: Extension

Have Ss bring in old and new photos of themselves or someone they know. Have Ss work in pairs to take turns describing the differences between the pictures. Call on Ss to tell the class about one or more differences.

Then and now

Student B

- A** **PAIR WORK** You and your partner have a picture of Chuck. You have a new picture of what he looks like now, and your partner has an old picture of what he used to look like. Describe Chuck to find the differences between then and now.



Chuck – now

A: Chuck *used to* have long black hair.

B: He *doesn't* have long hair now.

A: So that's different. He *used to* . . .

- B** **PAIR WORK** You and your partner have pictures of Amy. You have an old picture of what she used to look like, and your partner has a new picture of what she looks like now. Describe Amy to find the differences between then and now.



Amy – then

Unit 3, Lesson A*continued***A****Possible answers**

Differences: He *used to* have long black hair. He *used to* be heavy. He *used to* be a student. He *didn't* use to type his notes. He *didn't* use to listen to CDs and now he listens to MP3s.

B**Possible answers**

Differences: She *didn't* use to wear a lot of jewelry. She *didn't* use to have brown hair. She *used to* wear her hair in a ponytail. She *used to* wear glasses. She *used to* wear a uniform.

Unit 3, Lesson C

Learning objective: Talk about popular places, styles, and fashions.
Refer Ss to page 129.

A

- Direct Ss’ attention to the pictures.
Ask: *What do you see?* (A young woman wearing large sunglasses, a man in a trendy neighborhood, a fashionable store.)
- Go over the instructions.
- Have Ss work individually to write examples in the chart under *Me*.

B

- Go over the instructions and the example conversation.
- Have Ss work in pairs to take turns asking and answering questions about the things in the chart. Remind Ss to write the answers in the chart.

C

- Go over the instructions and the example conversation.
- Elicit examples of each item in the chart from the class and have Ss say if they agree or disagree with their classmates’ opinions.
- **Option** Have Ss compare their information in groups.

unit

3 Lesson C

What’s hot?

A **PAIR WORK** Write your own example of each thing in the chart.

Give an example of . . .	Me	Name: _____
something which looks tacky on young people		
an area of town that’s extremely trendy		
a store that’s very popular with young people		
a male celebrity who’s really fashionable		
a female celebrity who’s very glamorous		
a fashion trend that was very weird		
a fashion that you really like		
someone that has influenced fashion		



B **PAIR WORK** Interview your partner. Complete the chart with his or her answers.

A: What is something which you think looks tacky on young people?
B: Well, I don’t like those big sunglasses that some young girls wear.
I think they’re tacky.

C **CLASS ACTIVITY** Compare your information. Do you agree with everyone’s opinion?
Why or why not?

A: I think . . . is a celebrity who’s very glamorous.
B: Really? I think her clothes are kind of weird.
C: I like most of the clothes that she wears. I think she has a lot of style.

Keep talking!

129

I've never . . .

A Write examples of things you've never done.



a sport I've never played:



a TV show I've never watched:



a food I've never eaten:



a famous movie I've never seen:



a restaurant I've never been to:



a place I've never visited:

B **GROUP WORK** Tell your group about the things you've never done. Ask and answer questions for more information.

A: I've never played cricket.

B: Yeah, that's not popular here at all.

C: I've never played basketball.

D: You're kidding! Never? Not even in school?

C **CLASS ACTIVITY** Share your information. Which answers surprised you the most?

Unit 4, Lesson A

Learning objective: Talk about experiences they've never had.

Refer Ss to page 130.

A

- Go over the instructions.
- Model the activity. Tell Ss about a sport you've never played.
- Have Ss work individually to write examples of things they've never done.

B

- Go over the instructions and the example.
- Have Ss work in pairs or groups to take turns telling about experiences they have never had, and asking and answering questions for more information.

C

- Go over the instructions.
- Call on Ss to tell the class about one experience they have never had.
- Ask: *Which answers surprised you the most?* Elicit ideas from the class.

Extra activity: Extension

Arrange the chairs in a circle and have Ss sit. Stand in the middle of the circle and ask: *Have you ever eaten at McDonald's?* Tell Ss to stand and find a new seat if the answer is yes. Take one of the Ss' chairs. Have the S whose chair you've taken stand in the middle and ask a question with *Have you ever . . .?* Point out that they want to ask a question that most Ss will answer yes. Explain that the Ss need to be moving fast and find a new seat if they can answer yes. Continue until most, if not all, Ss have had a chance to ask a question. If your class is large, put Ss in smaller groups.

Unit 4, Lesson C

Learning objective: Talk about more experiences.
Refer Ss to page 131.

A

- Direct Ss’ attention to the pictures to go over the meaning of the two expressions. Ask: What is a solar eclipse? (*The moon is in front of the sun.*) What does a shooting star do? (*It moves across the sky.*)
- Go over the instructions and the items in the chart.
- Have Ss work individually to add two more questions to the chart.

B

- Go over the instructions and the example conversation.
- Have Ss take turns asking and answering questions to complete the chart with their partner. Remind Ss to write their classmates’ names in the chart.

C

- Elicit examples of each item in the chart from the class.

unit

4

Lesson C

No kidding!

A Add two more questions about experiences to the chart.

Have you ever . . . ?	Me	Name: _____
seen a solar eclipse		
watched three movies in one day		
gone swimming in the rain		
gotten a postcard from overseas		
cooked a vegetarian dinner		
seen a shooting star		
had a really bad haircut		
forgotten to pay an important bill		
eaten in a French restaurant		
lost something very special to you		



a solar eclipse



a shooting star

B PAIR WORK Interview your partner. Complete the chart with his or her answers.

A: Have you ever seen an eclipse?
B: Yes, I have. I saw a solar eclipse once.
A: No kidding! When did you see it?

C Share the most interesting information.

Keep talking!

Impressive places

Student A

A You and your partner have information about impressive places. Do you know the answers to the questions on the left? Circle your guesses.

1 Which is taller?

- a. Eiffel Tower
(Paris, France)
- b. CN Tower
(Toronto, Canada)



a. ☐ 300.5 meters tall



b. ☐ _____ meters tall

2 Which is longer?

- a. Golden Gate Bridge
(San Francisco, the U.S.A.)
- b. Harbor Bridge
(Sydney, Australia)



a. ☐ _____ meters long



b. ☐ 1,149 meters long

3 Which is bigger?

- a. Red Square
(Moscow, Russia)
- b. Tiananmen Square
(Beijing, China)



a. ☐ 23,100 square meters



b. ☐ _____ square meters

4 Which has more riders?

- a. São Paulo subway system
(Brazil)
- b. London subway system
(the U.K.)



a. ☐ _____ riders a day



b. ☐ 4,250,000 riders a day

B PAIR WORK Ask and answer questions to fill in the missing information. Then check (✓) the correct answers in Part A.

How tall is ... ?

How long is ... ?

How big is ... ?

How many riders does ... have?

Saying large numbers

100.2

"one hundred point two"

3,456

"three thousand four hundred (and) fifty-six"

78,900

"seventy-eight thousand nine hundred"

120,000

"one hundred (and) twenty thousand"

3,450,000

"three million four hundred (and) fifty thousand"

C CLASS ACTIVITY How many of your guesses were correct? Can you make more comparisons?

Extra activity: Extension

Have Ss work in pairs. Assign each S to research information about a different skyscraper, canal, and subway system to answer these questions: *Which is taller? Which is longer? Which carries more people each day?* Have Ss compare places. Call on Ss to share their information with the class.

Unit 5, Lesson A

Learning objective: Exchange information about impressive places.

Put Ss in pairs. Designate one S as Student A, and one S as Student B. Refer A Ss to page 132, and B Ss to page 134.

A

- Go over the instructions.
- Direct Ss' attention to the first pair of pictures. Point out that A Ss know the height of the Eiffel Tower, and B Ss know the height of the CN tower. Tell Ss not to say any information. Elicit guesses as to which tower is taller.
- Have Ss circle their guesses to answer the question.

B

- Go over the information in the box about saying large numbers.
- Go over the instructions.
- Model the activity. Call on a S who is Student B and ask: *How tall is the CN Tower in Toronto? (553.3 meters.)*
- Have Ss work in pairs to take turns asking and answering questions to fill in the missing information.
- Have Ss check the box for the correct answer in Part A.

C

- Go over the questions.
- Elicit answers from the class.
- Call on Ss to name other pairs of human-made wonders, and give comparisons (e.g., *The Shanghai World Financial Center is taller than the Empire State Building.*).

Unit 5, Lesson C

Learning objective: Talk about the best places to go in their country

Refer Ss to page 133.

A

- Direct Ss’ attention to the picture at the bottom of the page. Ask: *What do you see? (A public bus.)*
- Go over the instructions and the example conversation.
- Have Ss read the email silently. Alternatively, read the email aloud.
- Have Ss work in pairs to discuss their responses to the questions in the email.

B

- Go over the instructions.
- Have Ss join another pair of Ss to discuss their answers.
- Call on Ss to share their ideas with the class.

unit

5 Lesson C

Planning a visit

A PAIR WORK Imagine that a friend from another country is planning to visit you and asks you the questions in the email below. Discuss your responses.

●●●

ReplyForward

To: Beth <bettybeth@email.com>
From: Jane <jgal@email.com>
Date: March 17
Subject: Re: Planning my trip . . .

Hey!

Before I visit, I have some questions for you:

- What's the best way to travel around? Is it the fastest? Is it the cheapest?
- Which part of town has the best nightlife? When is the best time to go out?
- What's the most popular place for a tourist to visit? Have you been there?
- What's the most interesting traditional food to try? Where should I try it?
- What would make a nice day trip? Is it easy to get to?
- What's the best museum? What's it like? Should I go there?
- Which time of year has the nicest weather? Which has the worst?

I'm sorry that I'm asking so many questions. I'm just very excited, and I want to plan as much as I can!

Thanks in advance for the information. See you soon!

Take care,
Jane

- A:** The best way to travel around is by subway.
- B:** I think it's better to go by bus. It's faster than the subway.

B GROUP WORK Share your ideas with another pair. Do you have similar answers?



Keep talking!

133

Unit 5, Lesson A

continued

Impressive places

Student B

A You and your partner have information about impressive places. Do you know the answers to the questions on the left? Circle your guesses.

1 Which is taller?

- a. Eiffel Tower
(Paris, France)
b. CN Tower
(Toronto, Canada)



a. ☐ _____ meters tall



b. ☐ 553.3 meters tall

2 Which is longer?

- a. Golden Gate Bridge
(San Francisco, the U.S.A.)
b. Harbor Bridge
(Sydney, Australia)



a. ☐ 2,737 meters long



b. ☐ _____ meters long

3 Which is bigger?

- a. Red Square
(Moscow, Russia)
b. Tiananmen Square
(Beijing, China)



a. ☐ _____ square meters



b. ☐ 440,000 square meters

4 Which has more riders?

- a. São Paulo subway system
(Brazil)
b. London subway system
(the U.K.)



a. ☐ 3,500,000 riders a day



b. ☐ _____ riders a day

B PAIR WORK Ask and answer questions to fill in the missing information. Then check (✓) the correct answers in Part A.

How tall is . . . ?

How long is . . . ?

How big is . . . ?

How many riders does . . . have?

Saying large numbers

100.2

"one hundred point two"

3,456

"three thousand four hundred (and) fifty-six"

78,900

"seventy-eight thousand nine hundred"

120,000

"one hundred (and) twenty thousand"

3,450,000

"three million four hundred (and) fifty thousand"

C CLASS ACTIVITY How many of your guesses were correct? Can you make more comparisons?

Unit 6, Lesson A

Learning objective: Talk about plans for the next two weeks.
Refer Ss to page 135.

A

- Go over the instructions.
- Have Ss work individually to complete the calendars for the next two weeks with their plans. Remind Ss to write notes, not full sentences.

B

- Go over the instructions and the example conversation.
- Model the activity. Call on a S and ask questions about plans.
- Have Ss work in pairs to ask and answer questions about plans and find a time to do something together.

C

- Go over the instructions and the example conversation.
- Have each pair join another pair to take turns inviting the others to join in the plans.
- Call on Ss to tell the class which plans they can agree on.

unit

6 Lesson A

The next two weeks

Student A

A Complete the calendar for next week and the week after it with the correct dates and any plans you have.

Next week:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

The week after next:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday



B PAIR WORK Ask and answer questions about your plans. Find a time to do something together.

A: What are you doing next Thursday afternoon?

B: Oh, I have my karate lesson then. What are you doing the day after that?

A: Nothing. Do you want to get together?

C GROUP WORK Tell another pair about the plans you made in Part B. Invite them to join you.

Are they free?

A: Barry and I are getting together on Friday.

B: We're meeting at Mr. Freeze for some ice cream. Do you want to join us?

C: I'm sorry, but I can't. I have a job interview on Friday.

D: I'm not free, either. I have to go grocery shopping.

Keep talking!

135

A helping hand

A PAIR WORK Imagine you're the people in the pictures. Role-play the situations.

Student A: Ask Student B for a favor.

Student B: Agree to Student A's request. Offer to help, and continue the conversation.



A: Could you do me a favor? Could you please take my picture?

B: No problem. I'll take it for you.



B PAIR WORK Change roles. Role-play the new situations.



C PAIR WORK Ask each other for two more favors.

Unit 6, Lesson C

Learning objective: Role-play conversations asking for favors.

Refer Ss to page 136.

A

- Direct Ss' attention to the pictures.
Ask: *What are the favors? (Take a picture, borrow money, stop singing.)*
- Put Ss in pairs. Assign one S as Student A and one S as Student B.
- Go over the instructions and the example conversation.
- Have Ss work in pairs to role-play the situations.

B

- Direct Ss' attention to the pictures.
Ask: *What are the favors? (Open the door, get some coffee, get something down.)*
- Go over the instructions.
- Have Ss change roles and role-play the new situations.

C

- Go over the instructions.
- Have Ss work in pairs to take turns asking for two more favors and responding.

Unit 7, Lesson A

Learning objective: Talk about left brain / right brain personalities.
Refer Ss to page 137.

A

- Go over the instructions.
- Have Ss work in pairs to take turns interviewing their partner and checking the answers.

B

- Go over the instructions.
- Have Ss score their partner's answers.
- Have Ss work in pairs to read the descriptions and discuss the results.

C

- Go over the instructions.
- Have Ss discuss the questions in groups.
- Call on Ss to share their ideas with the class.

unit

7

Lesson A

Left brain / right brain

A PAIR WORK Interview your partner. Check (✓) his or her answers.

Left Brain vs. Right Brain Do you use your right or left brain more often? Try this fun quiz and find out.

4:21PM

1 How do you remember things?
☐ a. with words
☐ b. with pictures
☐ c. both

2 Which can you remember easily?
☐ a. names
☐ b. faces
☐ c. both

3 Which math subject do you like?
☐ a. algebra
☐ b. geometry
☐ c. both

4 How do you like to work in class?
☐ a. alone
☐ b. in groups
☐ c. both

5 How do you like to study alone?
☐ a. quietly
☐ b. with music playing
☐ c. both

6 Which activity do you enjoy?
☐ a. writing
☐ b. drawing
☐ c. both

7 What kinds of tests do you like?
☐ a. multiple choice
☐ b. essay
☐ c. both

8 How do you like things explained to you?
☐ a. with words
☐ b. with actions
☐ c. both

9 What do you use to make decisions?
☐ a. the facts
☐ b. my experience
☐ c. both

10 How do you like to solve problems?
☐ a. one at a time
☐ b. at the same time
☐ c. both

11 How do you manage your time?
☐ a. very carefully
☐ b. not very carefully
☐ c. both

12 Which animals do you like?
☐ a. dogs
☐ b. cats
☐ c. both

Source: library.thinkquest.org

B PAIR WORK Score your partner's answers. Is he or she left-brained or right-brained? (More c answers or the same number of a and b answers means your partner has traits for both.)

More a answers: Left-brained	More b answers: Right-brained
More verbal than visual	More visual than verbal
Likes to do things step by step	Likes to do things at the same time
Very organized	Not always organized
Follows rules without questioning	Often asks why
Strong sense of time	Little sense of time
Learns by seeing	Learns by doing
Uses few gestures when talking	Talks with hands
Listens to what is said	Listens to how something is said

C GROUP WORK Do your results in Part B describe you well? What do you think your results say about your personality?

Keep talking!

137

People on my mind

A Write the name of someone you know for each description. Then think about answers to the questions.



Someone I miss very much:

- How long have you known this person?
- When did you last see him or her?
- When will you see each other again?



Someone who gave me a special gift:

- What was the gift?
- How long have you had it?
- What made the gift special?



Someone I'd like to know better:

- How long have you known this person?
- When was the last time you spoke?
- What's he or she like?



Someone I've admired since I was a child:

- When did you first meet this person?
- What do you admire about him or her?
- Do you share any of the same qualities?

B PAIR WORK Interview your partner about each person. Ask questions for more information.

A: Who is someone you miss very much?

B: I miss my grandmother very much.

A: How long have you known her?

B: I've known her since I was born! But I haven't seen her since April.

Unit 7, Lesson C

Learning objective: Talk about people they know.

Refer Ss to page 138.

A

- Go over the instructions and the questions.
- Have Ss work individually to write their answers under each description.

B

- Go over the instructions and the example conversation.
- Have Ss work in pairs to take turns asking and answering the questions in Part A.
- Call on Ss to tell the class about one of the people their partner talked about.

Unit 8, Lesson A

Learning objective: Talk about green practices.

Refer Ss to page 139.

A

- Go over the instructions.
- Have Ss work in pairs to take turns interviewing their partner and circling the answers.

B

- Go over the instructions.
- Have Ss score their partner's answers.
- Have Ss work in pairs to read the descriptions and discuss the results.

C

- Go over the instructions.
- Have Ss discuss the question in pairs.
- Call on Ss to share their ideas with the class.

unit

8

Lesson A

A green quiz

A PAIR WORK Interview your partner. Circle his or her answers.



B PAIR WORK Score your partner's answers. How green is he or she? Are the results accurate?

a answers = 0 points	11—16 Congratulations! You lead a very green life.
b answers = 1 point	6—10 You're green in some ways, but not in others.
c answers = 2 points	0—5 You're not very green. It's not too late to change!

C PAIR WORK What other things do you do to help the environment? Tell your partner.

Keep talking!

139

Be an optimist!

A PAIR WORK Add two situations to the chart. Then discuss what will, could, or might happen in each situation. Take notes.

If we . . . ,	we will . . .	we might . . .
eat too much fast food		
spend all day at the beach		
use cell phones in class		
read the news every day		
never study English		
watch too much TV		
don't get enough sleep		
spend too much time online		



A: What do you think will happen if we eat too much fast food?

B: If we eat too much fast food, we'll gain weight.

B GROUP WORK Share your ideas with another pair. Which ideas are the best? Do you have any other ideas?

Unit 8, Lesson C

Learning objective: about possible outcomes in different situations.

Refer Ss to page 140.

A

- Direct Ss' attention to the pictures.
Ask: *What happened in the first picture? (The boy ate too much fast food. Where are they in the second picture? (At the beach.) What happened in the last picture? (The teacher is angry because the student is using a cell phone in class.)*
- Go over the instructions and the situations.
- Have Ss work in pairs to add two situations to the chart, then discuss what will or might happen in each situation. Remind Ss to take notes.

B

- Go over the instructions.
- Have each pair join another pair to share their ideas.
- Call on Ss to share their ideas with the class.

Unit 9, Lesson A

Learning objective: Give advice on relationship problems.

Refer Ss to page 141.

A

- Direct Ss' attention to the pictures.
Ask: *What do you see in each picture?* (Someone studying and getting a text, a brother looking at his sister who has a bad hairstyle, co-workers who aren't talking to each other, a student trying to cheat.)
- Go over the instructions and the example conversation.
- Have Ss work in groups of four to take turns reading a situation and asking for advice.

B

- Go over the instructions.
- Have Ss talk in their groups about which advice they thought was the best.
- Elicit examples of the best advice from the class.

C

- Go over the questions.
- Have Ss discuss the questions in groups.
- Call on Ss to share their ideas with the class.

unit

9

Lesson A

What to do?

A GROUP WORK Imagine you have one of the relationship problems below. Your group gives you advice. Take turns.



My friend texts me constantly and then gets angry if I don't answer right away. Is it important to answer every text? I'm not sure what to do about this. I prefer to communicate by phone.



My sister has a new hairstyle, and I think it looks pretty awful. I don't really want to criticize her, but I think it's a good idea to say something to her. But what exactly do I say?



My co-worker won't talk to me. She says I gossiped about her. I guess I did, but it wasn't anything serious. It feels like she's judging me. I hope she can forgive me. After all, we need to work together.



My classmate always tries to copy my answers when we are taking tests or working on our own. It makes me angry. I don't want the teacher to think I'm cheating, too. Should I tell my teacher?

A: My friend texts me constantly and then...

B: It's not important to answer every text. Just ignore them.

C: But it's not good to ignore them. Say something to your friend about it.

D: That's good advice. It's also a good idea to...

B GROUP WORK Which advice was the best? Why? Tell your group.

"Maria gave the best advice. It's important to tell the truth."

C GROUP WORK Have you ever given relationship advice to someone? Who? What was the advice? Tell your group.

Keep talking!

141

What do you think?

A PAIR WORK Look at the picture. Make one speculation about each person. Use *must*, *could*, *can't*, *may*, or *might*.



Unit 9, Lesson C

Learning objective: Make speculations about people.

Refer Ss to pages 142 and 143.

A

- Go over the instructions and the example conversation.
- Have Ss work in pairs to speculate about each person in the picture.

B

- Go over the instructions. Have each pair join another pair to share their ideas.
- Call on Ss to share their ideas with the class.

Possible answers

Masami and Kyoko must be going out. They must be married.

Mark could be trying to lose weight. He could be Andrew and Maya's father.

Andrew and Maya must be doing homework.

Diego can't be buying that dress for himself. He must be shopping for a little girl.

Daisy must be the owner of the shop. Sebastian may be breaking up with his girlfriend.

Celia might be a photographer.

Tony could be handing out flyers.

Barbara must be expecting Matt. It must be Carlos's birthday.

Lynn must be fixing the air conditioner.

Hal might be going to Carlos's party.

Adam can't be a very good server.

Mike must be tired.

Unit 9, Lesson C

continued

unit

9

Lesson C



A: Diego is buying a dress, but it can't be for his wife. It's too small.

B: Right. He might be buying it for his daughter.

A: Yeah. And he must be rich. The store looks very expensive.

B **GROUP WORK** Compare your speculations with another pair. Did you make any of the same ones?

Keep talking!

143

Reflections

A **CLASS ACTIVITY** Find classmates who answer “yes” to each question. Write their names and ask questions for more information.

Questions	Name	Extra information
1 Have you ever eaten an entire pizza by yourself?		
2 Do you learn better by studying in a group than by yourself?		
3 Did you teach yourself how to cook?		
4 Do you see yourself living in another country in five years?		
5 Have you ever traveled anywhere by yourself?		
6 Would you like to change something about yourself?		
7 Have you ever lived by yourself?		
8 Do you know someone who taught himself or herself a foreign language?		



A: Have you ever eaten an entire pizza by yourself?

B: Yes, I have!

A: Wow! That's a lot of pizza. What kind of pizza was it?

B: It had cheese, pepperoni, onions, and peppers on it.



B Share your information. What's the most interesting thing you learned? Who else in the class answered “yes” to each question?

Unit 10, Lesson A

Learning objective: Talk about personal experiences.

Refer Ss to page 144.

A

- Go over the instructions, the questions, and the model conversation.
- Have Ss walk around the room to take turns asking and answering questions to complete the activity. Remind Ss to ask for extra information.
- Walk around the room and give help as needed. Take notes on the errors you hear Ss make in using the present perfect.

B

- Go over the instructions.
- Call on Ss to tell the class about someone they talked to.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use present perfect correctly.

Unit 10, Lesson C

Learning objective: Talk about hypothetical situations.

Refer Ss to page 145.

A

- Direct Ss' attention to the pictures.
Ask: *What do you see? (A fan is taking a selfie with a celebrity, three friends are saying goodbye, someone is embarrassed or ashamed.)*
- Model the activity. Tell the class what you think a S would do if he or she saw a celebrity.
- Go over the instructions and the questions.
- Have Ss work individually to write their guesses about their partner's answers.

B

- Model the activity. Ask the same S you talked about in Part A if your guess was correct.
- Go over the instructions.
- Have Ss work in the same pairs to take turns asking and answering the questions to complete the chart.

C

- Go over the instructions.
- Call on Ss to share what they found out with the class and if they found the answers surprising.

unit

10

Lesson C

Imagine that!

A Guess your partner's answers to the questions. Write your guesses in the chart.

Questions	My guesses	My partner's answers
1 What would you do if you saw your favorite celebrity?		
2 What would you do if your best friend moved to another country?		
3 How would you feel if someone brought up something embarrassing about you at a party?		
4 What would you do if you broke something expensive in a store?		
5 Where would you go if you had one week to travel anywhere in the world?		
6 What would you do if a friend borrowed some money from you and then didn't pay you back?		
7 What would you do if your grades in this class suddenly dropped?		

B PAIR WORK Interview your partner. Complete the chart with his or her answers. How many of your partner's answers did you guess correctly?



C CLASS ACTIVITY Do any of your partner's answers surprise you? Would you and your partner do any similar things? Tell the class.

Keep talking!

145

Facts and opinions

A GROUP WORK Add two sets of questions about music to the list. Then discuss the questions. Ask follow-up questions to get more information.

- 1 What bands were formed in the 1960s? '70s? '80s? '90s? What was their music like?
- 2 What male singer do you think has a nice-sounding voice? What female singer?
- 3 What well-known singers or bands do you not like very much? Why not?
- 4 Were any record-breaking hits released last year? What did you think of the songs?
- 5 Was any truly awful music released in the past few years? What made it so terrible?
- 6 What was the last music awards show you saw on TV? Who was on it?
- 7 Who are the best-selling singers from your country? Do you enjoy their music?
- 8 What are some easily learned songs in your native language? Do you know all the words?
- 9 _____?
- 10 _____?



The Rolling Stones, 1960s



ABBA, 1970s



R.E.M., 1980s



The Spice Girls, 1990s

A: The Rolling Stones were formed in the 1960s.

B: How was their music?

A: Their music was fantastic. It still is.

C: Can you name the band members?

B CLASS ACTIVITY Share any interesting information.

Unit 11, Lesson A

Learning objective: Discuss facts and opinions about music.

Refer Ss to page 146.

A

- Direct Ss' attention to the pictures. Ask: *What bands do you see? (The Rolling Stones, ABBA, R.E.M., The Spice Girls.) Do you like their music?*
- Go over the instructions, the example conversation, and the questions.
- Have Ss work in groups to add two sets of questions, and then discuss their answers to all the questions.

B

- Go over the instructions.
- Call on Ss to share interesting information with the class.

Unit 11, Lesson C

Learning objective: Ask and answer questions to find differences.

Put Ss in pairs. Designate one S as Student A, and one S as Student B. Refer A Ss to page 147, and B Ss to page 148.

- Go over the instructions and the example conversation.
- Have Ss work in pairs to take turns asking and answering questions about the pictures to find the differences. Remind Ss to use yet in their questions.
- Elicit the differences from the class.

Answers

Student A

They've already seen the movie.

He's already downloaded a song.

They haven't bought a video game yet.

He hasn't sung a song yet. / She's already sung a song.

Answers

Student B

They haven't seen the movie yet.

He hasn't downloaded the song yet.

They've already bought a video game.

She hasn't sung a song yet. / He's already sung a song.

unit

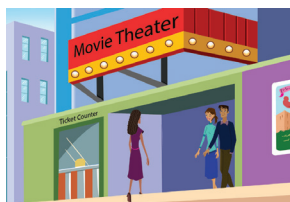
11

Lesson C

Find the differences

Student A

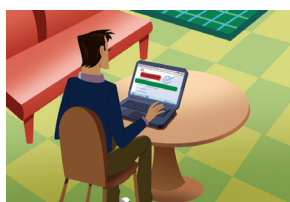
You and your partner have pictures of Monica and Victor, but they aren't exactly the same. Ask questions with yet to find the differences. Circle the items that are different.



see a movie



get a new TV



download a song



send a text



buy a video game



sing a song

A: Have Monica and Victor seen a movie yet?

B: No, they haven't. In my picture, they haven't seen it yet. They're going inside.

A: So that's different. In my picture, they're leaving the movie theater.

Keep talking!

147

Find the differences

Student B

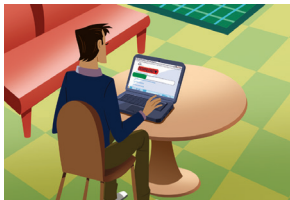
You and your partner have pictures of Monica and Victor, but they aren't exactly the same. Ask questions with *yet* to find the differences. Circle the items that are different.



see a movie



get a new TV



download a song



send a text



buy a video game



sing a song

A: Have Monica and Victor *seen* a movie yet?

B: No, they haven't. In my picture, they haven't *seen* it yet. They're *going* inside.

A: So that's different. In my picture, they're *leaving* the movie theater.

Unit 11, Lesson C

continued

Answers

Student A

They've already seen the movie.

He's already downloaded a song.

They haven't bought a video game yet.

He hasn't sung a song yet. / She's already sung a song.

Answers

Student B

They haven't seen the movie yet.

He hasn't downloaded the song yet.

They've already bought a video game.

She hasn't sung a song yet. / He's already sung a song.

Unit 12, Lesson A

Learning objective: Discuss travel preferences.

Refer Ss to page 149.

A

- Tell Ss that they are going to answer some questions about travel preferences.
- Go over the instructions and the questions.
- Have Ss add three questions to the chart, and then check their answers in the *Me* column.

B

- Go over the instructions.
- Have Ss work in pairs to take turns interviewing each other and completing the chart.

C

- Go over the instructions and the example conversation.
- Have Ss decide if they would make good travel partners.
- Call on Ss to tell the class about what they found out.

unit

12

Lesson A

Travel partners

A Add three questions about travel preferences to the chart. Then check (✓) your answers.

When you travel, ...		Me		Name: _____	
		Yes	No	Yes	No
1	do you like being in a large group?	☐	☐	☐	☐
2	are you interested in meeting new people?	☐	☐	☐	☐
3	is saving money important to you?	☐	☐	☐	☐
4	do you like trying new foods?	☐	☐	☐	☐
5	is asking directions embarrassing to you?	☐	☐	☐	☐
6	do you like knowing your schedule in advance?	☐	☐	☐	☐
7	is camping more fun than staying in hotels?	☐	☐	☐	☐
8	do you enjoy shopping for souvenirs?	☐	☐	☐	☐
9	do you like big cities?	☐	☐	☐	☐
10	do you like going to clubs?	☐	☐	☐	☐
11	is seeing everything possible important to you?	☐	☐	☐	☐
12		☐	☐	☐	☐
13		☐	☐	☐	☐
14		☐	☐	☐	☐



B PAIR WORK Interview your partner. Complete the chart with his or her answers.

C PAIR WORK Compare your answers. Would you make good travel partners? Why or why not?

A: We wouldn't make good travel partners. You like being in a large group. I don't.

B: Yes, but we're both interested in meeting new people.

A: Well, that's true. And saving money is important to us.

Keep talking!

149

A backpacking trip

A PAIR WORK Imagine someone is planning a two-week backpacking trip to your country. What rules and recommendations would you give for each category? Take notes.

Packing	Communication
Health and safety	Places to stay
Transportation	Money
Food	Other



B GROUP WORK Share your ideas with another pair. Did you have any of the same rules or recommendations? Can you think of any other rules or recommendations?

A: You shouldn't pack too many clothes.

B: Yes, but you have to have enough clothes!

C: Also, you ought to bring your cell phone.

Unit 12, Lesson C

Learning objective: Talk about rules and recommendations for a backpacking trip.

Refer Ss to page 150.

A

- Direct Ss' attention to the pictures. Ask: *What do you see?* (Backpackers, a first-aid kit, someone using an ATM.) Tell Ss that these are all things that people may do when they go on a backpacking trip.
- Go over the instructions.
- Have Ss work in pairs to take notes on rules and recommendations in each category. Remind Ss to take notes instead of writing full sentences.

B

- Go over the instructions and the example conversation.
- Have pairs join another pair to share their ideas and discuss the questions.
- Elicit ideas from the class.

Irregular verbs

Base form	Simple past	Past participle
be	was, were	been
become	became	become
break	broke	broken
build	built	built
buy	bought	bought
choose	chose	chosen
come	came	come
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fly	flew	flown
forget	forgot	forgotten
get	got	gotten
give	gave	given
go	went	gone
hang	hung	hung
have	had	had
hear	heard	heard
hold	held	held
know	knew	known
leave	left	left

Base Form	Simple past	Past participle
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
swim	swam	swum
take	took	taken
teach	taught	taught
think	thought	thought
wear	wore	worn
win	won	won
write	wrote	written

Adjective and adverb formations

Adjectives	Adverbs
agreeable	agreeably
amazing	amazingly
ambitious	ambitiously
angry	angrily
brave	bravely
careful	carefully
confident	confidently
considerate	considerately
creative	creatively
curious	curiously
decisive	decisively
disagreeable	disagreeably
dishonest	dishonestly
early	early
easy	easily
enthusiastic	enthusiastically
extreme	extremely
fair	fairly
fashionable	fashionably
fast	fast
fortunate	fortunately
glamorous	glamorously
good	well
hard	hard
honest	honestly

Adjectives	Adverbs
immature	immaturely
impatient	impatiently
inconsiderate	inconsiderately
indecisive	indecisively
interesting	interestingly
late	late
lucky	luckily
mature	maturely
nervous	nervously
optimistic	optimistically
patient	patiently
quick	quickly
rare	rarely
reliable	reliably
sad	sadly
serious	seriously
similar	similarly
strange	strangely
stubborn	stubbornly
sudden	suddenly
surprising	surprisingly
unfair	unfairly
unfortunate	unfortunately
unreliable	unreliably
wise	wisely

Answer Key

Unit 7 Lesson D (page 71)

Listening

This personality test is just for fun. Don't take the answers *too* seriously!

1. This person is the most important person in your life.
2. If you see a big animal, you think you have big problems.
3. If you have a big house, you are very ambitious.
4. If the door is open, you're happy for people to visit anytime. If it's closed, you prefer people to call first.
5. If there is food or flowers on the table, you are very optimistic.
6. If the material is strong (like metal or plastic), you have a strong relationship with the person in number 1.
7. If you keep the cup, you want to keep a good relationship with the person in number 1.

Additional resources

Workbook answer key

Unit 1

Lesson A

Exercise 1

- 1 chemistry
- 2 geometry
- 3 world geography
- 4 music
- 5 history
- 6 physics
- 7 biology
- 8 art
- 9 algebra

Exercise 2

Order of answers may vary.

- 1 chemistry, biology, physics
- 2 algebra, geometry
- 3 art, music
- 4 history, world geography

Exercise 3

- 1 Dina is reading her email right now.
- 2 Tim knows a lot about biology.
- 3 ✓
- 4 I want to study in Australia in the summer.
- 5 What does the word “engineer” mean?
- 6 Are you going to class right now?
- 7 ✓
- 8 This homework doesn’t seem difficult.

Exercise 4

- 1 work
- 2 aren’t working
- 3 is working
- 4 are working
- 5 works
- 6 doesn’t work
- 7 isn’t working
- 8 don’t work

Exercise 5

- 1 are you doing
- 2 ’m (am) writing
- 3 Are, studying
- 4 are reading
- 5 don’t understand
- 6 Do, want
- 7 do, have
- 8 have
- 9 is
- 10 is (’s) calling
- 11 is (’s) shopping
- 12 ’m (am) working

Exercise 6

Answers will vary.

- 1 I’m taking . . .
- 2 I study at / after / before . . .
- 3 I have English classes . . .
- 4 I usually do my homework at / in . . .
- 5 I like . . .
- 6 I hate . . .
- 7 I’m . . .
- 8 I’m sitting in / at / on . . .

Lesson B

Exercise 1

Prohibition: You can’t use your cell phone in the office. You’re not permitted to eat in your office.

You’re not allowed to write emails to friends.

Obligation: You have to come to work by 9:00. You must always wear a suit to work. You need to have lunch at that time.

Exercise 2

- 1 You can’t use your cell phone in the office.
- 2 You need to have lunch at that time.
- 3 You’re not permitted to eat in your office.
- 4 You must always wear a suit to work.

Lesson C

Exercise 1

- 1 thirsty
 - 2 busy
 - 3 lonely
 - 4 angry
 - 5 nervous
 - 6 sleepy
- Mystery word: hungry

Exercise 2

- 1 thirsty
- 2 hungry
- 3 upset
- 4 jealous
- 5 scared

Exercise 3

- 1 if you’re nervous
- 2 If I’m nervous
- 3 If I have a job interview
- 4 If there’s a website
- 5 if she’s home
- 6 If I’m prepared

Exercise 4

- 1 When Emma has a test, she studies a lot.
Emma studies a lot when she has a test.
- 2 When I get bad news, I get upset.
I get upset when I get bad news.
- 3 When Jordan gets up early in the morning, he is sleepy.
Jordan is sleepy when he gets up early in the morning.
- 4 When my sister is busy, she doesn’t call me.
My sister doesn’t call me when she’s busy.
- 5 When Lorena and Jessie have a soccer game, they get nervous.
Lorena and Jessie get nervous when they have a soccer game.

Exercise 5

- 1 When Tonya’s sister goes to a party, Tonya always gets jealous.
- 2 When Greg is lonely, he often calls a friend.
- 3 If I get scared, I always call my brother.
- 4 If Kyle and Rick are busy, they sometimes don’t eat.
- 5 When Leticia gets angry, she usually doesn’t say anything.
- 6 If I’m late for work, I usually say I’m sorry.

Exercise 6

- 1 What does Charlie do if he’s sleepy?
- 2 What do you do when you get upset?
- 3 What do Frank and Julie do if they get angry?
- 4 What do you do if you’re hungry?
- 5 What do you and your friends do when you’re thirsty?
- 6 What does Annette do when she feels nervous?

Exercise 7

Answers will vary.

- 1 When I’m nervous about a test, I . . . / I . . . when I’m nervous about a test.
- 2 If I’m sleepy in class, I . . . / I . . . if I’m sleepy in class.
- 3 When I’m too busy, I feel . . . / I feel . . . when I’m too busy.
- 4 When I’m lonely, I . . . / I . . . when I’m lonely.
- 5 If I’m thirsty, I drink . . . / I drink . . . if I’m thirsty.

- 6 When I'm angry with a friend, I say . . .
/ I say . . . when I'm angry with a friend.

Lesson D

Exercise 1

- 1 Raul Gomez
- 2 Annie Miller

Exercise 2

- 1 NI
- 2 T
- 3 F
- 4 T
- 5 T
- 6 NI

Unit 2

Lesson A

Exercise 1

- 1 unfortunately
- 2 Luckily
- 3 fortunately
- 4 Surprisingly
- 5 Amazingly
- 6 Strangely
- 7 suddenly
- 8 Sadly

Exercise 2

- 1 Mi-na was reading a book.
- 2 Martin was washing the dishes.
- 3 Brad and Kate were watching TV.
- 4 I was talking to Tom on the phone.
- 5 Laura was playing video games.
- 6 Mr. and Mrs. Jones were eating dinner.

Exercise 3

- 1 when their friends arrived
- 2 when his brother called
- 3 when the electricity went off
- 4 When Jill sent me a text message
- 5 when the ambulance came
- 6 When the storm began

Exercise 4

- 1 were,
- 2 doing went
- 3 was working
- 4 were, doing
- 5 was sleeping
- 6 went
- 7 was taking
- 8 woke
- 9 was having
- 10 slept / was sleeping

Exercise 5

- 1 were cooking
- 2 went

- 3 was trying
- 4 fell down
- 5 made
- 6 heard
- 7 was standing
- 8 was turning
- 9 saw

Exercise 6

Answers will vary.

- 1 I took . . . (last year).
- 2 I was saying . . . (the last time I spoke).
- 3 I ate breakfast at . . . (today).
- 4 I . . . (last night).
- 5 I was . . . (at 6:00 a.m. today).
- 6 I was . . . (when class started).

Lesson B

Exercise 1

- 1 C
- 2 A
- 3 C
- 4 C
- 5 A
- 6 A

Exercise 2

Answers may vary.

A

- 1 Did you hear what happened?
- 2 Listen, I've got to run. / Sorry, I have to go. / Hey, I need to get going.

B

- 1 You'll never guess what happened! / Guess what!
- 2 Listen, I've got to run. / Sorry, I have to go. / Hey, I need to get going.

C

- 1 You'll never guess what happened. / Guess what!
- 2 Listen, I've got to run. / Sorry, I have to go. / Hey, I need to get going.

Lesson C

Exercise 1

- 1 excite
- 2 disgust
- 3 confuse
- 4 interest
- 5 frighten
- 6 amuse
- 7 challenge
- 8 embarrass

Exercise 2

- 1 confuses
- 2 disgusts
- 3 embarrasses
- 4 frightens
- 5 amuse
- 6 interests

- 7 excites
- 8 challenges

Exercise 3

- 1 exciting
- 2 confusing
- 3 challenged
- 4 embarrassing
- 5 frightened
- 6 interested
- 7 amusing
- 8 disgusted

Exercise 4

- 1 disgusting
- 2 frightening
- 3 excited
- 4 exciting
- 5 bored
- 6 boring
- 7 interesting
- 8 amusing
- 9 challenging
- 10 surprising
- 11 embarrassed

Exercise 5

- 1 interested, rock and hip-hop music
- 2 exciting and amusing
- 3 embarrassed, his brothers and sisters
- 4 technology, confusing and challenging
- 5 fish and vegetables, disgusting

Exercise 6

Answers will vary.

Lesson D

Exercise 1

1. interesting
2. challenging
3. embarrassing

Exercise 2

1. She's staying in a ryokan / a traditional Japanese hotel.
2. Mr. and Mrs. Ito's daughter gives her tea.
3. She took off her shoes in the bedroom. / She didn't take off her shoes before she went into the house. She pronounced the street names like Spanish words. / She was pronouncing the street names like Spanish words.
4. She thinks they're modern and clean.
5. She's going to an art museum (tomorrow).

Unit 3

Lesson A

Exercise 1

Across	Down
4 dyedhair (dyed hair)	1 ponytail
5 earrings	2 uniform
7 glasses	3 bracelet
8 highheels (high heels)	6 sandals

Exercise 2

- 1 a bracelet
- 2 sandals
- 3 glasses
- 4 earrings
- 5 a uniform

Exercise 3

- 1 I used to wear high heels to work.
- 2 My mother used to wear a wig.
- 3 Jason didn't use to wear suits every day.
- 4 Did you use to have contact lenses?
- 5 We used to buy T-shirts on vacation.
- 6 Did Katia use to wear big earrings?
- 7 Sandra and Bethany didn't use to have dyed hair.
- 8 My daughter used to have a long ponytail.

Exercise 4

- 1 b
- 2 c
- 3 d
- 4 c
- 5 a

Exercise 5

- 1 Emma used to wear bright T-shirts in the 1970s.
- 2 She didn't use to wear high heels in the 1970s.
- 3 She didn't use to wear baggy jeans in the 1980s.
- 4 She used to wear tight jeans in the 1980s.
- 5 She used to wear big earrings in the 1990s.
- 6 She didn't use to wear big earrings in the 2000s.

Lesson B

Exercise 1

Renaldo Excuse me.
Clerk Can I help you?
Renaldo Yes. Where can I find the leather jackets?
Clerk They're here, behind you.

Renaldo Oh, thanks! Um, do you have this in brown?
Clerk No, I'm sorry. It only comes in black.

Exercise 2

Answers will vary. Possible answers.

1.
Debbie Excuse me.
Clerk Can I help you?
Debbie Yes. Where are the bags?
Clerk They're here, behind you.
Debbie Oh, thanks! Um, can I get this in red?
Clerk No, I'm sorry. It only comes in black.
2.
Ichiro Excuse me.
Clerk Can I help you?
Ichiro Yes. Could you tell me where the suits are?
Clerk They're here, behind you.
Ichiro Oh, thanks! Um, does this come blue?
Clerk No, I'm sorry. It only comes in white.

Lesson C

Exercise 1

- 1 trendy
- 2 fashionable
- 3 old-fashioned
- 4 retro
- 5 glamorous
- 6 tacky
- 7 weird
- 8 flashy

Exercise 2

Answers will vary. Possible answers:

- 1 glamorous
- 2 flashy
- 3 trendy
- 4 weird
- 5 tacky
- 6 retro

Exercise 3

- 1 I don't like clothes which are trendy.
- 2 Tonya is the kind of person who buys things for other people.
- 3 I like the kind of store which has a lot of sales.
- 4 Is Jason someone who follows fashion trends?
- 5 We prefer salesclerks who give us their opinions.
- 6 Carla prefers shoes which are not high heels.
- 7 Is there a store in the mall which sells sunglasses?

- 8 Greg and Roberto are people who always wear retro clothes.

Exercise 4

- 1 who
- 2 which
- 3 who
- 4 who
- 5 which

Exercise 5

- 1 who wears flashy clothes / that wears flashy clothes
- 2 that are fashionable / which are fashionable
- 3 that have a lot of stores with trendy clothes / which have a lot of stores with trendy clothes
- 4 who wears weird clothes at her concerts / that wears weird clothes at her concerts
- 5 who makes retro clothing / that makes retro clothing
- 6 that sells old-fashioned jewelry / which sells old-fashioned jewelry

Exercise 6

Answers will vary.

Lesson D

Exercise 1

- 1 c
- 2 a
- 3 b

Exercise 2

Wording may vary.

- 1 She made hats.
- 2 She wanted to be comfortable.
- 3 It was strong. / It was a strong kind of cloth.
- 4 Teenagers (in the 1950s) made jeans trendy.
- 5 He wrote about actresses / celebrities who wore ugly or weird clothes.

Unit 4

Lesson A

Exercise 1

- 1 I often get seasick.
- 2 I was on TV last week.
- 3 I met a famous person in New York.
- 4 I won an award at work.
- 5 I used to act in plays.
- 6 We're moving to a new city.

Exercise 2

- 1 lost, I
- 2 been, I
- 3 acted, R
- 4 chatted, R
- 5 seen, I
- 6 won, I
- 7 had, I
- 8 gone, I
- 9 tried, R
- 10 broken, I
- 11 happened, R
- 12 done, I
- 13 met, I
- 14 moved, R
- 15 eaten, I
- 16 gotten, I

Exercise 3

- 1 Have, been
- 2 have
- 3 Have, visited
- 4 haven't
- 5 Have, tried
- 6 have
- 7 Have, tried
- 8 have
- 9 Have, gone
- 10 haven't
- 11 has been / 's been
- 12 Has, eaten
- 13 has
- 14 has had / 's had

Exercise 4

- 1 *Question* Has Emily ever broken a bone?
Answer No, she hasn't.
- 2 *Q* Have Emily and Ken ever been on TV?
A No, they haven't.
- 3 *Q* Has Ken ever played table tennis?
A No, he hasn't.
- 4 *Q* Has Sandra ever done karate?
A Yes, she has.
- 5 *Q* Has Marcos ever chatted online?
A Yes, he has.
- 6 *Q* Have Marcos and Julia ever acted in a play?
A Yes, they have.

Exercise 5

Answers will vary.

- 1 I've played table tennis. / I've never played table tennis.
- 2 I've done karate. / I've never done karate.

- 3 I've broken a bone. / I've never broken a bone.
- 4 I've acted in a play. / I've never acted in a play.
- 5 I've been on TV. / I've never been on TV.
- 6 I've chatted online. / I've never chatted online.

Lesson B

Exercise 1

- 1 What I mean is, ...
- 2 Do you mean ...
- 3 Does that mean ...
- 4 What I'm saying is, ...
- 5 I mean ...
- 6 Are you saying ...

Exercise 2

- 1 Do you mean
- 2 What I mean is,
- 3 Are you saying
- 4 I mean
- 5 Does that mean
- 6 What I'm saying is,

Lesson C

Exercise 1

- 1 went camping
- 2 climbed a mountain
- 3 went whale-watching
- 4 tried an extreme sport
- 5 tried an exotic food
- 6 went to a spa

Exercise 2

- 1 've been / have been
- 2 ate
- 3 has never gone, went
- 4 Have, tried
- 5 tried, didn't like
- 6 Did, ride
- 7 have, been
- 8 went, 've never gone / have never gone

Exercise 3

A

- 1 Have you ever gone camping?
- 2 Did she have (a lot of) fun?
- 3 Did she climb a mountain?
- 4 Have you ever gone kayaking?

B

- 1 Did you get my postcard?
- 2 When did you send it?
- 3 Have you (ever) been to Mexico City?
- 4 Did you see the pyramids?

Exercise 4

- 1 Victor swam last year.
- 2 He played golf a few years ago.

- 3 He's never done yoga. / He has never done yoga.
- 4 He joined a gym a few years ago.
- 5 He's lifted weights lots of times. / He has lifted weights lots of times.
- 6 He's never climbed a mountain. / He has never climbed a mountain.
- 7 He's played soccer lots of times. / He has played soccer lots of times.
- 8 He tried karate last year.

Exercise 5

Answers will vary.

Lesson D

Exercise 1

- 1 What is spelunking?
- 2 Are *caving* and *spelunking* different?
- 3 Is it dangerous?

Exercise 2

- 1 T
- 2 F
- 3 T
- 4 F
- 5 T
- 6 T

Unit 5

Lesson A

Exercise 1

- 1 canal
- 2 bridge
- 3 tunnel
- 4 plaza
- 5 subway system
- 6 tower
- 7 skyscraper
- 8 stadium

Exercise 2

- 1 The Tower Bridge in England is older than the Akashi-Kaikyo Bridge in Japan.
- 2 The Murray Canal in Canada is shorter than the Erie Canal in the United States.
- 3 The Sydney Harbor Bridge in Australia is more modern than the Tower Bridge in England.
- 4 The Lincoln Tunnel between New Jersey and New York City is not as long as the Channel Tunnel between England and France.
- 5 The Jin Mao Tower in China is not as tall as the Sears Tower in the United States.

- 6 The New York City subway system has more people on it than the London Underground.
- 7 The Plaza Mayor in Madrid is not as large as the Zócalo square in Mexico City.

Exercise 3

- 1 taller than
- 2 more floors than
- 3 older than
- 4 more modern than
- 5 more famous buildings than

Exercise 4

- 1 The Golden Gate Bridge is longer than the Brooklyn Bridge.
- 2 The Golden Gate Bridge is wider than the Brooklyn Bridge.
- 3 The Brooklyn Bridge is older than the Golden Gate Bridge.
- 4 The Golden Gate Bridge was more expensive than the Brooklyn Bridge.
- 5 The Brooklyn Bridge took more time to build than the Golden Gate Bridge.
- 6 The Brooklyn Bridge has more people on it each day than the Golden Gate Bridge.

Exercise 5

- 1 The Brooklyn Bridge is not (isn't) as long as the Golden Gate Bridge.
- 2 The Brooklyn Bridge is not (isn't) as wide as the Golden Gate Bridge.
- 3 The Golden Gate Bridge is not (isn't) as old as the Brooklyn Bridge.
- 4 The Brooklyn Bridge was not (wasn't) as expensive as the Golden Gate Bridge.

Lesson B

Exercise 1

- 1 I don't believe it!
- 2 I have no idea.
- 3 I really don't know.
- 4 Seriously?
- 5 No way!
- 6 I don't have a clue.

Exercise 2

- 1 I have no idea. / I really don't know. / I don't have a clue.
- 2 I don't believe it! / Seriously? / No way!

Lesson C

Exercise 1

- 1 river
- 2 rainforest (rain forest)
- 3 valley

- 4 lake
 - 5 ocean
 - 6 desert
- Mystery word: island

Exercise 2

- 1 River
- 2 desert
- 3 lake / river
- 4 Ocean
- 5 island
- 6 rain forest
- 7 valley
- 8 waterfall

Exercise 3

- 1 the most beautiful
- 2 the largest
- 3 the most popular
- 4 the longest
- 5 the highest
- 6 the most difficult
- 7 the wettest
- 8 the best
- 9 the hottest
- 10 the busiest

Exercise 4

- 1 Cuba has the most land.
- 2 Cuba has the most people.
- 3 The Dominican Republic has (gets) the most rain (each year).
- 4 Aruba has the most official languages.
- 5 Cuba has the most TV stations.

Exercise 5

- 1 the largest
- 2 the most traffic
- 3 the coldest
- 4 the most sunshine
- 5 the highest
- 6 the best
- 7 the wettest
- 8 the most people

Exercise 6

Answers will vary.

- 1 The longest bridge I've ever been on is [name of bridge]. / [Name of bridge] is the longest bridge I've ever been on.
- 2 The highest place I've ever been is [name of place]. / [Name of place] is the highest place I've ever been.
- 3 The most beautiful place I've ever seen is [name of place]. / [Name of place] is the most beautiful place I've ever seen.
- 4 The hottest place I've ever been is [name of place]. / [Name of place] is the hottest place I've ever been.

- 5 The tallest building in my town is [name of building]. / [Name of building] is the tallest building in my town.
- 6 The longest river in my country is [name of river]. / [Name of river] is the longest river in my country.
- 7 [Name of city] has the most people (in my country).
- 8 [Month] gets the most rain (in my town).

Lesson D

Exercise 1

- 1 Niagara Falls
- 2 Northern Lights
- 3 The Rockies

Exercise 2

- 1 CBC TV and radio stations
- 2 Sleeping Giant
- 3 Atlantic Ocean
- 4 March, April, September, October
- 5 950 kilometers

Unit 6

Lesson A

Exercise 1

A

- 1 birthday
- 2 doctor's
- 3 blind

B

- 1 job
- 2 business
- 3 conference

C

- 1 violin
- 2 soccer

Exercise 2

- 1 are you doing
- 2 It starts
- 3 I have
- 4 it ends
- 5 I'm moving
- 6 are helping
- 7 go
- 8 I'm buying

Exercise 3

- 1 Lorena has a violin lesson every Thursday.
- 2 ✓
- 3 Marvin is picking up his sister in Miami at 3:30 p.m. on Saturday.
- 4 ✓

- 5 Naoki is planning a conference call in meeting room B for Tuesday next week.
- 6 The movie starts at 9:00 and ends at 11:30.

Exercise 4

- 1 Now
- 2 Future
- 3 Future
- 4 Now
- 5 Now
- 6 Future
- 7 Future
- 8 Now

Exercise 5

Answers will vary.

Lesson B

Exercise 1

- 1 Do you want to leave a message?
- 2 Please tell him that Amber called.
- 3 Can you tell her that the conference call is at 12:15?
- 4 Could you let her know that we're leaving in the morning?
- 5 Would you like to leave a message?
- 6 Can I take a message?

Exercise 2

A

- 1 you want to leave a message?
- 2 Please tell him that Amber called.

B

- 1 I take a message?
- 2 Can you tell her that the conference call is at 12:15?

C

- 1 you like to leave a message?
- 2 Could you let her know that we're leaving in the morning?

Lesson C

Exercise 1

- 1 check my homework
- 2 lend me some money
- 3 give me a ride to work
- 4 watering the plants
- 5 feeding my cat
- 6 picking up my parents at the airport
- 7 help me with my résumé
- 8 gets my mail

Exercise 2

- 1 can you do
- 2 Would you make
- 3 I'll cook
- 4 could you take

- 5 I won't forget
- 6 would you mind cleaning
- 7 I'll clean

Exercise 3

- 1 Would you mind checking my homework?
I'll check
- 2 Would you mind picking me up at 10:30 a.m.?
I'll pick you up
- 3 Would you mind giving me a ride to my doctor's appointment?
I'll give
- 4 Would you mind telling Josh that the meeting is tomorrow?
I'll tell
- 5 Would you mind watering the plant in my office while I'm out next week?
I'll water

Exercise 4

- 1 I'll give you a ride to the airport
- 2 you feed my fish
I'll feed
feeding my cat
I'll feed
- 3 you get my mail
I'll get
- 4 you pick me up from the airport
I'll pick you up (from the airport), I won't

Exercise 5

Answers will vary.

A speeches should be requests with Can, Could, Would, and Would you mind. B speeches should be offers or refusals with will or won't. Phrases such as No problem, Sure, All right, No, I don't mind, OK, Not at all, and I guess so may also be included.

Lesson D

Exercise 1

- 1 the Internet (playing games and chatting online)
- 2 TV (watching too much of it)
- 3 talking (too much to people)
- 4 thinking (too much about what they have to do)

Exercise 2

- 1 No
- 2 Yes
- 3 No
- 4 No
- 5 Yes
- 6 Yes

Unit 7

Lesson A

Exercise 1

- 1 ambitious
- 2 stubborn
- 3 careful
- 4 optimistic
- 5 curious
- 6 outgoing
- 7 adventurous
- 8 easygoing

Exercise 2

- 1 ambitious
- 2 curious
- 3 adventurous
- 4 careful
- 5 optimistic
- 6 easygoing
- 7 stubborn
- 8 outgoing

Exercise 3

- 1 extremely
- 2 really
- 3 very
- 4 well
- 5 pretty
- 6 well
- 7 well

Exercise 4

- 1 Steven and Susan are extremely curious about the new student in class.
- 2 Mario doesn't play the guitar well when he's nervous.
- 3 Tae-ho's parents are very important to him.
- 4 Kendra is fairly outgoing, and she makes new friends easily.
- 5 Pam drives quickly, but she's pretty careful.
- 6 Jacob is moving slowly, so he'll be late for his doctor's appointment this morning.

Exercise 5

- 1 Shan makes friends easily.
- 2 She is fairly ambitious.
- 3 She studies hard during the week.
- 4 She isn't very stubborn. / She's not very stubborn.
- 5 She doesn't work hard on the weekends. She does not work hard on the weekends.
- 6 She is very outgoing.
- 7 She is fairly optimistic.
- 8 She doesn't share her feelings easily.

Exercise 6

Answers will vary. Possible adverbs are:

- 1 completely / (not) extremely / fairly / pretty / (not) really / (not) very
- 2 completely / (not) extremely / fairly / pretty / (not) really / (not) very
- 3 completely / (not) extremely / fairly / pretty / (not) really / (not) very
- 4 carefully / easily / quickly / slowly / well
- 5 completely / (not) extremely / fairly / pretty / (not) really / (not) very
- 6 carefully / easily / hard / quickly / slowly / well

Lesson B

Exercise 1

- 1 Don't you agree? / Don't you think so? / Don't you think that's true?
- 2 If you ask me, / In my opinion, / Maybe it's just me, but I think
- 3 Don't you agree? / Don't you think so? / Don't you think that's true?
- 4 If you ask me, / In my opinion, / Maybe it's just me, but I think
- 5 Don't you agree? / Don't you think so? / Don't you think that's true?
- 6 If you ask me, / In my opinion, / Maybe it's just me, but I think

Exercise 2

Answers will vary, but should include one of the following expressions:
If you ask me, / In my opinion, / Maybe it's just me, but I think

Lesson C

Exercise 1

- 1 agreeable
- 2 considerate
- 3 decisive
- 4 fair
- 5 honest
- 6 mature
- 7 patient
- 8 reliable

Exercise 2

- 1 dishonest
- 2 disagreeable
- 3 unreliable
- 4 immature
- 5 impatient
- 6 indecisive
- 7 inconsiderate / unfair, unfair / inconsiderate

Exercise 3

I've lived here for . . . :
a few days
five hours

a long time
quite a while
two months
a year
I've known him since . . . :
2010
4:30
December
I was 18
last night
Wednesday

Exercise 4

- 1 since Monday
Vanessa has had a new job for five days.
- 2 since Tuesday
She has known Greg for four days.
- 3 since Wednesday
She has known Carlos for three days.
- 4 since Thursday
She hasn't talked to Greg for two days.
- 5 since Friday / since yesterday
She's been sick for a day / one day.

Exercise 5

- 1 Yolanda has been friends with Jenna for a long time.
- 2 I haven't seen Jun for three days.
- 3 I haven't had an argument with my parents since I was a kid.
- 4 Tom and Melissa have been married for three years.
- 5 Matt hasn't eaten sushi since he was in Japan.
- 6 Sandra has known Katia since 2005.

Exercise 6

- 1 He's been married for a week.
- 2 He's known Julie since 2016.
- 3 They've been in Hawaii for four days.
- 4 Julie has been sick since Wednesday.
- 5 They've been in the doctor's office since 1:00 p.m.
- 6 She's been on the phone for five minutes.

Lesson D

Exercise 1

Answers will vary.

Exercise 2

- 1 honest
- 2 like
- 3 good
- 4 don't like
- 5 creative
- 6 have

Unit 8

Lesson A

Exercise 1

- 1 nuclear energy, wind farm
- 2 hybrid car
- 3 plastic bags
- 4 organic food
- 5 global warming
- 6 recycling bin
- 7 e-waste
- 8 solar energy

Exercise 2

- 1 N
- 2 N
- 3 C
- 4 C
- 5 N
- 6 C
- 7 C
- 8 C
- 9 N

Exercise 3

- 1 less
- 2 fewer
- 3 less
- 4 fewer
- 5 less
- 6 less

Exercise 4

- 1 too many
- 2 too much
- 3 too many
- 4 too many
- 5 too much

Exercise 5

- 1 Mi Yon doesn't have enough plastic bottles.
- 2 She has too many glass bottles.
- 3 She doesn't have enough plastic bags.
- 4 She doesn't have enough old lightbulbs.
- 5 She has too many old toothbrushes.
- 6 She doesn't have enough old CDs or DVDs.

Exercise 6

Answers will vary.

Lesson B

A

- 1 I'd say about
- 2 I'd rather not answer that

B

- 1 I'd rather not say
- 2 I'd say maybe

C

- 1 probably
- 2 I'd prefer not to say

Lesson C**Exercise 1**

- 1 Use
- 2 Fix
- 3 Buy
- 4 Take
- 5 Use
- 6 Use
- 7 Grow
- 8 Pay

Exercise 2

- 1 uses a clothesline
- 2 uses rechargeable batteries
- 3 take public transportation
- 4 pays bills online
- 5 uses cloth shopping bags
- 6 fixes leaky faucets

Exercise 3

- 1 If I buy a hybrid car
- 2 If I save money on gas
- 3 If I have more money to spend
- 4 If I buy a new cell phone
- 5 If I recycle my old cell phone
- 6 If there is less e-waste / If there's less e-waste

Exercise 4

- 1 If Robert uses rechargeable batteries, he'll buy fewer batteries.
Robert will buy fewer batteries if he uses rechargeable batteries.
- 2 If Emma takes public transportation, she'll use less gas.
Emma will use less gas if she takes public transportation.
- 3 If Tom and Jackie have enough money, they'll buy a hybrid car.
Tom and Jackie will buy a hybrid car if they have enough money.
- 4 If you buy local food, you'll get good fruit and vegetables.
You'll get good fruit and vegetables if you buy local food.
- 5 If we recycle more bottles, we'll help the environment.
We'll help the environment if we recycle more bottles.

Exercise 5

- 1 If more people recycle, we might have less garbage. / We might have less garbage if more people recycle.

- 2 If more people recycle, it could help the environment. / It could help the environment if more people recycle.
- 3 If our town starts a wind farm, we may use less energy. We may use less energy if our town starts a wind farm.
- 4 If our town starts a wind farm, there might be more jobs. There might be more jobs if our town starts a wind farm.
- 5 If the big supermarket closes, we may buy more local food. / We may buy more local food if the big supermarket closes.
- 6 If the big supermarket closes, some people might get upset. / Some people might get upset if the big supermarket closes.

Exercise 6

Answers will vary. Answers should include an if clause and will, may, might, or could in the main clause.

Lesson D**Exercise 1**

- 1 ✓
- 2.
- 3 ✓
- 4.
- 5.
- 6 ✓
- 7 ✓
- 8 ✓

Exercise 2

- 1 Chelsea went green for a month.
- 2 She wrote on paper (with a pencil).
- 3 She washed her clothes with water from the river (behind her house).
- 4 She thinks it's impossible to live completely green for a long time.
- 5 Now she walks or rides her bike for short distances.
- 6 She turns her computer off if she's not at home.

Unit 9**Lesson A****Exercise 1****Across**

- 3 criticize
- 6 argue
- 7 apologize
- 8 forgive

Down

- 1 judge
- 2 lie
- 3 communicate
- 4 compromise
- 5 gossip

Exercise 2

- 1 to lie
- 2 to be
- 3 to communicate
- 4 to argue
- 5 to compromise
- 6 to apologize

Exercise 3

- 1 It's a good idea to help your neighbors.
- 2 It's nice to apologize when you're wrong.
- 3 It's not good to argue with your teacher.
- 4 It's important to compromise with your friends.
- 5 It's helpful to listen carefully in class.
- 6 It's never a good idea to gossip about your friends.

Exercise 4

Answers will vary.

Lesson B**Exercise 1****A**

- 1 I'm really sorry
- 2 There's no need to apologize.
- 3 Don't worry about it.

B

- 1 I'm sorry
- 2 That's OK.
- 3 My apologies.

Exercise 2**A**

- 1 I'm sorry / I'm really sorry / My apologies
- 2 that's OK / don't worry about it / there's no need to apologize
- 3 *Answers will vary.*

B.

- 1 I'm sorry / I'm really sorry / My apologies
- 2 That's OK / Don't worry about it / There's no need to apologize
- 3 *Answers will vary.*

Lesson C**Exercise 1**

- 1 after
- 2 on
- 3 along
- 4 up
- 5 together
- 6 by
- 7 into
- 8 up
- 9 on

Exercise 2

Answers will vary. Answers may contain some of the following phrases:

- 1 Yes, I do. I take after ... We ... / No, I don't.
- 2 Yes, I was. [Name] picked on me. / No, I wasn't.
- 3 Yes, I do. We ... / No, I don't. We ...
- 4 Yes, I have. I broke up with ... / No, I haven't.
- 5 I get together with friends ... We ...
- 6 Yes, I do. [Name] drops by. / No, I don't. ... [Name] drops by.
- 7 [Name] was the last person I ran into (when I was shopping).
- 8 Yes, I do. [Name] needs to grow up. / No, I don't.
- 9 I count on [name].

Exercise 3

- 1 must
- 2 may
- 3 can't
- 4 might not
- 5 must not
- 6 could
- 7 patient
- 8 reliable

Exercise 4

- 1 might
- 2 can't
- 3 might
- 4 must
- 5 might
- 6 can't
- 7 might
- 8 must

Exercise 5

Answers will vary.

Lesson D

Exercise 1

- 1 To a co-worker
- 2 To a child
- 3 To a friend

Exercise 2

- 1 ✓
- 2 ✓
- 3
- 4 ✓
- 5
- 6 ✓

Unit 10

Lesson A

Exercise 1

- 1 enthusiasm
 - 2 bravery
 - 3 flexibility
 - 4 dedication
 - 5 confidence
 - 6 creativity
- Mystery word: talent

Exercise 2

- 1 confident
- 2 confidence
- 3 creative
- 4 wise
- 5 dedication
- 6 bravery
- 7 talented

Exercise 3

- 1 I painted a picture of myself in art class.
- 2 The computer isn't going to work by itself.
- 3 My mother doesn't consider herself brave.
- 4 Kyle and Mick taught themselves Japanese.
- 5 Don't blame yourselves for my problems!
- 6 When did Chris hurt himself?
- 7 Did you draw that picture by yourself?
- 8 We enjoyed ourselves on our trip to New York.

Exercise 4

- 1 themselves
- 2 myself
- 3 ourselves
- 4 himself
- 5 herself
- 6 yourself

Exercise 5

A

- 1 I
- 2 myself
- 3 You

B

- 1 himself
- 2 He

C

- 1 I
- 2 herself
- 3 she

D

- 1 ourselves
- 2 you
- 3 yourself
- 4 themselves

Exercise 6

Answers will vary.

Lesson B

Exercise 1

- Erin Hi, Tina. Where are you going?
Tina I'm going to Tech-It to buy a new computer.
Erin I don't think you should do that.
Tina Really? Why not?
Erin Their prices are really high. You should go to Comp.com. It's an online store.
Tina Hmm ... I'll give it some thought. Thanks.

Exercise 2

- 1
Ed Hi, Ali. Where are you going?
Ali I'm going to Phone Tree to buy a new (cell) phone.
Ed I wouldn't recommend that. / I'm not sure that's the best idea.
Ali Really? Why not / Why?
Ed Their prices are really high. You should go to PhoneSave.com. It's an online store.
Ali Hmm ... I'll see. / I'll think about it. Thanks.
- 2
Sasha Hi, Marc. Where are you going?
Marc I'm going to Best Bikes to buy a new bike.
Sasha I wouldn't recommend that. / I'm not sure that's the best idea.
Marc Really? Why not / Why?
Sasha Their prices are really high. You should go to Bikelt.com. It's an online store.
Marc Hmm ... I'll see. / I'll think about it. Thanks.

Lesson C

Exercise 1

- 1 Can you point her out?
- 2 You need to do it over. It has a lot of mistakes.
- 3 I turned it down.
- 4 I'm going to give them away.
- 5 Please don't bring her up.
- 6 When are you going to pay me back? / When are you going to pay it back (to me)?
- 7 We really should talk it over.
- 8 Can I try it out before I buy it?
- 9 I'll give it back tomorrow if that's OK.
- 10 Let's put it off.

Exercise 2

- 1 would do
- 2 had
- 3 were
- 4 wouldn't work / would not work
- 5 didn't have / did not have
- 6 would travel
- 7 would feel
- 8 got

Exercise 3

- 1 would be
- 2 gave
- 3 had
- 4 would make
- 5 would need
- 6 would use
- 7 would be
- 8 would give
- 9 were
- 10 wouldn't have to pay / would not have to pay

Exercise 4

- 1 What would you do if you were braver?
- 2 What would you buy for your friends if you had a lot of money?
- 3 Where would you go if you had a free ticket?
- 4 What would you do if you had 200 vacation days?
- 5 What instrument would you play if you and your friends had a band?
- 6 What sport would you try if you tried an extreme sport?
- 7 What would you give away if you moved?

Exercise 5

Answers will vary.

- 1 If I were braver, I would ... / I would ... if I were braver.
- 2 If I had a lot of money, I'd buy ... for my friends. / I'd buy ... for my friends if I had a lot of money.
- 3 If I had a free ticket, I would go to ... / I would go to ... if I had a free ticket.
- 4 If I had 20 vacation days, I would ... / I would ... if I had 200 vacation days.
- 5 If my friends had a band, I would play ... / I would play ... if my friends had a band.
- 6 If I tried an extreme sport, I would try ... / I would try ... if I tried an extreme sport.
- 7 If I moved, I would give away ... / I would give away ... if I moved.

Lesson D

Exercise 1

- 1 99
- 2 his grandson

Exercise 2

- 5 He turned down a promotion.
- 3 He got married.
- 6 He started a volunteer program.
- 1 He was in a jazz band.
- 8 He got a cell phone.
- 2 He bought a car.
- 4 He started taking pictures.
- 7 He got a computer.

Unit 11

Lesson A

Exercise 1

- 1 best-selling artist
- 2 award-winning video
- 3 often-downloaded performer
- 4 high-priced ticket
- 5 oddly named group
- 6 well-known singers
- 7 record-breaking hit
- 8 nice-sounding voice

Exercise 2

- 1 best-selling artist
- 2 well-known singers / oftendownloaded performers
- 3 high-priced ticket
- 4 oddly named group
- 5 nice-sounding voice
- 6 often-downloaded performer / wellknown singer
- 7 record-breaking hit
- 8 award-winning video

Exercise 3

- 1 was recorded
- 2 was given
- 3 was written
- 4 were asked
- 5 was made
- 6 were played
- 7 was recorded
- 8 was sung
- 9 was seen

Exercise 4

- 1 The Woodstock Festival was planned by four men in 1969.
- 2 Many well-known singers were asked to sing at Woodstock.
- 3 Information about the festival was given on the radio.
- 4 About 400,000 to 500,000 music fans were allowed into the festival.

- 5 A documentary was made about Woodstock in 1970.
- 6 Woodstock was listed as one of "50 Moments that Changed the History of Rock and Roll" by Rolling Stone magazine.

Exercise 5

- 1 It was sung by Elvis Presley.
- 2 It was released in 1942.
- 3 They were sung by the Beatles.
- 4 Twenty million recordings of it were sold.
- 5 "Rock Around the Clock" was released in 1954.
- 6 "Candle in the Wind" was sung by Elton John.
- 7 Ten million recordings of it were sold.
- 8 It was released in 1968.

Exercise 6

Answers will vary.

- 1 My favorite song was ...
- 2 It was sung by ...
- 3 It was ... [kind of music]
- 4 No, it wasn't. / Yes, it was. It was ... / I don't know.
- 5 No, he / she / it wasn't / Yes, he / she / it was.
- 6 No, he / she / it isn't. / Yes, he / she / it is.
- 7 No, I didn't. / Yes, I did. I went to see him / her / them at / in ...
- 8 No, it wasn't. / Yes, it was. It was called ... / I don't know.

Lesson B

- A** First, find the song you want, and click on it.
After that, enter your credit card number.
To finish, read the information, and click "Yes."
- B** To start, open your music program.
Then choose the song you want to listen to.
The last thing you do is click "Play."
- C** The first thing you do is put the recorder near you.
Next, hit the "Record" button. Finally, sing a song or speak into the recorder.

Lesson C

Exercise 1

Across

- 1 release
- 5 produce
- 7 announce
- 8 compose

Down

- 2 entertain
- 3 appreciate
- 4 perform
- 6 record

Exercise 2

- 1 composition
- 2 released
- 3 produces
- 4 recordings
- 5 performances
- 6 entertain
- 7 announcement
- 8 production

Exercise 3

Answers will vary.

- 1 My favorite kind of entertainment is...
- 2 No, I haven't. / Yes, I have.
The class was...
- 3 No, I haven't. / Yes, I have.
He / she / they performed at / in...
- 4 No, I haven't. / Yes, I have.
It was in / at...
- 5 I appreciate... [kind of music]

Exercise 4

- 1 yet
- 2 already
- 3 yet
- 4 already
- 5 yet
- 6 already
- 7 yet

Exercise 5

- 1 Carla has already sent Jen and Sandra information about the Coldplay concert.
- 2 She has already called Sandra and Jen about tickets to see Coldplay.
- 3 She has already bought the tickets.
- 4 She hasn't cleaned the house yet.
- 5 She hasn't gone to the airport to pick up Jen and Sandra yet.

Exercise 6

- 1

Question	Have Jen and Sandra done the laundry yet?
Answer	Yes, they have already done the laundry.
- 2

Q	Have they cleaned the apartment yet?
A	Yes, they have already cleaned the apartment.
- 3

Q	Have they listened to Coldplay's new songs yet?
A	No, they haven't listened to Coldplay's new songs yet. / No, not yet.

4

- | | |
|---|---|
| Q | Have they given their parents Carla's cell phone number yet? |
| A | Yes, they have already given their parents Carla's cell phone number. |

5

- | | |
|---|---|
| Q | Have they paid Carla for the tickets yet? |
| A | No, they haven't paid Carla for the tickets yet. / No, not yet. |

Lesson D

Exercise 1

Wording may vary. Possible answer:

Because musicians couldn't make money for their work.

Exercise 2

- 1 L
- 2 I
- 3 I
- 4 I

Unit 12

Lesson A

Exercise 1

- 1 speak a foreign language
- 2 Visit landmarks
- 3 Volunteer
- 4 see wildlife
- 5 go to clubs
- 6 listen to live music
- 7 buy handicrafts
- 8 try local food

Exercise 2

- 1 Traveling by boat is very slow.
- 2 I enjoy speaking foreign languages when I travel.
- 3 I like buying handicrafts for my cousins in local markets.
- 4 I'm interested in learning to cook Thai food.
- 5 Visiting landmarks is my favorite thing to do on vacation.
- 6 I'm concerned about helping wildlife in the ocean.

Exercise 3

- 1 hiking
- 2 going
- 3 volunteering
- 4 Volunteering
- 5 traveling

Exercise 4

- 1 traveling by bus is slow, prefers going by train
- 2 driving a car is dangerous, prefers riding a bike
- 3 visiting landmarks is boring, prefer seeing wildlife
- 4 going to clubs isn't fun, prefers going to concerts
- 5 think traveling by plane is expensive, prefer staying home
- 6 thinks learning Chinese is difficult, prefers studying Spanish

Exercise 5

Answers will vary.

- 1 I'm interested in...
- 2 I enjoy...
- 3 I dislike...
- 4 ... is the easiest way to travel. / The easiest way to travel is...
- 5 ... is the cheapest way to travel. / The cheapest way to travel is...
- 6 I dislike...
- 7 I'm concerned about...
- 8 I worry about...
- 9 No, I don't. / Yes, I do. I like listening to...
- 10 No, I'm not, because... / Yes, I am, because...

Lesson B

A

- 1 Would you like a bus ticket or a train ticket?
- 2 Don't forget to get to the station 20 minutes early.

B

- 1 Remember to look for plane tickets today.
- 2 Would you rather go to a warm place or a cold place?

C

- 1 Would you prefer one bed or two beds?
- 2 Let me remind you to get there before 8:00 p.m.

Lesson C

Exercise 1

- 1 paragliding
- 2 rock climbing
- 3 bungee jumping
- 4 white-water rafting
- 5 kite surfing
- 6 waterskiing
- 7 skydiving
- 8 snowboarding

Exercise 2

- 1 b
- 2 c
- 3 a
- 4 c
- 5 c
- 6 b
- 7 a
- 8 c

Exercise 3

- 1 should
- 2 should
- 3 must
- 4 must
- 5 should

Exercise 4

- 1 have to
- 2 you'd better
- 3 You must
- 4 ought to
- 5 don't have to
- 6 should
- 7 You shouldn't
- 8 You've got to

Exercise 5

Answers will vary.

Lesson D**Exercise 1**

3, 2, 5, 1, 4

Exercise 2

- 1 T
- 2 NI
- 3 F
- 4 T
- 5 NI

Class audio scripts

Unit 1

Lesson B, Exercise 2 [p. 7]

Level 3, Track 9

- 1 *Joel* Oh, good morning, Mr. Brown.
Man 1 Welcome, Joel. I hope you enjoy your first day. If there is anything I can do to help, please just ask.
Joel Thank you.
Man 1 Um, I see you have your name tag. Did anyone mention the dress code to you? Joel Dress code?
Man 1 Yeah. You can't wear blue jeans in the office.
Joel Oh, I'm so sorry! I didn't know. When I had my job interview here, everyone had on jeans.
Man 1 Oh, that's right. You had your interview on a Friday. We have casual Fridays when you can wear jeans, but we follow a "smart casual" dress code from Monday to Thursday.
- 2 *Woman 1* Hi. Are you Joel?
Joel Yes.
Woman 1 I'm Clara. Welcome. First day?
Joel Yeah. I'm just putting some things away.
Woman 1 Is that your cell phone?
Joel Yeah. Is it OK to use your cell phone at the office?
Woman 1 Actually, you have to turn off your cell phone. That's a rule here.
Joel Oh, OK. I'll do that right now. Thanks for letting me know.
3. *Woman 2* Excuse me. Excuse me! Hello?
Joel Oh!!
Woman 2 Sorry, did I scare you?
Joel I didn't know you were there.
Woman 2 You know, you can't listen to music here.
Joel Even with headphones?
Woman 2 No. What if your phone rings? You may not hear it.
Joel Good point.
Woman 2 By the way, I'm Vickie.
- 4 *Joel* Excuse me.
Man 2 Yes?
Joel Is it all right if I leave my cup in the sink for the cleaning staff to wash?
Man 2 No, you need to wash your cup.
Joel Oh, OK. Thanks.
Man 2 No problem. It's just one of the rules around here. By the way, I'm Scott.
- 5 *Woman 3* Excuse me. Joel?
Joel Yes.
Woman 3 My name's Amanda. I'm the office manager. Sorry to bother you.
Joel No problem. I'm just having lunch.
Woman 3 Well, that's the thing. You're not permitted to eat at your desk.
Joel Really?

- Woman 3* Yeah. That's what the kitchen is for. Beverages are OK, though.
Joel Oh, I didn't know. No one told me. Thanks for letting me know.
- 6 *Joel* Your turn.
Man 3 Thanks. Um, excuse me.
Joel Yes?
Man 3 You have to put more paper in the copy machine. It's one of the rules here.
Joel Oh, isn't there any paper?
Man 3 No. It's empty.
Joel Oh, I didn't realize. I'm really sorry.
Man 3 That's OK.
Joel Um, where exactly is the photocopy paper?

Lesson C, Exercise 2, Part B [p. 8]

Level 3, Track 12

- Nate* Yeah, that's what I need to do.
Laura OK but listen, I want to talk to you about my friend Patty. You know her, right?
Nate Patty? Sure.
Laura Well, she's really angry with me about something. She's not talking to me or even texting me. And I don't know why.
Nate Why don't you just ask her what's wrong?
Laura I want to, but – oh wait, Patty's calling me – can I call you back?
Nate OK. Talk to you later.

Lesson D, Exercise 2 [p. 11]

Level 3, Track 16

- Man 1* So, Julie, you're a homeschooler.
Woman 1 That's right.
Man 1 And how old are you?
Woman 1 I'm 15. Last year was my first year as a homeschooler. I just finished my first year of high school.
Woman 2 Yes, and you got excellent grades, didn't you, Julie?
Woman 1 Yeah, Mom.
Man 2 We're very proud of our little girl.
Man 1 So you like homeschooling, Julie?
Woman 1 For the most part. I really like my teachers.
Man 1 Is there anything you find difficult or challenging?
Woman 1 Sure. Not seeing my friends in class. I see them after school, of course, and we talk on the phone and text each other, but I miss seeing them during the day.
Man 1 What advice would you offer possible homeschoolers?
Woman 1 Advice? Hmm. I think the most important thing is to remember – your parent is your teacher. Don't think of your teacher as Mom or Dad. You have to separate that. Your teacher is Mr. or Mrs. Wallace, not Mom or Dad.
Man 1 What do you like about homeschooling, Mr. and Mrs. Wallace? Whose idea was it?

Woman 2 Actually, it was Julie's idea, but we supported the idea 100 percent.

Man 2 We like choosing the curriculum. We're allowed to teach what we find most important as a family.

Man 1 So, which one of you teaches Julie?

Man 2 We both teach. We take turns. Some days I teach, and other days, my wife teaches.

Man 1 Is that challenging?

Woman 2 No, not really. But we need to know every school subject.

Man 2 Right. We must be good at algebra, chemistry, history, geography – everything! It's not always easy to remember.

Man 1 Any advice for students or parents who are thinking about homeschooling?

Man 2 Oh, yes. For parents, take the time to do other things with your friends. You may find you spend all day working and teaching and forgetting other people in your life.

Woman 2 I agree. Don't forget your friends. It's important for Julie, but it's very important for us, too.

Man 1 Thank you so much for your time. It's been an interesting discussion.

Woman 2, You're welcome.

Man 2 Thank you.

Woman 1 Actually, it's time for my algebra lesson. I have some questions for my parents, I mean my teachers. So, . . .

Unit 2

Lesson B, Exercise 2 [p. 17]

Level 3, Track 23

Michael Hey, Wendy. Long time no see. How are you?

Wendy Hi, Michael. It's good to see you again. What's new?

Michael Oh, not much. I just bought a gift for my brother Greg.

Wendy Why? Is it his birthday or something?

Michael No. He's graduating from middle school, and our mom and dad are giving him a party.

Wendy That's nice.

Michael Yeah. And guess what else he's asked for.

Wendy I have no idea.

Michael A bicycle.

Wendy From you?

Michael No, from my parents. I'm just getting him a T-shirt.

Wendy That sounds nice. Say, you know Eva Dalsenter?

Michael Eva? Sure. She lives across the street from you. Nice woman.

Wendy Did you hear what happened?

Michael No, what?

Wendy Well, she won a car! She entered some mail contest. She sent in a postcard for something, and they chose it. She won a brand-new car!

Michael So that's her red sports car in front of her house. That's wonderful! Oh, . . . do you remember Mr. Landers?

Wendy Yeah. I had him last year, in Biology 101. He was good.

Michael Well, guess what I heard!

Wendy What? Tell me.

Michael He's going to retire.

Wendy Retire? So he's not going to teach here anymore?

Michael That's right.

Wendy I'm sorry to hear that. He's very popular.

Michael Yeah, I know. But good for him.

Wendy Oh, wait. I can't believe I didn't tell you this sooner.

Michael What?

Wendy You'll never guess what I heard about Cathy.

Michael Cathy? What?

Wendy Well, she's going to be in the school play. It's a musical.

Michael Really? Can she sing?

Wendy I guess so. Her music teacher thinks so.

Michael That's great for her. Did she tell you?

Wendy No, I heard it from Mr. Monroe. What are you doing?

Michael I'm sending her a text message. I want to congratulate her.

Wendy Ask her to join us. We can celebrate.

Michael Good idea.

Lesson C, Exercise 2, Part B [p. 18]

Level 3, Track 26

David So why didn't your roommate ring the doorbell?

Paul He didn't know I was home.

Jim Did he get scared, too?

Paul Yes, he was frightened. Then he laughed.

Jim He laughed? Why?

Paul Because he frightened me, and I frightened him.

David Did he ever find his key?

Paul No, never.

Lesson C, Exercise 4 [p. 19]

Level 3, Track 28

Mark This really happened to me. I was about 10 years old and was camping with my best friend. It was late at night, and we were in our tents reading comic books with our flashlights and just talking. Suddenly, we heard this strange noise outside our tent. It sounded like an animal, maybe a bear or something. It was big – I know that for sure. It was growling – it was making sounds like “Grrr.” It was moving all around our tent and pushing against the sides. We had all our food in the tent, so we thought it was hungry. We didn't know what to do – we were pretty frightened, to be honest. My friend wanted to feed it. He wanted to open the tent door and throw our food out. I didn't want to open the door. I just wanted to make a lot of noise and try to frighten the animal away. Well, we started making noises – shouting, playing our radio loudly, banging on things – whatever we could do to scare it and make it go away. It seemed to work, because we didn't hear anything for a while. Then, suddenly, we heard a voice say, “I'm as hungry as a bear.” It was my older brother.

Unit 3

Lesson B, Exercise 2 [p. 27]

Level 3, Track 36

- 1 *Man 1* Just so you know, everything on that table is 30 percent off, so that would be \$20.
Woman 1 Thanks. That's a good price. But I'm not interested in the sweaters, actually. Could you tell me where the jackets are?
Man 1 Of course. They're right over there, next to the fitting rooms. Do you see that row of blue jackets on the wall?
Woman 1 Yes, I can see them now. Thanks for your help.
Man 1 No problem. Let me know if there's anything else I can do for you.
- 2 *Man 2* The mirror is just around the corner, if you want to have a look.
Woman 2 Oh, yes, I see. Thanks.
Man 2 They look nice on you. Walk around.
Woman 2 They're pretty comfortable. Do they come in another color?
Man 2 Sorry, just black. Black goes with everything.
Woman 2 True. I think I'll get them.
Man 2 All right. Just have a seat, and I'll get the box for you.
- 3 *Woman 3* Hello. Can I help you?
Man 3 Yes, thanks. Does this come in black?
Woman 3 No, I'm afraid not. Just in brown. It looks very nice on you.
Man 3 I don't know . . .
Woman 3 And it's beautiful leather.
Man 3 OK, I think I'll take it.
Woman 3 Great! Anything else?
- 4 *Woman 4* Hello. Welcome to Gateway Fashions.
Man 4 Hi. Thanks.
Woman 4 Can I help you find anything in particular?
Man 4 Well, I'm shopping for my teenage daughter. I want to get her some new clothes for school. Where can I find the jeans?
Woman 4 They'll be in the junior department.
Man 4 Where's that?
Woman 4 It's upstairs on the second floor.
Man 4 Perfect. Thanks.

Lesson C, Exercise 2, Part B [p. 28]

Level 3, Track 39

- Ryan* So, Jill, how would you describe your style?
Jill My style? I don't really know.
Ryan Oh come on. You always look great – very trendy, I think.
Jill That's nice of you. Maybe "retro glamorous"?
Ryan Retro glamorous. I like that.

Lesson D, Exercise 2 [p. 31]

Level 3, Track 42

- Jasmine* Hi, Eduardo. I'm Jasmine Vandercamp from Trend magazine. Thank you so much for taking the time to do this interview. A lot of our readers are really big fans of yours. And, me, too. I love your work.

- Eduardo* Thank you, Jasmine. You're too kind.
Jasmine OK, then. Let's get started. First, I've always wondered . . . what is your last name?
Everyone knows you as Eduardo, of course, but can you tell us your full name?
- Eduardo* Actually, I just prefer Eduardo.
Jasmine Oh. All right. Well, I'd like to ask you some email questions from our readers. Is that OK?
Eduardo Of course.
Jasmine Great. Well, our first question is from Harold, in San Francisco. He asks: "Should belts and shoes be the same color?"
Eduardo Many people feel they should match, but I disagree. They should be in the same color family, but they don't have to match.
Jasmine Here's a question from Kim, in Toronto: "Is it OK for men to wear earrings?"
Eduardo Men? Wear earrings? Of course. I wear one. It's a way I express myself.
Jasmine Hmm, OK. Our next question is from Masayuki, in Osaka. He wants to know: "Can guys wear pink?"
Eduardo Many people think only girls can wear pink. That's crazy. Anyone can wear any color.
Jasmine And here's another question about color. It's from Rosario, in San José, Costa Rica: "Does black go with everything?"
Eduardo Good question. Many people believe this. It goes well with dark colors and with white. But too much black is a bad thing. So the answer is no.
Jasmine Interesting. One final question, from Susannah, in Miami. She asks: "Are high heels old-fashioned?"
Eduardo In my opinion, no. However, some women find them uncomfortable.
Jasmine Thanks so much for answering our questions, Eduardo. Now, let's talk about your new summer fashions. I understand you . . .

Unit 4

Lesson B, Exercise 3 [p. 37]

Level 3, Track 50

- 1 *Man 1* Hi, Danielle. How are things?
Danielle Great. You?
Man 1 Very good. Hey, can you recommend a hair salon for me? I need to get a haircut and I'm not very happy with my current salon. Do you know one that's not too expensive?
Danielle Actually, I really don't know. I never go to hair salons.
Man 1 Do you mean you never get a haircut in a salon?
Danielle That's right.
Man 1 What do you do? Do you cut your own hair?
Danielle No! My hair doesn't look *that* bad, does it?
Man 1 No. No, I just mean, why don't you go to a salon?

Danielle My sister cuts it for me. She's very good, don't you think?

Man 1 Yes, definitely.

2

Woman 1 Hey, Todd. Where are you going?

Todd Swimming.

Woman 1 Oh. Are you going to the beach?

Todd No. I hate going to the beach.

Woman 1 You're kidding! Are you saying you never go? Don't you like to swim?

Todd Well, I like to go to the city swimming pool, just not the beach.

Woman 1 Why not? The beach can be a lot of fun.

Todd It's just difficult for me to get to, you know. I have to walk to the subway, take that, then take a bus, and then walk again.

Woman 1 I see what you mean.

3

Randy Hey, Jessica.

Jessica Hi, Randy.

Randy Where are you going?

Jessica To work.

Randy Oh. Do you want a ride?

Jessica No, thanks. I always walk to work.

Randy You mean you never drive?

Jessica Well, I sometimes drive if it's raining. What I mean is, I prefer to walk.

Randy Why?

Jessica I like the exercise.

Randy I see. Well, enjoy your walk.

Jessica Thanks. See you around.

4

Woman 2 Oh, look, Mitch. That new thriller is playing at the theater across town tonight. Do you want to go? I'm dying to see it.

Mitch Oh, thanks, but I never go to movie theaters.

Woman 2 What? Do you mean you don't like movies?

Mitch No, not at all. I love movies. I mean, I just don't see them in the theater.

Woman 2 Why not? Is it the ticket prices? They've gotten pretty expensive.

Mitch No, I just like to stream movies at home more. It's nice to sit at home and watch them. You can pause the movie, rewind it, watch the extras, watch it again . . .

Woman 2 I see what you mean, but it's not the same experience as in a theater.

Mitch I guess.

Lesson C, Exercise 2, Part B [p. 38]

Level 3, Track 52

Emma So, what are you going to have?

Alice I'm not sure. I can't decide between the crab cakes or the ravioli. Have you ever had either of them here?

Emma No, I haven't, but I've tasted some of their other Italian dishes. They were very good.

Alice OK. I'll try the ravioli, then. What are you going to get, Emma?

Emma I think I'm going to get the special.

Alice The frog legs!?

Lesson D, Exercise 2 [p. 41]

Level 3, Track 55

Leo Grandma?

Grandma Yes, Leo.

Leo Could I ask you some questions for a school project? We're collecting biographies of our parents and grandparents. I need to give a presentation on the life of someone in my family, and I want to talk about your life.

Grandma I see. Well, I guess so, but I'm not sure my life is that interesting.

Leo First, where were you born?

Grandma In Germany. I came to this country when I was six years old.

Leo Really? Have you been back?

Grandma To Germany?

Leo Yes.

Grandma Oh, yes. Several times.

Leo Where else have you lived?

Grandma Well, of course here, in the United States. Oh, and your grandfather and I lived in Mexico for a short time. That was just after we got married.

Leo I didn't know that! Can you speak Spanish?

Grandma A little, sure.

Leo Cool. When did you meet Grandpa?

Grandma Oh, I met your grandfather when I was 22 years old. We met at his sister's house. She was a close friend of mine. She still is. That's your Aunt Joyce.

Leo OK, next question. What's something interesting you've done?

Grandma Something interesting? Oh, I don't think I've ever done anything that interesting.

Leo Come on. Everyone's done something interesting.

Grandma Let me think. Oh, how about this? I once met the famous artist Pablo Picasso.

Leo What? You met Picasso?

Grandma I did. I met him in Paris. Your grandfather and I went there on our honeymoon, and we saw him in a café. I went up to him and said hello. He was very nice.

Leo Did you get his autograph?

Grandma Oh, no. I just said hello and told him I liked his paintings.

Leo That's cool, Grandma!

Grandma I suppose. Any other questions?

Leo No, that's enough. Oh, I do have one more question. Can you help me with my Spanish homework?

Unit 5

Lesson B, Exercise 3 [p. 47]

Level 3, Track 64

Woman Hey, look at this. I'm reading this book about the city of Shibam. It sounds like a fascinating place.

Man Shibam?

Woman Yeah. It's a famous city in Yemen.

Man Oh? What's it famous for?
Woman Skyscrapers.
Man It is?
Woman It's sometimes called "Manhattan of the Desert" or "the oldest skyscraper city in the world." But all the buildings are made of mud.
Man No way!
Woman Yeah. Here, look at this picture.
Man Cool! How old is the city? It looks really old.
Woman Let's see . . . it's more than 2,000 years old.
Man Seriously? That's really old. How high are the tallest buildings?
Woman Um, some are more than 30 meters high.
Man Wow, that is high.
Woman And people still live in the city. What an interesting place to live.
Man I agree. How many people live there?
Woman I have no idea. Oh, here. It says about 7,000.
Man Really? I'd love to go there someday. Is it easy to get to?
Woman I don't have a clue. Let's see. . . .
Man Maybe we can find out online.
Woman Good idea.

Lesson C, Exercise 2, Part B [p. 48]

Level 3, Track 67

Guide So, are you here on business?
Sam No, just a short vacation. I'm here to surf, actually.
Guide You like to surf?
Sam I do.
Guide Well, you've come to the right place. Bali has some of the best places to surf in Indonesia.

Lesson D, Exercise 2 [p. 51]

Level 3, Track 70

Guide Can I have your attention, please? We're here. Welcome to the Great Barrier Reef. How is everyone feeling?
Tourists 1 and 2 Pretty good. / Not bad.
Guide Great. Now, before we start our snorkeling trip, I'd like to tell you a little bit about this reef, one of the wonders of the natural world. Many people think this is one large reef, but in fact, the Great Barrier Reef is made up of thousands of reefs. And hundreds of islands. But we still just call it the Great Barrier Reef, not the Great Barrier Reefs.
Tourist 1 Is it true you can see the reef from space?
Guide Yes.
Tourists 1 and 2 You can? / I don't believe it!
Guide Yes, it's true.
Tourist 2 How many kinds of coral are there?
Guide Good question. There are about 400 kinds of coral here. When you go snorkeling, you'll also see many kinds of fish. And you can see turtles near the reef.
Tourists 1 and 2 Really? / You're kidding!

Guide Now, about snorkeling. Most people are amazed, but sometimes people think the coral should be more colorful.
Tourist 1 What do you mean?
Guide Well, the coral you see on TV looks very colorful. That's because the photographers use bright lights. Luckily, today is very sunny.
Tourist 2 I heard that global warming can make the coral appear white.
Guide Yes, that's right. Unfortunately, some of the coral you will see are dead. So, are you ready for some snorkeling?
Tourist 2 Sure. Anything else we need to know?
Guide Yes. Please stay together.

Unit 6

Lesson A, Exercise 4 [p. 55]

Level 3, Track 74

Peter Hi, Nancy. How are things going?
Nancy Fine, fine. How about you?
Peter Great. Have any exciting plans for the weekend? A date perhaps?
Nancy Me? No, nothing special. I'm just staying home. You?
Peter Oh, I'm going to San Francisco.
Nancy San Francisco! You're kidding! Are you flying?
Peter No, I'm going by train.
Nancy Isn't it far?
Peter Yeah, but my train leaves Friday night at 8:30, so I'm going after work. I'm taking an overnight train, so I arrive there at 7:00 a.m.
Nancy Cool. Are you going just for fun?
Peter My grandmother is turning 70, so she's having a birthday party.
Nancy How fun!
Peter Yeah. I'm going there with my brother. You know Kevin, right?
Nancy Your brother? Yeah, I met him once. He's nice.
Peter Well, our grandmother's party is Saturday night, so on Saturday afternoon, Kevin and I are going to some museums and just walking around the city.
Nancy And what about Sunday?
Peter Well, our train back home leaves at 10 a.m. We get here in the evening. So that doesn't give us much time on Sunday.
Nancy Why don't you take another overnight train?
Peter Oh, no, we can't. I have a doctor's appointment on Monday morning, and my brother has a job interview.
Nancy Well, it sounds like a great weekend. Have a good trip.
Peter Thanks! Have a good weekend yourself.

Lesson B, Exercise 2, Parts A and B [p. 57]

Level 3, Track 77

1 *Man 1* Hello?
Man 2 Hi. Is Paul there?
Man 1 Just a minute, please. Paul! Paul! Sorry, he's not here. Can I take a message?

- Man 2* Sure. This is his brother, Kurt. Can you tell him that our parents' anniversary party is going to be at my place, not our sister's?
- Man 1* The party is at your place. Not your . . .
- Man 2* . . . sister's.
- Man 1* Right. Does he know the day and time?
- Man 2* Oh, yeah.
- Man 1* OK. I'll give him the message.
- Man 2* Thanks. Bye.
- Man 1* Bye.
- 2 *Woman 1* Hello?
- Man 3* Hello. Is Roberto there?
- Woman 1* Sorry. He's not here right now. He's at work, I think.
- Man 3* Oh, OK.
- Woman 1* Do you want to leave a message?
- Man 3* Yeah. This is Hank. I'm in his biology class. Could you let him know that class is canceled tomorrow?
- Woman 1* The class is canceled. Tomorrow you said?
- Man 3* Right.
- Woman 1* OK, got it. I'll make sure he gets the message.
- Man 3* Thanks very much.
- Woman 1* You're welcome.
- 3 *Woman 2* Hello?
- Man 4* Silvia?
- Woman 2* No, this Beth, her roommate.
- Man 4* Oh. Can I speak to Silvia?
- Woman 2* She's at her parents' house. Can I take a message?
- Man 4* Yes. I'm calling from Dr. Miller's office. She has an appointment tomorrow at 3:00. Could you tell her to come at 4:30, not 3:00?
- Woman 2* At 4:30. OK. I'll give her the message.
- Man 4* Thank you.
- Woman 2* You're welcome.
- 4 *Woman 3* Good afternoon. Manhattan Designs.
- Woman 4* Hi. Is Mr. Philips in, please?
- Woman 3* I'm sorry. Mr. Philips is on a conference call right now. May I take a message?
- Woman 4* Yes, thank you. My name is Julie Kim. I'm calling about his design for my office. Could you please let him know that I need his design by Friday. It's just a reminder.
- Woman 3* You need the design by Friday.
- Woman 4* Right.
- Woman 3* Anything else? Does he need your number?
- Woman 4* No, I don't think so.
- Woman 3* OK. I'll give him your message. Thanks for calling.
- Woman 4* Bye.

Lesson B, Exercise 2, Part C [p. 57]

Level 3, Track 78

- 1 *Man 2* Hello?
- Man 5* Kurt?
- Man 2* Yeah. Hey Paul, how are you?
- Man 5* Good. I got your message about Mom and Dad's party.
- Man 2* Yeah. I hope that's OK.

- Man 5* No problem at all. But I did want to ask you – Hello? Hello? Kurt, can you hear me? Kurt? Kurt?
- 2 *Woman 5* Hello?
- Man 6* Um, hi. Can I speak to Hank?
- Woman 5* Hank?
- Man 6* Yeah.
- Woman 5* Sorry, I think you have the wrong number.
- Man 6* Oh, I'm sorry.
- Woman 5* That's OK.
- 3 *Man 4* Hello. You have reached the office of Dr. Frank Miller. The office is currently closed. Office hours are Monday to Friday, 8:00 a.m. to 6:00 p.m. If this is an emergency, please call 420-555-1274, or leave a message at the beep.
- Woman 6* Hi, this is Silvia Watson. I got your message. I just wanted to say I can't come in at 4:30. Can you return my call? Thank you.
- 4 [dials, then busy signal]

Lesson C, Exercise 2, Part B [p. 58]

Level 3, Track 81

- Ruth* Actually, that's kind of late for me. I need to get up early on Monday morning. I have an important business meeting then. Sorry.
- Kate* No, no, that's fine. It's asking a lot, I know.
- Ruth* Do you think you can ask someone else?
- Kate* I'll just take a taxi. It's not a big deal.

Unit 7

Lesson B, Exercise 3 [p. 67]

Level 3, Track 91

- Tina* Hey, Cal. What are you reading?
- Cal* Oh, hi, Tina. It's a book of proverbs. It's pretty interesting.
- Tina* I love proverbs. But I'm not sure I always agree with them.
- Cal* Really? How about this one? Beauty is only skin deep.
- Tina* Oh, like it's not what's on the outside that's important? It's what's inside that's really beautiful.
- Cal* Yeah, you know, it's your personality and character that is most beautiful. It's true, isn't it?
- Tina* Yeah, I agree with that.
- Cal* Me, too. How about this one? Better late than never.
- Tina* Hmm. You mean it's OK to be late for something. It's better than not doing something at all.
- Cal* Yeah.
- Tina* I don't really agree. Being late isn't good, of course. But it's OK not to do some things at all. Don't you agree?
- Cal* I'm not sure I really agree. I think it's better to do it. If you're late, you're late.
- Tina* Look at that one. Practice makes perfect. That's true, I think. I used to take piano lessons as a kid, and I hated it. But I still practiced a lot.

Cal And you play very well now, don't you?
Tina Yeah, I think so.
Cal I agree with that, too. It's the only way to be good at something. How about this? Two heads are better than one.
Tina What does that mean, exactly?
Cal Two opinions are better than one opinion.
Tina No, I don't agree with that. To me, that can just be confusing. Maybe it's just me, but I think you should just do it yourself.
Cal Yeah, I don't really agree with it, either. There's another proverb. Too many cooks spoil the broth. It kind of says the opposite.
Tina This is fun. Are there more?
Cal There are lots here. Let's look at some more and see. . . .

Lesson C, Exercise 2, Part B [p. 68]

Level 3, Track 95

Jill Hello?
Lance Jill, hi. It's Lance. Do you have a minute?
Jill Um, sure.
Lance I just wanted to call and say I'm sorry for what happened. I was really inconsiderate.
Jill I'm sorry, too. Do you want to get together and talk? We haven't seen each other for a long time!
Lance Definitely. Why don't we meet. . . .

Lesson D, Exercise 2 [p. 71]

Level 3, Track 98

Woman Let's try a personality test, just for fun. Listen carefully. I will describe a scene and ask you some questions. Don't worry – there are no right or wrong answers. Just write the first thing you think about. Relax. Take a deep breath. Are you ready?

Number one. You are walking in a forest. But you are not alone. Who are you with? Write the person's name.

Number two. You see an animal. What kind do you see? Write the kind of animal.

Number three. You continue to walk in the forest. Then you see a house. It is your dream house. How big is it?

Number four. You are looking at your dream house. You see the front door. Is it open or closed?

Number five. You enter the house. You go into the dining room. You see a dining room table. What do you see? What's on the table?

Number six. You now leave the house. You see a cup on the steps. Is it glass? plastic? metal? paper? Or something else? What's it made of?

Number seven. You pick up the cup. Do you keep it? throw it away? Something else? What do you do with it?

Unit 8

Lesson B, Exercise 2 [p. 77]

Level 3, Track 105

Woman Excuse me, sir. I'm conducting a short survey about shopping habits. Would you mind answering a few questions for me?
Man Um, how long will it take?
Woman Just a few minutes.
Man Um, all right, sure.
Woman Thank you so much. First, how often do you walk to the grocery store?
Man All the time. I live nearby.
Woman All . . . the . . . time. How often do you buy environmentally friendly products?
Man Very often.
Woman Great. . . . Do you usually ask for paper or plastic bags?
Man Neither.
Woman Excuse me?
Man I bring my own cloth bags.
Woman OK. Do you ever shop for groceries online?
Man No, never.
Woman OK. How much do you spend on groceries every month?
Man I'd say about three hundred dollars.
Woman About three . . . hundred . . . dollars. All right. How many people are there in your household?
Man Um . . .
Woman You don't have to answer any question you don't want to.
Man No, no, it's OK. Three – me, my wife, and my son.
Woman What do you do for a living?
Man Um, I'd rather not say.
Woman No problem. Have your buying habits changed in the last year?
Man Yes. I don't buy plastic bottles.
Woman Plastic bottles?
Man Yeah. I mean, I used to buy water in plastic bottles. Now I just drink regular water.
Woman Oh, I see. OK, last question. What is the highest level of education you've completed?
Man I'd prefer not to answer that.
Woman That's fine.
Man Is that all?
Woman Yes. I want to thank you for taking the time to answer these questions. I appreciate it very much.
Man You're very welcome.

Lesson C, Exercise 2, Part B [p. 78]

Level 3, Track 108

Ina Wow! There are a lot of people on this subway!
Kendra I know. I don't see any seats.
Ina It is rush hour, but this is terrible.
Kendra If we get here a little earlier tomorrow, we might get a seat. This is the busiest time.
Ina OK. Let's do that. This is still better than driving.
Man 1 Excuse me. Here, please take my seat.
Ina Oh!
Man 2 And mine.
Kendra Oh, thank you!

Lesson D, Exercise 2 [p. 81]

Level 3, Track 111

- 1 *Woman 1* What are you doing?
Man 1 I'm reading the paper. This is interesting. It's about a 12-year-old who won an award for recycling.
Woman 1 What? A 12-year-old?
Man 1 Yeah. His name is Tayler McGillis. He started recycling cans two years ago. He's raised more than \$9,000 for local charities.
Woman 1 Wow! So he started this when he was 10?
Man 1 Yeah. He's collected more than 560,000 cans already. His new goal is to collect 175,000 cans every year. He sometimes speaks at schools about the importance of recycling.
Woman 1 Good for him!
- 2 *Woman 2* Did you hear about that student in Puerto Rico? It was on the news last night.
Man 2 No.
Woman 2 Her name is Gabriela McCall, I think. She started a project to help birds in Puerto Rico.
Man 2 Birds? What do you mean?
Woman 2 Well, she became concerned about a decrease in their numbers in her neighborhood. Then she had an interesting idea. She took photos of the birds and identified the different species. And she used this to start a project to help protect their forests.
Man 2 That's amazing.
Woman 2 And she even teaches children about the birds. She thinks that if the children become interested now, they will grow up and respect the environment more.

Unit 9

Lesson B, Exercise 2 [p. 87]

Level 3, Track 120

- 1 *Man 1* Hello?
Woman 1 Hi, Joseph?
Man 1 Yeah.
Woman 1 It's Charlotte. Listen, I'm sorry I didn't make it yesterday afternoon.
Man 1 What happened? We waited for you for about a half an hour.
Woman 1 I'm so sorry. I was at the mall and completely forgot the time.
Man 1 Really?
Woman 1 Yeah. I looked at my watch, and it was 4:00. I'm so sorry. I didn't have my cell phone with me.
Man 1 Well, don't worry about it. Too bad you missed the game, though. It was a lot of fun.
Woman 1 I heard we won.
Man 1 Yeah, we did. Their final score was 4 to 2!
- 2 *Man 2* Hello?
Woman 2 Hi, Fred? It's Jan.
Man 2 Where are you? Did something happen?
Woman 2 I'm still at home. Are you already at the restaurant?

- Man 2* Of course. We had a reservation for 7:30.
Woman 2 I'm so sorry. I washed my jeans last night, and the address was in my pocket. I can't read it!
Man 2 Oh, it's OK. The restaurant is at 32 Thomson Street. The name of the place is the Downtown Bistro.
Woman 2 OK. I'll see you as soon as I can.
- 3 *Man 3* Hello?
Woman 3 Hi. Is Larry there?
Man 3 Speaking.
Woman 3 Oh, Larry, hi. It's Anna.
Man 3 Anna. Where were you last weekend? We missed you.
Woman 3 I was out of town. My grandmother was in the hospital.
Man 3 Oh, no! Is she OK?
Woman 3 Yeah, she's fine. She's home now.
Man 3 That's good.
Woman 3 Sorry I didn't call.
Man 3 There's no need to apologize. You had other things on your mind. I understand.
Woman 3 Did a lot of people come?
Man 3 Yeah. People didn't go home until after midnight. We had a lot of fun.
- 4 *Woman 4* Hello. Dr. Martinez's office.
Man 4 Oh, hi. This is Brandon Smith. I had an appointment at 12:30.
Woman 4 Uh, yes, Mr. Smith. You were supposed to be here 15 minutes ago.
Man 4 Yeah, I'm really sorry. I'm in a meeting at work. I can't leave right now.
Woman 4 How long do you think you'll be?
Man 4 It's hard to say. Maybe 30 minutes or so.
Woman 4 Well, I think we should cancel the appointment. The doctor has another appointment after yours.
Man 4 OK. I'm really sorry.
Woman 4 That's OK. I appreciate your call. Can you come at the same time tomorrow?
Man 4 Sure. See you then.

Lesson C, Exercise 2, Part B [p. 88]

Level 3, Track 123

- Evan* Hello?
Ryan Hello, Evan? It's Ryan. I just wanted to see how you were. I know you must be really busy with your job and all . . .
Evan Yeah. But it's going OK. I'm sorry I haven't called you lately.
Ryan That's OK. There's no need to apologize.
Evan Listen, my job is OK, but I broke up with Cristina last week. So, I haven't wanted to go out lately.
Ryan Oh, I'm so sorry! I had no idea.

Lesson D, Exercise 2 [p. 91]

Level 3, Track 126

- Addy* Hello, and welcome to *Addy's Advice*. I'm your host, Addy Manson. Thanks for joining me. The topic this week is relationships, and I have four emails I want to start the show with. I'm not going to say the names – to keep their privacy. I hope you're listening.

The first one is from someone who might be losing his best friend over . . . a cat. His friend recently got a cat, and it's getting a lot of attention. I know you must be upset about this situation, but I think you should try to show some interest in your friend's cat. This can give you something in common. Your friend may begin to lose interest in the cat. After all, people often lose interest in things over time. Later, maybe your friend will have more time for you.

I have another email here from a woman with a problem with a co-worker. We've all had problems with co-workers, I'm sure. Anyway, this co-worker is always asking her to do things for her, and she's not her boss! Well, my advice is very simple. Just write your co-worker a short, polite note and explain how you feel. I'm sure she'll understand. Don't give in and continue to do things for her. Maybe this new co-worker doesn't realize she's annoying you with these requests.

Our third email is from a teenager. Her younger brother is causing a problem for her. She says her brother often picks on her in front of her friends. And he tells personal things. Well, I think you and your friends should go to someone else's house. Then your brother isn't there. You don't need to tell your parents or ask them to solve this problem for you. That will only make your brother more upset and more likely to bother you. He just seems to want attention. True, he may need to grow up and be more mature, but he is only 10 years old, after all!

Our fourth email is from someone who has a roommate problem. Let me read part of his email. It says his roommate "never does any chores around the house. He just sits around playing video games and watching TV. The apartment is always a mess, and I'm the one who has to clean it up." Well, he doesn't sound like a very good roommate. Don't throw him out. Give him a chance. You never mentioned speaking to your roommate. Talk to your roommate. Communicate with him. Discuss who will do which chores around the house.

Unit 10

Lesson B, Exercise 2 [p. 97]

Level 3, Track 134

- 1 *Tim* Hey, Jennifer. How are you doing?
Woman 1 Hi, Tim. All right, I guess.
Tim Are you sure?
Woman 1 Well, I'm taking a lot of classes, plus I have my part-time job.
Tim Hmm.
Woman 1 Yeah. Actually, I'm thinking about quitting my job.
Tim Really? Are you sure you want to do that?
Woman 1 I don't know.
Tim Well, I wouldn't recommend doing that.
Woman 1 I don't want to, but I'm not sure what to do.

- Tim* Work fewer hours. That will save you some time, but you'll still make money.
Woman 1 I'll give it some thought. Maybe I'll talk to my boss about it.
Tim Let me know what you decide.
Woman 1 I will. Thanks, Tim.
- 2 *Man* What do you think, Tim? Nice huh?
Tim Yeah. It's very nice. But do you need a leather jacket?
Man Well, no. But I think I'll get it.
Tim Wow! That's expensive! Do you have the money to buy this?
Man No, not at all. But that's what credit cards are for.
Tim Are you crazy? If you don't have the money, you shouldn't charge it. I don't think it's a good idea.
Man Oh, come on.
Tim Save your money. If you have enough money later, you can buy it then. Let's go somewhere else.
Man All right. I'll think about it. I can always come back if I want it.
- 3 *Woman 2* This is driving me crazy!
Tim What is?
Woman 2 This math problem. I keep getting it wrong. I don't understand how to do it.
Tim I'm not very good at math. Listen, do you want to get some coffee?
Woman 2 I really need to finish this assignment.
Tim Take a break. Sometimes it helps to step away from the problem for a little while.
Woman 2 Do you think it will help?
Tim It works for me.
Woman 2 I'll give it some thought. Let me just try it one more time. If I can't get it, I'll go get some coffee with you.
Tim OK. Sounds good. Good luck!

Lesson C, Exercise 2, Part B [p. 98]

Level 3, Track 137

- Elliot* So, Lucia, why do you want a fancy camera, anyway? Doesn't your cell phone take photos?
Lucia It does, but I want something that takes better quality photos. I want to become a professional photographer.
Elliot That makes sense.
Lucia I'm definitely going to buy one. It's just a question of when.

Lesson D, Exercise 2 [p. 101]

Level 3, Track 140

- 1 *Woman 1* Excuse me, sir. Would you mind answering some questions for me?
Man 1 Not at all.
Woman 1 Great. What has been your biggest accomplishment of the past year?
Man 1 The past year? Let's see. . . I've had a really busy year. I was a student – an engineering major – and I had a job in a supermarket. I had classes in the morning and afternoon, and then I went to work

in the evening. I didn't work full-time, but sometimes it felt like it. Anyway, I'd say my biggest accomplishment was that I graduated. Sometimes I didn't think it would happen, but it did. I now have a degree and am looking for a job. I quit my job in the supermarket the day before my graduation.

Woman 1 What quality do you think led to your success?

Man 1 Dedication! It was really hard, and I wanted to quit both my studies and my job sometimes. But I never gave up.

Woman 1 Thanks for talking with me.

Man 1 No problem.

2 *Woman 1* How about you? Can you answer some questions for me?

Woman 2 Sure. What do you want to know?

Woman 1 I'm asking about accomplishments. What do you think was your biggest accomplishment of the past year?

Woman 2 Oh, that's easy. I got married.

Woman 1 Oh, congratulations!

Woman 2 Thanks. You know, planning a wedding is a lot of work. And things were always changing. I found that flexibility is so important.

Woman 1 I can imagine.

Woman 2 I didn't want any stress on my wedding day.

Woman 1 Well, again, congratulations, and thank you.

Woman 2 You're welcome.

3 *Woman 1* How about you, sir. Would you mind telling me about your biggest accomplishment?

Man 2 Well, I traveled to Europe by myself. I did that four years ago. It was fantastic.

Woman 1 Actually, I'm curious about an accomplishment of the past year.

Man 2 Oh, sorry. Let me think . . . Oh, I know. I made more friends. That might sound strange, but I didn't have very many friends before.

Woman 1 How did you do that, exactly?

Man 2 Well, I took a class on building confidence. I was always really shy. I never talked to people.

Woman 1 And this class helped?

Man 2 Yeah. We practiced things like public speaking. And that helped me develop my confidence. I talk to people more, and now have a larger group of friends.

Woman 1 That's great. Thanks for talking to me.

Man 2 Sure thing.

4 *Woman 3* Excuse me.

Woman 1 Yes?

Woman 3 Do you want to hear about my accomplishment? I heard you and that man talking.

Woman 1 Yes, sure.

Woman 3 Well, I won an award at my school. It was an award for playing the piano.

Woman 1 I see.

Woman 3 I never really liked playing – and I never use to go to my lessons as a kid – but I kept up with it, and now I play all the time. I have a lot more enthusiasm now.

Woman 1 How did your enthusiasm help you?

Woman 3 I got more and more enthusiastic as I improved, so that motivated me to continue practicing.

Woman 1 I see. Did you win first place?

Woman 3 Second. But there's always next year.

Unit 11

Lesson B, Exercise 2 [p. 107]

Level 3, Track 146

1 *Man 1* What's that?

Woman 1 It's my new GPS.

Man 1 How does it work exactly?

Woman 1 Oh, it's so easy. Here, take it. I'll tell you how.

Man 1 Oh, OK.

Woman 1 First, start it up.

Man 1 Like this?

GPS Hello. Where do you want to go today?

Man 1 That's cool.

Woman 1 Next, say your destination. It knows where we are now. We can use it to go to Kathy's party.

Man 1 OK. 357 Lincoln Street.

Woman 1 After that, just turn it off.

Man 1 Turn it off? Why?

Woman 1 Oh, I'm sorry. I meant to say, "Turn it up," so we can hear the voice better. We still need to follow the directions. The voice will tell us exactly what to do.

GPS Turn left at the corner of . . .

2 *Woman 2* Patrick, can you show me how to use this microwave?

Man 2 Don't you know how?

Woman 2 I've used microwaves before, but this one is confusing. Where is the Start button?

Man 2 OK, well, first, push this button. That opens the door.

Woman 2 Of course, thanks. Let me put my food in.

Man 2 Next, click here and choose your settings: high, medium, or low. After that, type in the time.

Woman 2 OK.

Man 2 To finish, press the Stop button. It's here.

Woman 2 The Stop button? What?

Man 2 Oh, wait. That's wrong. I mean, press the Start button here.

Woman 2 OK. Start.

Man 2 Right. And be sure to watch your food while it cooks. This microwave cooks things really fast!

Woman 2 Good tip. Thanks!

3 *Man 3* Mom, does this still work?

Woman 3 My record player? Sure.

Man 3 Can we play something?

Woman 3 Sure. I haven't played this for so long.

Man 3 Um, how does this work, exactly? Where is the remote?

Woman 3 This doesn't have a remote. The first thing to do is turn it on, here.

Man 3 OK.

Woman 3 Next, lift the lid and put the record on the turntable. Now lift the needle.
Man 3 Like this?
Woman 3 Yes, good, and place it gently on the record.
Man 3 I can't hear anything.
Woman 3 Oh, turn the volume down.
Man 3 Turn the volume down?
Woman 3 Oops. I mean, turn the volume up.
Man 3 Did all music sound like this when you were young?

Lesson C, Exercise 2, Part B [p. 108]

Level 3, Track 150

Miranda So, Andy, why didn't you know about this concert?
Andy I haven't looked at his website for a couple of weeks.
Miranda Oh, well, I think it was announced last week.
Andy So, who are you going with?
Miranda My sister. Why don't we all go together? She won't mind.
Andy Great idea. Let's see if we can get the tickets online.

Lesson D, Exercise 3 [p. 111]

Level 3, Track 155

DJ Hello. Welcome to the K-XYZ Dedication Hour. This is Cara.
Caller 1 Hi, Cara. My name is Mike.
DJ Hi, Mike. Who would you like to dedicate a song to tonight?
Caller 1 My friend, Jackie.
DJ All right, Mike. What song would you like me to play for Jackie?
Caller 1 Can you play "Fire and Rain"?
DJ "Fire and Rain." By James Taylor?
Caller 1 Yes, please.
DJ Sure thing. Here's "Fire and Rain," from Mike to his friend, Jackie.
DJ K-XYZ Dedication Hour. This is Cara.
Caller 2 Hello, Cara?
DJ Yes. What's your name?
Caller 2 Melissa. I'm calling to dedicate a song to my sister Vanessa. Can you play something for me?
DJ Sure, Melissa.
Caller 2 "Beautiful," by Cristina Aguilera.
DJ "Beautiful," Sure, Melissa. Any special reason?
Caller 2 Vanessa is getting married this weekend. I just want her to know I love her.
DJ You're on the air.
Caller 3 Hi. Could you please play "Imagine," by John Lennon.
DJ "Imagine," one of my favorites. Is it for anyone in particular?
Caller 3 Yeah, I'd like to dedicate it to my best friend, Jason.
DJ OK. Here you go, Jason.
DJ This is Cara. Do you have a song dedication?
Caller 4 I do. My name is Caroline. My husband, Jeff, is in the army. He's overseas, and I want him to know I will see him soon.
DJ OK. What song can I play for you?
Caller 4 "I'll Be There."

DJ "I'll Be There," by the Jackson 5 or Mariah Carey?
Caller 4 Um, Mariah Carey.
DJ I can do that. If you're listening, Jeff, here's "I'll Be There," from your wife, Caroline.
DJ This is Cara. You –
Caller 5 Can you play "One Love"?
DJ Sorry?
Caller 5 You know, "One Love," by Bob Marley. I love that song!
DJ Sure. Who's calling please?
Caller 5 Oh, this is Ryan.
DJ And who would you like to dedicate the song to?
Caller 5 Dedicate? Oh. Yeah, um, can I dedicate it to my wife, Susan?
DJ You bet. Here's "One Love," from Ryan to Susan.

Unit 12

Lesson B, Exercise 2 [p. 117]

Level 3, Track 161

Man G'day. Welcome to Sydney Backpackers. Can I help you?
Woman Hi, yes, thanks. Do you have any rooms?
Man Sure. We have lots. What kind of room would you like?
Woman What kind of rooms do you have?
Man We have singles, doubles, triples, and dorm rooms.
Woman Hmm, how many people are there in a dorm room?
Man In a female dorm room? There are six beds per room. Dorm rooms are the cheapest, of course.
Woman How much are the single rooms?
Man They're \$60 per night.
Woman Sixty dollars? Hmm, that's a little expensive.
Man Here's a list of our prices.
Woman Thanks. Let me see. OK, I'd like a double. I'm sharing with another woman, right?
Man Of course. And how many nights?
Woman Three.
Man OK. Would you prefer a room with or without a bathroom? A bathroom is more.
Woman Without a bathroom is fine. I can share.
Man We offer breakfast from 8:00 to 10:30. It's four dollars.
Woman Um, sure. Can I pay by credit card?
Man Yes. We accept all major credit cards, but there is a fee for international purchases.
Woman Oh. I'll pay by cash, then. I have enough.
Man Great. I can put you in room 16A.
Woman What floor is that on?
Man The 16th.
Woman Hmm. Can I have something on a lower floor? I'm afraid of heights.
Man No worries. I can put you in 4B, on the fourth floor.
Woman That would be great.
Man Here's your key. It's good for the front door, too. When you go out, please remember to leave your key at the desk.
Woman OK. Thanks very much.

Lesson C, Exercise 2, Part B [p. 118]

Level 3, Track 164

- Kyle* Oh, this is so hard!
- Woman 2* Are you OK?
- Kyle* Yeah, I guess. What am I doing wrong?
- Woman 2* Are your boots comfortable?
- Kyle* Actually, they feel really tight. But they should be tight, right?
- Woman 2* Not really. Why don't you go and get a larger size. It should make things easier.
- Kyle* OK.

Lesson D, Exercise 3 [p. 121]

Level 3, Track 168

- Guide* Good morning, everyone, and welcome to Grand Canyon Adventure Tours. Are you all ready for some white-water rafting?
- Tourists* Yes. / Definitely. / You bet.
- Guide* Great. Well, my name is Joseph, and I'll be your guide today.
- Tourist 1* Is this everyone in our group? Only six?
- Guide* Yes, we like to keep the groups small. OK, before we get on the bus and head down to the canyon, we need to go over a few things about the trip. The most important thing to remember is safety. While on the raft, you must wear your safety vest at all times. And the sun can get very hot, too. So you should drink lots of water.
- Tourist 1* Do we have to bring the water?
- Guide* No, we'll bring enough water. Just don't forget to drink it!
- Tourist 2* Do you also supply food?

Guide Yes, we provide all food – lunch, dinner, snacks. You won't be hungry! OK, so back to safety. Like I said, the sun is very strong, so you've got to wear sunscreen. And you'd better wear a hat if you have one.

Tourist 1 Can we take our cameras?

Guide Of course. We stop on the river in a few places for photographs. There's some amazing scenery on our trip, so yes, bring cameras.

Tourist 2 Don't the cameras get wet? Should we bring plastic bags or anything to keep them dry?

Guide No, don't worry about that. You definitely get wet, but your cameras won't. We keep them in a dry area up front. They're safer up there, too.

Tourist 2 What about cell phones? Is it OK to bring them on the raft?

Guide No, you definitely should not bring your phones. Please leave them with the rest of your stuff on the bus.

Tourist 1 Are we dressed OK?

Guide Yes. You should wear a swimsuit, like you are. But you have to wear something on your feet in the raft. Wear tennis shoes. The ones that can get wet are best, if you have them. We stop and do some short hikes on the way. Any other questions?

Tourists No. / Not me.

Guide OK. Well, we want to be safe. So, everybody must listen to me at all times.

Tourists OK. / Right.

Guide Great. Now I'll show you some of the basics of rafting, and we can get started. First, . . .

Before you watch

A Complete the sentences with the correct jobs. Then compare with a partner.



an artist



a doctor



a journalist

- | | |
|--|---|
| 1 _____ studies chemistry. | 4 _____ makes creative things. |
| 2 _____ writes stories for newspapers. | 5 _____ interviews people a lot. |
| 3 _____ can draw and paint very well. | 6 _____ takes a lot of science classes. |

B PAIR WORK Interview your partner. Take notes.

- How many classes are you taking?
- Why are you taking each class?
- Do you like the subject(s) you are studying? Why or why not?
- What job would you like to have someday?

C CLASS ACTIVITY Share your information. Who is taking a lot of classes? Who is taking a fun class?

While you watch

A Circle the correct answers.

- Danielle and Amy are _____.
a friends b neighbors c roommates
- Danielle and April are studying _____.
a art b chemistry c journalism
- Danielle and April are making a _____ for their class.
a picture b poster c video
- Amy is taking _____ classes.
a five b six c seven
- Danielle feels like she has a really _____ schedule.
a busy b easy c hard

B Check (✓) the correct answers.



	Amy	Danielle
1 Who thinks chemistry is difficult?	☐	☐
2 Who isn't hungry?	☐	☐
3 Who eats a lot before a big exam?	☐	☐
4 Who thinks art class looks stressful?	☐	☐
5 Who is learning to write stories for newspapers?	☐	☐
6 Who is preparing for medical school exams?	☐	☐

C Write T (true) or F (false). Correct the false sentences.

1 ~~Danielle~~^{Amy} has a big exam this week. F

2 Amy drinks a lot of coffee. _____

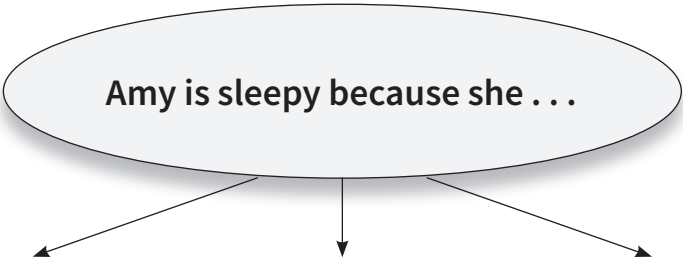
3 When Danielle is nervous about something, she exercises. _____

4 Amy wants to be an artist. _____

5 Amy is late for class. _____

After you watch

A Why do you think Amy is so sleepy? Write your answers on the lines. Then compare with a partner.



is preparing for medical _____
school exams. _____ . _____ .

B **GROUP WORK** Discuss the questions. Do any of you do the same things as Danielle or Amy?

- When you have a big exam, what do you do?
- If you're nervous about something, what do you do?
- What do you do if you feel sleepy in class?

An awful, terrible, embarrassing, really bad day!

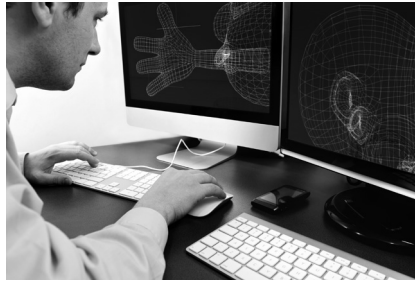
Before you watch

A Look at the pictures. Complete the phrases with the correct verbs. Then compare with a partner.

get lose make miss spill wait



1 _____ a drink



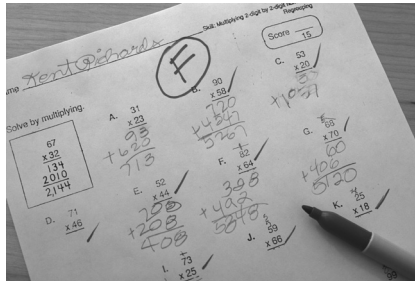
2 _____ an animation project



3 _____ in line



4 _____ a job



5 _____ a bad grade



6 _____ the bus

B PAIR WORK When was the last time you did each thing in Part A? Are there some things you've never done? Tell your partner.

"I spilled coffee on my shirt this morning! I've never made an animation project."

While you watch

A What happened? Number the events from 1 to 8.

- _____ April missed the bus to school.
- 1 _____ April woke up late.
- _____ April made an animation project.
- _____ April's dog ate her homework.
- _____ April went to the store for laundry detergent.
- _____ April was late for her biology class.
- _____ April sat next to Zach on the bus.
- _____ April was late for work and lost her job.



April

B Circle the correct answers.

- 1 April spilled _____ on her shirt.
a orange juice b yogurt c coffee
- 2 April spilled _____ on Zach's shirt.
a orange juice b yogurt c coffee
- 3 Zach was _____ when April said she was sorry.
a angry b not amused c disgusted
- 4 The biology teacher's suggestion for April is to _____.
a do her homework again b come to class on time c give her dog some food
- 5 April didn't get the laundry detergent because _____.
a she didn't have enough money b there was a long line c there was none in the store
- 6 The one good thing that happened was that _____.
a Zach became April's boyfriend
b April found a new job after she lost her old one
c April had time to make an animation project for her art class



C Match the phrases to complete the sentences.

- | | |
|--|--|
| 1 April was late for school _____ | a because no one was sitting next to Zach. |
| 2 She was excited _____. | b because her dog ate her homework. |
| 3 April was embarrassed when she lost her job _____. | c because there was a long line at the market. |
| 4 She was late for work _____. | d because Zach was in the restaurant. |
| 5 April got an "F" _____. | e because her alarm clock didn't go off. |

After you watch

A **PAIR WORK** What was embarrassing about April's day? Do you know anyone who has had similar experiences to April? Tell your partner.

B Think about one very bad day in your life or the life of someone you know. Write three things about that day – two things that *really* happened, and one that *didn't* really happen.

- 1 _____
- 2 _____
- 3 _____

C **PAIR WORK** Tell your partner about the bad day. Your partner guesses what didn't really happen. Take turns.

A: I broke my elbow and lost my cell phone. Then someone stole my laptop.

B: I don't think you really broke your elbow.

A: That's not right. I did break my elbow, but no one really stole my laptop.

Before you watch

A Complete the sentences with the correct words. Then compare with a partner.

bright comfortable conservative fashionable flashy tacky

- Many people think it is _____ to wear socks with sandals.
- _____ clothing attracts attention and makes people stand out in a crowd.
- People with a _____ style usually wear simple, plain clothes.
- Orange and yellow are examples of _____ colors.
- Models wear _____ clothing in magazines to help sell new items.
- Most people think jeans, sneakers, and sweatshirts are _____.

B **PAIR WORK** Make a list of ten words to describe clothing styles and fashion. Then give examples of each one.

A: Glamorous is another word to describe clothing styles and fashion.

B: Yes, it is. Who or what do you think is glamorous?

A: I think actors and actresses always look glamorous at award shows.

B: So do I.

While you watch

A Check (✓) the correct answers. (More than one answer is possible.)



	Jim	Lola	Officer Palone
1 Who wears clothes that attract attention?	☐	☐	☐
2 Who thinks black is always fashionable?	☐	☐	☐
3 Who likes to wear comfortable clothes?	☐	☐	☐
4 Who usually wears many different colors?	☐	☐	☐
5 Who usually wears only two colors?	☐	☐	☐
6 Who usually wears only one color?	☐	☐	☐
7 Who used to wear flashy clothes?	☐	☐	☐
8 Who doesn't like flashy clothes?	☐	☐	☐

B Who is wearing each item in the video? Write E (Emi), J (Jim), L (Lola), or O (Officer Palone). (More than one answer is possible.)

- | | | |
|------------------------|---------------------|-----------------------|
| 1 a black jacket _____ | 5 a ponytail _____ | 9 a white shirt _____ |
| 2 a blue sweater _____ | 6 a big bag _____ | 10 bracelets _____ |
| 3 a gray shirt _____ | 7 a red dress _____ | 11 earrings _____ |
| 4 a hat _____ | 8 a uniform _____ | 12 sunglasses _____ |

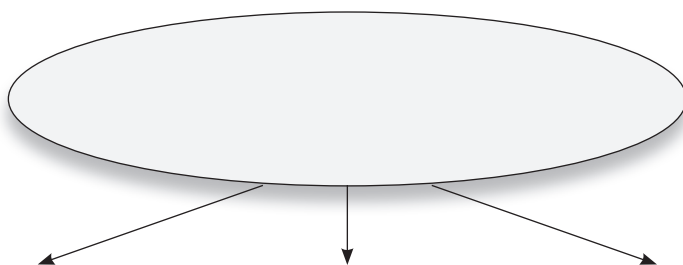
C Correct the false sentences.

- Jim wears a lot of blue and white clothing.
- Jim likes to wear flashy and tacky clothes.
- Lola doesn't like to stand out in a crowd.
- Lola doesn't wear bright colors to work.
- Officer Palone thinks his sunglasses are trendy.
- Officer Palone's favorite color is red.



After you watch

A What was your clothing style five years ago? Complete the diagram with your own ideas. In the circle, write the style (retro? trendy? etc.). On the lines, write examples of some favorite clothes you used to wear.



B **PAIR WORK** Ask and answer questions about your diagrams. Did you use to wear any of the same things that you saw in the video?

A: What was your clothing style?

B: Well, I used to wear a lot of black and white, like Jim in the video. I used to have some really cool black jeans. I wore them with a white T-shirt and a black leather jacket. I thought it was really trendy.

Before you watch

A Complete the description with the correct words. Then compare with a partner.

events interview newspapers reporter travel

A foreign correspondent is a type of _____. Many foreign correspondents write stories for _____, but they may also work for TV or radio news stations. They usually have to _____ to many different countries for their job. They _____ many different people for their stories. They tell us about important people and _____ from around the world that have an impact on our history.

B PAIR WORK Read the description again. Can you name any foreign correspondents? How do you find out about people and events from around the world? Tell your partner.

While you watch

A Circle the correct answers.



- 1 Danielle is making this video for her _____ class.
a journalism b world history c filmmaking
- 2 Irma was a _____ reporter.
a newspaper b TV c radio
- 3 She interviewed _____ in England.
a Queen Elizabeth b Princess Diana c Tony Blair
- 4 James Brown was a famous _____.
a hip-hop artist b actor c soul singer
- 5 Irma reported on a historical event in _____.
a England b Germany c the United States

B What does Irma say about James Brown? Write T (true) or F (false).
Correct the false sentences.

- 1 James Brown was very polite and funny. _____
- 2 James Brown wasn't very hardworking. _____
- 3 James Brown used to practice an hour each day. _____
- 4 A lot of hip-hop artists have used his music. _____
- 5 She saw James Brown at the Apollo Theater in New York City. _____



C What does Irma say about the Berlin Wall? Check (✓) the correct answers.

- ☐ The fall of the Berlin Wall was the end of the Cold War.
- ☐ She took a piece of the wall home as a souvenir.
- ☐ People were so happy when it fell.
- ☐ People in East Berlin crossed the wall and celebrated with people in West Berlin.
- ☐ She won an award for her story.
- ☐ She lived in Berlin for five years after the wall fell.



After you watch

A **GROUP WORK** Irma described some memorable experiences. Discuss the questions.

- Which of Irma's experiences was your favorite? Why?
- Who is a famous person you would like to interview? Why?

"The Berlin Wall experience was my favorite. It was a big, historical event."

B **PAIR WORK** Tell your partner about an interesting person you've met and a memorable experience you've had. Ask and answer questions for more information.

- Who was the person?
- Where did you meet him or her?
- Why was he or she interesting?
- When did you have this experience?
- Where were you?
- Why was it memorable?

"I met a famous jazz musician at a club. He was a talented saxophone player."

Travels with Nick and Ben: Yosemite National Park

Before you watch

A Label the pictures with the correct words. Then compare with a partner.

a bear

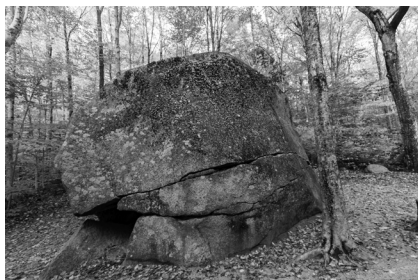
a meadow

a mountain lion

a rattlesnake

a rock

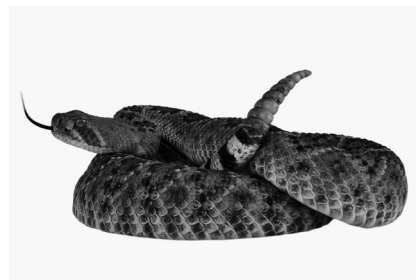
a waterfall



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____

B PAIR WORK Have you ever seen the animals or geographical features in Part A? Where can you find them? Tell your partner.

While you watch

A Read the sentences about Nick and Ben's trip to Yosemite National Park.
Write T (true) or F (false).

1 They ate in a fancy restaurant. _____

7 They walked through a tree. _____

2 They drove to the park. _____

8 They went camping. _____

3 They enjoyed the sunset. _____

9 They went hiking. _____

4 They saw a bear. _____

10 They went rock climbing. _____

5 They saw a mountain lion. _____

11 They went swimming. _____

6 They saw very old trees. _____

12 They went to a spa. _____

B Match the phrases to complete the sentences.

- | | |
|--|--|
| 1 El Capitán is _____. | a a beautiful waterfall. |
| 2 Yosemite Falls is _____. | b the highest waterfall in North America. |
| 3 Bridalveil Falls is _____. | c a tree that people can walk through. |
| 4 Mariposa Grove is _____. | d the oldest Sequoia tree in Mariposa Grove. |
| 5 Grizzly Giant is _____. | e a forest of Sequoia trees. |
| 6 The California Tunnel Tree is _____. | f a type of tree. |
| 7 A Sequoia is _____. | g a huge rock. |

C Who says it? Check (✓) the correct answers.



	Ben	Nick
1 "Yosemite National Park – the most beautiful place on earth."	☐	☐
2 "Yosemite National Park – the most dangerous place on earth."	☐	☐
3 "I saw a rattlesnake while I was walking on the road."	☐	☐
4 "Look at that! Don't you think that looks dangerous?"	☐	☐
5 "It was exciting and challenging!"	☐	☐
6 "It was stressful. It was frightening. And it was wet!"	☐	☐
7 "Water can't hurt you!"	☐	☐
8 "I left the food in the car."	☐	☐

After you watch

A PAIR WORK How would you describe Nick and Ben's trip? Would you like to go to Yosemite National Park? Why or why not? Discuss your ideas.

B GROUP WORK Discuss these questions about trips you've taken.

- What was the most exciting trip you've ever taken? Where did you go?
- What was your favorite trip? What did you do?
- What was the worst trip you've ever taken? What was so bad about it?
- Have you ever been in a dangerous situation on vacation? What happened?

C CLASS ACTIVITY Tell the class the most interesting information or stories from your group discussion.

Before you watch

A Check (✓) the problems you have managing your time. Then compare with a partner.

- | | |
|---|---|
| ☐ committing to too much work | ☐ planning your weekly schedule |
| ☐ doing other people's work | ☐ remembering important things |
| ☐ doing too many favors for other people | ☐ saying no to other people |
| ☐ finding time for your personal life | ☐ studying for exams |
| ☐ finding time to be with your family | ☐ taking on too many school projects |
| ☐ keeping your home clean | ☐ working and going to school |

Other: _____

B PAIR WORK Who do you talk to when you're stressed out? Does anyone help you manage your time? Tell your partner.

While you watch

A Check (✓) the correct answers.



	Wendy	Nick	Soon-mi
1 Who can't find a list of things to do this weekend?	☐	☐	☐
2 Who commits to too much work?	☐	☐	☐
3 Who does a lot of other people's work?	☐	☐	☐
4 Who doesn't have time to finish the show?	☐	☐	☐
5 Who has to pay bills this weekend?	☐	☐	☐
6 Who is busy all the time?	☐	☐	☐
7 Who is late for the show?	☐	☐	☐
8 Who is too busy this weekend?	☐	☐	☐
9 Who needs to study for an exam?	☐	☐	☐
10 Who takes on too many projects at school?	☐	☐	☐

B Circle the correct answers.

- 1 Wendy's show is called _____.
a TV Time b The Time Saver c The Time of Your Life
- 2 Nick needs to shop for _____ this weekend.
a groceries b clothes c school supplies
- 3 Wendy tells Nick to _____.
a call his mother b breathe slowly and deeply c cancel the party
- 4 Wendy's advice to Nick is to _____.
a make a list b go to the movies c pay his bills first
- 5 Wendy tells Soon-mi to _____.
a do things one at a time b help her classmates c learn to say no
- 6 Wendy _____ Chris's question.
a answers b likes c never hears

C Write T (true) or F (false).

- 1 Wendy is very good at managing her own time. _____
- 2 Wendy doesn't have any children. _____
- 3 Nick is having a birthday party for someone this weekend. _____
- 4 If Nick follows Wendy's advice, he probably won't go to the movies this weekend. _____
- 5 If Soon-mi follows Wendy's advice, she'll probably do the grocery shopping for her roommate. _____
- 6 Soon-mi learns to say no. _____



After you watch

A PAIR WORK Do you ever have the same problems as Wendy, Nick, or Soon-mi? Do you know other people who do? How do you (or they) manage them? Tell your partner.

B PAIR WORK Make a list of five things you plan to do this weekend. Then share them with a partner.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

C PAIR WORK Now imagine that you have time to do only three things on your list. Which two plans will you decide *not* to do? Why? Tell your partner.

Before you watch

A Label the pictures with the correct words. Then compare with a partner.

a consultant a graphic designer a salesman a student



1 _____ 2 _____ 3 _____ 4 _____

B Complete the sentences with the correct words. Then compare with a partner.

adventurous ambitious creative unreliable

- Often consultants are _____ people who work very hard to share their knowledge and advice with other people to help them succeed.
- Graphic designers are usually _____ people. They use technology to make websites, magazines, and other things look very interesting and artistic.
- Some people think that some salesmen can be _____ and that they don't always give you honest information about what you want to buy.
- Students who study abroad in a different country are pretty _____. They're not afraid to go to new places, meet new people, and try new things.

While you watch

A Match the people and their zodiac signs.



Aries



Capricorn



Gemini



Virgo

- Danielle's mother is a(n) _____.
- Danielle's brother is a(n) _____.
- Danielle's father is a(n) _____.
- Danielle is a(n) _____.

- Aries
- Gemini
- Capricorn
- Virgo

B What are some characteristics of each sign? Write V (Virgos), A (Aries), C (Capricorns), or G (Gemini). (More than one answer is possible.)

- | | |
|---|--|
| 1 _____ have difficulty sharing their feelings. | 6 _____ are sometimes unreliable. |
| 2 _____ are adventurous. | 7 _____ aren't open to new ideas. |
| 3 _____ are ambitious. | 8 _____ know what they want. |
| 4 _____ are creative. | 9 _____ want things done with no mistakes. |
| 5 _____ are good at business. | 10 _____ worry too much. |

C Check (✓) the correct answers.



	Danielle	Wendy	Max	Peter
1 Who has been a graphic designer for two years?	☐	☐	☐	☐
2 Who is taking a psychology class?	☐	☐	☐	☐
3 Who doesn't want to talk about Andy's promotion?	☐	☐	☐	☐
4 Who wants to put new wallpaper in the kitchen?	☐	☐	☐	☐
5 Who has owned a car dealership since 2003?	☐	☐	☐	☐
6 Who loves to try new things?	☐	☐	☐	☐
7 Who has to get back work?	☐	☐	☐	☐
8 Who has worked as a time management consultant for ten years?	☐	☐	☐	☐

After you watch

A **PAIR WORK** Why does Danielle think her family members' personalities match the typical characteristics of their zodiac signs? Discuss and explain your ideas.

B **GROUP WORK** Discuss the questions.

- What do you know about zodiac signs?
- Do you know the characteristics of your zodiac sign? Do you think it matches your personality?
- Do you know anyone who matches the characteristics of his or her zodiac sign? How long have you known him or her?
- How do your family members and friends describe your personality? Do you agree with them?

Before you watch

A Match the words and the places. Then compare with a partner.

- | | | | |
|----------|-------------|-------------------|------------------|
| a candle | c landfill | e plant | g recycling bins |
| b ice | d lightbulb | f plastic bottles | h superhero |



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____

B PAIR WORK Complete the sentences with the correct words from Part A. Then compare with a partner.

- A _____ is a place where a town or group of people collects its garbage.
- _____ is frozen water.
- A _____ may go inside a lamp and provide light in a room.
- Many people buy water and soda in _____.
- The small fire on top of a _____ is called a flame; it gives off light.
- A _____ is an imaginary person that saves and protects people or the earth.
- A _____ could grow into an herb, a flower, or a vegetable.
- In many public places, there are separate _____ for paper and plastic products.

While you watch

A What does Henry Green do to help the environment? Check (✓) the correct answers.

- | | |
|--|--|
| ☐ He drives a hybrid car. | ☐ He uses an ice box to keep his food cold. |
| ☐ He grows vegetables. | ☐ He uses candles. |
| ☐ He pays his bills online. | ☐ He uses solar energy. |
| ☐ He takes cloth bags to the supermarket. | ☐ He uses the recycling bins in his building. |

B Circle the correct answers.

- 1 April is doing this video for _____.
a her journalism class b her biology class c the school TV station
- 2 Henry Green is April's _____.
a grandfather b biology teacher c neighbor
- 3 April's nickname for Henry Green is _____.
a Environmental Man b Green Man c Environmental Impact Man
- 4 April says that compact fluorescent bulbs use _____ regular lightbulbs.
a less energy than b more energy than c the same energy as
- 5 April says that plastic bags and water bottles often end up in _____.
a landfills b schools c the ocean
- 6 April thinks Mr. Green is like a _____ to her.
a grandfather b friend c superhero
- 7 To thank Mr. Green, April gives him a _____.
a T-shirt b cloth shopping bag c candle

C Why does Mr. Green do these things? Match the things he does and the reasons.

- | | |
|---|--|
| 1 He uses an ice box because _____. | a he doesn't want chemicals in his food. |
| 2 He uses candles because _____. | b he thinks people use too much plastic. |
| 3 He grows vegetables because _____. | c refrigerators use too much energy. |
| 4 He uses a cloth shopping bag because _____. | d they use less energy than lightbulbs. |

After you watch

GROUP WORK What's your opinion of what Mr. Green is doing? Discuss why you think each of his actions is a good idea or a bad idea.

- having an ice box instead of a refrigerator
- using candles instead of compact fluorescent bulbs
- growing vegetables at home
- taking a cloth shopping bag to the store

A: I think using candles is a good idea.
You can save energy if you use candles.

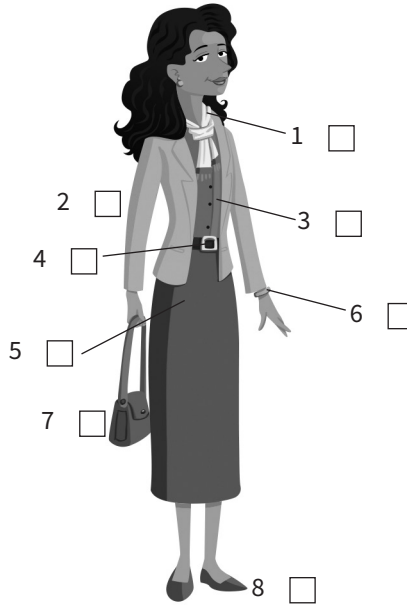
B: That's true. But candles could cause
a fire if you aren't careful.



Before you watch

A Match the words and the fashion items. Then compare with a partner.

- a bag
- b belt
- c bracelet
- d jacket
- e scarf
- f shirt
- g shoes
- h skirt



B People often *compliment* each other on fashion items, or say something nice to express that they like it. Are these compliments? Write Y (yes) or N (no).

- 1 "That jacket looks great on you!" _____
- 2 "Where did you buy that new bag?" _____
- 3 "I love your dress. It's really fashionable." _____
- 4 "Nice shirt! What a cool design!" _____
- 5 "I saw those same shoes in the store yesterday." _____
- 6 "That's a really pretty scarf. The color matches your eyes." _____

C **PAIR WORK** Compliment your partner on two different fashion items.

While you watch

A What does Amanda have that's exactly like something Jessica or Beth has? Check (✓) the correct answers.

- | | | |
|--|--|--|
| ☐ bag | ☐ a denim skirt | ☐ a sweater |
| ☐ a bracelet | ☐ a jacket | ☐ a pair of red boots |
| ☐ a denim jeans | ☐ a scarf | ☐ a pair of red shoes |

B Circle the correct answers.

- 1 Jessica's bag was a birthday present from _____.
a Amanda b her family c her mom
- 2 Beth thinks that Jessica's bag is beautiful and _____.
a retro b trendy c unusual
- 3 Beth _____ Amanda a few minutes ago.
a ran into b got together with c called
- 4 Mark is _____.
a Beth's friend b Amanda's boyfriend c Jessica's brother
- 5 Amanda thinks Jessica and Beth are _____ her.
a copying b lying to c helping

C Who thinks what? Check (✓) the correct answers.



	Jessica	Beth
1 Who thinks that Amanda must be copying her?	☐	☐
2 Who thinks that Amanda's behavior is a little strange these days?	☐	☐
3 Who thinks that they shouldn't judge Amanda too harshly?	☐	☐
4 Who thinks that Amanda broke up with Mark?	☐	☐
5 Who thinks that it's not good to criticize someone?	☐	☐
6 Who thinks that Amanda might be feeling upset or stressed out?	☐	☐
7 Who thinks that it's always good to forgive?	☐	☐

After you watch

GROUP WORK Discuss the questions. What do you think?

- Is Amanda copying Beth and Jessica?
- Are Beth and Jessica copying Amanda?
- Is it a coincidence? (No one is copying anyone; they all like the same things.)
- Has someone ever copied your clothes? How did you feel?
- Have you ever copied someone else's clothes, even a famous person's? What did you copy, exactly?
- What kinds of clothes (shirts, shoes, etc.) do you think people often copy? Why?



Before you watch

A Complete the description with the correct words. Then compare with a partner.

accomplished	busy	fashion designer
advice	college	studio

Martina has _____ something pretty cool! She graduated from Alicia's _____ seven years ago, and now she's a _____. Martina is working in her design _____. She is very _____ preparing for a fashion show, but she agreed to talk to Alicia. Alicia hopes Martina can give her some _____, because Alicia would like to become a fashion designer, too.



B PAIR WORK Have you ever asked anyone for advice about how to be successful at school, your job, or your future career? What did they say you needed to do? Tell your partner.

While you watch

A Correct the false sentences.

- 1 Alicia is a high school student.
- 2 Martina had a lot of training when she started designing.
- 3 Martina's three words of advice to Alicia are: creativity, flexibility, and talent.
- 4 Alicia bought the dress she is wearing.
- 5 Martina thinks Alicia should plan a career in business.



B Circle the correct answers.

- 1 Martina says making her own clothes was a way to _____.
a make money b be creative c stay busy
- 2 Other students wanted to _____ the dresses and skirts Martina made.
a make b sell c buy
- 3 Martina describes the samples of fabric as chic, _____, and tacky.
a old-fashioned b trendy c retro
- 4 Martina had to do her first sketch over _____ times.
a three or four b five or six c ten or twelve
- 5 Martina says, "You have to be _____ and not afraid to say what you like."
a brave b patient c flexible

C Who makes each comment? Write A (Alicia) or M (Martina).

- 1 "I like the color." _____
- 2 "I could give this one some thought." _____
- 3 "That's terrible." _____
- 4 "We'll talk it over." _____
- 5 "I don't think we should do that." _____
- 6 "Your dress is lovely." _____
- 7 "I think you should give those shoes away." _____
- 8 "I'm not sure it's the best idea." _____



Alicia

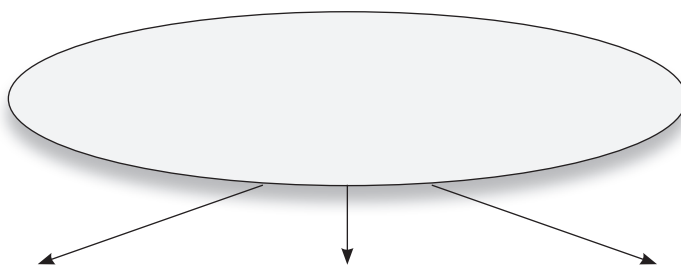


Martina

After you watch

A PAIR WORK How do you think Alicia felt after the interview with Martina? Why? Do you think Alicia will become a fashion designer? Discuss your ideas.

B Write a job you have – or would like to have – in the circle. On the lines, write three qualities that are necessary for success in that job.



C PAIR WORK Compare and discuss your diagrams in Part B.

"I would like to become a teacher after I graduate. To be a successful teacher, I think you need creativity, enthusiasm, and dedication."

Before you watch

A Complete the sentences with the correct words. Then compare with a partner.

bass	costumes	drums	guitar	lyrics	pets
------	----------	-------	--------	--------	------

- 1 A _____ is a type of _____.
It has four strings and plays very low musical notes.
- 2 The _____ are the words to a song.
- 3 Dogs and cats are common _____
in the U.S.A.
- 4 _____ are clothes people wear in
theatrical plays and other performances to look like
someone else.
- 5 _____ are musical instruments that
often provide the beat, or rhythm, to a song.

B PAIR WORK Do you know anyone who is (or was) in a band?
What is (or was) the band like? What kind of music do (or did)
they play? Tell your partner.



While you watch

A Circle the correct answers.

- 1 The Bulldogs are in the studio recording their _____ album.
a first b second c third
- 2 The band was named after their _____.
a pets b parents c favorite movie
- 3 The Bull Dogs describe their music as rock, hip-hop, _____.
a gospel, and jazz b hip-hop, and electronic c jazz, and pop
- 4 The band was started in college by _____.
a Chris, David, John, and Ian b four other guys c four women
- 5 They've sold _____ copies of their album.
a five b five hundred c five thousand
- 6 In college, they were given an award for _____.
a their record-breaking hit b best costume c worst-sounding band
- 7 Chris's song is about someone who _____.
a is in love b is a successful singer c wants to be a star

B Check (✓) the correct answers.

				
	Chris	David	Ian	John
1	Who hasn't finished his part on the last song yet?	☐	☐	☐
2	Who has a cat named Bull?	☐	☐	☐
3	Who says they're <i>not</i> a well-known band?	☐	☐	☐
4	Who says they have a lot of fun?	☐	☐	☐
5	Who is shopping?	☐	☐	☐
6	Who has "a way with words" and writes the lyrics?	☐	☐	☐

C Write T (true) or F (false).

- 1 John plays the drums. _____
- 2 Danielle doesn't really think "Dog" is a creative name for Chris's pet. _____
- 3 The band used to be called the Princesses. _____
- 4 The Bulldogs have sold many albums. _____
- 5 Chris finally sang his part of the song well, and the band recorded it. _____



After you watch

GROUP WORK Discuss the questions.

- What qualities does a band need to become successful?
- How would you describe the members of the Bulldogs?
- Do you think they have the qualities to become successful? Why or why not?
- Who is your favorite band? Why? Are they successful?

"I think you need talent to be a successful band. . . ."

Travels with Nick and Ben: Fish and chips

Before you watch

A Label the pictures with the correct words. Then compare with a partner.

fish and chips

ketchup

high tea

lamb kebabs

vegetable curry

vinegar



1



2



3



4



5



6

B PAIR WORK Have you ever had the food items in Part A? If so, did you like them? If not, would you like to try them? Why or why not? Tell your partner.

While you watch

A Check (✓) the correct answers. (More than one answer is possible.)



	Ben	Nick
1 Who likes trying local foods on vacation?	☐	☐
2 Who likes to eat French fries with ketchup?	☐	☐
3 Who had Indian food at a restaurant on Brick Lane?	☐	☐
4 Who was only interested in eating fish and chips?	☐	☐
5 Who got a stomachache?	☐	☐
6 Who had high tea?	☐	☐
7 Who made fish and chips in the microwave?	☐	☐

B Write T (true) or F (false). Correct the false sentences.

- 1 When Nick goes on vacation, he loves visiting landmarks. _____
- 2 Nick and Ben prefer trying local foods when they travel. _____
- 3 French fries are called mashed potatoes in England. _____
- 4 People in England eat chips with ketchup. _____
- 5 Many people in London think of kebabs as British food. _____

C Circle the correct answers.

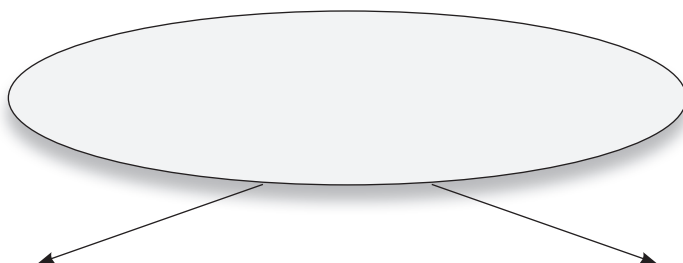
- 1 Nick says he does not like _____ on vacation.
a buying handicrafts b trying local food c traveling alone
- 2 Ben does *not* say the trip to London was _____.
a awesome b boring c delicious
- 3 Nick's lamb kebabs did *not* have any _____.
a fruit b lettuce c spicy sauce
- 4 Ben did *not* like the fish and chips from the _____.
a restaurant on Brick Lane b restaurant near Victoria Station c fast-food place
- 5 Ben and Nick do *not* say anything about _____ in the video.
a Buckingham Palace b Brick Lane c Hyde Park



After you watch

A **PAIR WORK** If you went to London, would you have a trip like Nick and Ben's? How would your trip be the same? How would it be different? Tell your partner.

B Write a city you know or have visited in the circle. On the lines, write two foods that are very good in that city and a good place to eat each one.



Food: _____

Food: _____

Place: _____

Place: _____

C **PAIR WORK** Compare and discuss your diagrams in Exercise B.

"You have to try the barbecue chicken in Ubon, Thailand. You can eat it at the night market."

A busy schedule

Story summary

In *A busy schedule*, Danielle is making a video for her journalism class. She interviews her friend, Amy, about her life at school. Amy is very busy taking six classes. Danielle asks Amy about her classes, what she does when she's nervous about exams, and if she gets sleepy in class. Despite drinking a lot of coffee to get her through her busy schedule, Amy falls asleep during Danielle's interview.

Language summary

Grammar

- Simple present vs. present continuous
- Zero conditional

Vocabulary

- School subjects
- Feelings and emotions

Interactions

- Expressing prohibition

Before you watch (page T-179)

A

In this activity, Ss look at the pictures and fill in the blanks to describe three different jobs.

- **Preview the activity** Direct Ss' attention to the three pictures of occupations. Go over the instructions.
- **Do the activity** Have Ss look at the pictures and complete the sentences with the correct jobs.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

- | | | |
|----------------|-------------|----------------|
| 1 A doctor | 3 An artist | 5 A journalist |
| 2 A journalist | 4 An artist | 6 A doctor |

B

In this activity, Ss interview their partners about their classes and job plans.

- **Preview the activity** Direct Ss' attention to the questions. Go over the instructions.
- **Do the activity** Have Ss interview their partners and take notes.

C

In this activity, Ss share information about their partners' classes and job plans with the class.

- **Preview the activity** Explain that Ss are going to use their notes from Part B to share information about their partners.

- **Do the activity** Have Ss talk about their partners' answers to Part B.
- **Follow-up** Ask the target questions in Part C. Call on Ss to answer the questions based on the information they heard about their classmates.

While you watch (pages T-179–180)

A

In this activity, Ss circle the correct answers about the characters in the video.

- **Preview the activity** Go over the instructions. Have Ss read the incomplete sentences and possible answers.
- **Play the video** Have Ss circle the correct answers to complete the sentences. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 a | 2 c | 3 c | 4 b | 5 a |
|-----|-----|-----|-----|-----|

B

In this activity, Ss check the correct names to answer questions about the characters.

- **Preview the activity** Go over the instructions. Have Ss read the questions.
- **Play the video** Have Ss check who does each thing. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

- | | | |
|------------|------------|------------|
| 1 Amy | 3 Amy | 5 Danielle |
| 2 Danielle | 4 Danielle | 6 Amy |

- **Option** Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

C

In this activity, Ss identify sentences about Danielle and Amy as true or false.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss write T for the true sentences or F for the false ones. Have them correct the false sentences. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

- 1 F; ~~Danielle~~ Amy has a big exam this week.
- 2 T
- 3 F; When Danielle is nervous about something, she exercises tries not to think about it.
- 4 F; Amy wants to be ~~an artist~~ a doctor.
- 5 T

- **Option** Have Ss answer the questions from memory. Then play the video for them to check their answers.

After you watch (page T-180)

A

In this activity, Ss write why they think Amy is so sleepy.

- **Preview the activity** Go over the instructions. Read the example. If helpful, offer another example for the class.
- **Do the activity** Have Ss complete the sentences with information from the video or their own ideas.
- **Check answers** Have Ss compare answers with a partner. Call on Ss to share their reasons with the class.
- **Option** Have pairs do the activity together.

B

In this activity, groups compare their own experiences with those of the characters in the video.

- **Preview the activity** Have Ss work in groups of three or four. Go over the instructions and read the questions. If helpful, practice the questions with a few volunteers and write any vocabulary on the board.
- **Do the activity** Have Ss discuss the questions. Go around the room and help Ss as needed.
- **Follow-up** Have a few volunteers tell the class their answers.
- **Option** Have Ss take turns interviewing each other. Call on Ss to report their groups' results to the class.

Action video note

Instruct Ss to make their own interview videos about their friends. For further instructions, visit www.cambridge.org/fourcorners/teacher.

2 An awful, terrible, embarrassing, really bad day!

Story summary

For her art project, April makes an animated video about her awful, terrible, embarrassing, really bad day. April's dog eats her homework, she misses the bus, she embarrasses herself in front of a boy from her French class, and she loses her job.

Language summary

Grammar

- Present of *be*
- Participial adjectives

Vocabulary

- Sentence adverbs
- Verbs to describe reactions

Before you watch (page T-181)

A

In this activity, Ss look at the pictures and fill in the blanks to complete verb phrases that appear in the video.

- **Preview the activity** Direct Ss' attention to the pictures. Ask: *Do most of these pictures look like good experiences or bad experiences?* Explain that Ss will watch an animated video about what happened during April's really bad day. Go over the instructions.
- **Do the activity** Have Ss look at the pictures and complete the phrases with the correct verbs from the box.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

- | | | |
|---------|--------|--------|
| 1 spill | 3 wait | 5 get |
| 2 make | 4 lose | 6 miss |

B

In this activity, Ss discuss their experiences related to the verb phrases in Part A.

- **Preview the activity** Explain that Ss will discuss the phrases in Part A. Go over the instructions and read the example.
- **Do the activity** Have Ss ask and answer questions with the phrases in Part A.
- **Follow-up** Call on Ss to report their partners' responses to the class.

While you watch (pages T-181–182)

A

In this activity, Ss number the sentences in the order they happen in the video.

- **Preview the activity** Go over the instructions. Explain that Ss will number the sentences in the order that the events happen in the video. Have Ss read the sentences.
- **Play the video** Have Ss write the correct numbers on the corresponding blanks. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

3, 1, 8, 2, 6, 5, 4, 7

B

In this activity, Ss circle the correct answers about April's day.

- **Preview the activity** Go over the instructions. Have Ss read the incomplete sentences and possible answers.
- **Play the video** Have Ss circle the answers to complete the sentences. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1 b 2 a 3 b 4 c 5 a 6 c

- **Option** Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

C

In this activity, Ss match the parts of the sentences to explain April's day.

- **Preview the activity** Go over the instructions. Have Ss read the incomplete sentences.
- **Play the video** Have Ss match the phrases to complete the sentences by writing the correct letters on the corresponding blanks. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1 e 2 a 3 d 4 c 5 b

- **Option** Have Ss answer the questions from memory. Then play the video for them to check their answers.

After you watch (page T-182)

A

In this activity, Ss talk with a partner about the embarrassing moments in April's day.

- **Preview the activity** Go over the questions. Model a conversation with a volunteer.
- **Do the activity** Have pairs talk about April's embarrassing experiences and give examples of people they know who have had similar experiences.
- **Follow-up** Call on Ss to report their partner's responses to the class.

B

In this activity, Ss prepare notes about their own bad day.

- **Preview the activity** Go over the instructions. Model the activity with your own examples.
- **Do the activity** Have Ss write their answers. Go around the room and help Ss as needed.

C

In this activity, partners talk about their bad day.

- **Preview the activity** Have Ss work in pairs. Go over the instructions. Model the example with a volunteer.
- **Do the activity** Have Ss tell each other about their bad days using the information they prepared in Part A. Have them guess which fact isn't true about their partner.
- **Follow-up** Have a few volunteers tell the class about their bad day. Have the class guess the incorrect fact.
- **Option** Have Ss work in small groups to guess what didn't really happen.

Action video note

Instruct Ss to make their own video about a really bad day. For further instructions, visit www.cambridge.org/fourcorners/teacher

3 What's your personal style?

Story summary

In this episode of *Street Talk*, Emi K. interviews people about fashion and style. She speaks with an independent film director who likes to wear black and white, a librarian who likes bright colors, and a police officer who likes clothes that are comfortable and blue, like his uniform.

Language summary

Grammar

- Used to
- Fashion statements
- Defining relative clauses

Vocabulary

- Clothing styles

Before you watch (page T-183)

A

In this activity, Ss fill in the blanks to review their understanding of adjectives that describe fashion.

- **Preview the activity** Direct Ss' attention to the words. Explain that Ss will watch a video about fashion. Go over the instructions.
- **Do the activity** Have Ss complete the sentences with the correct words from the box.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

- | | | |
|-------------------|----------------|---------------|
| 1 tacky | 3 conservative | 5 fashionable |
| 2 flashy (bright) | 4 bright | 6 comfortable |

B

In this activity, pairs brainstorm more adjectives related to fashion and give examples of them.

- **Preview the activity** Explain that Ss will work in pairs to make a list of words that describe fashion. Then they will discuss the words by giving examples of each one. Model a dialogue with a volunteer.
- **Do the activity** Have pairs make a list of ten words to describe clothing styles and fashion. Then have them use each one in a sentence.
- **Follow-up** Call on Ss to share examples with the class. Make a list of fashion adjectives on the board.

While you watch (pages T-183–184)

A

In this activity, Ss check the correct names to answer questions about the characters' fashion preferences.

- **Preview the activity** Explain that Ss will identify each character's fashion style. Go over the instructions. Have Ss read the questions.
- **Play the video** Have Ss check the correct answers. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

- | | |
|------------------------|------------------|
| 1 Lola, Officer Palone | 5 Jim |
| 2 Jim | 6 Officer Palone |
| 3 Officer Palone | 7 Lola |
| 4 Lola | 8 Jim |

B

In this activity, Ss identify the clothing items that each character is wearing in the video.

- **Preview the activity** Go over the instructions. Have Ss read the phrases. Explain that Ss will write E for Emi, J for Jim, L for Lola, or O for Officer Palone and that more than one answer is possible per item.
- **Play the video** Have Ss write the correct initial(s) next to each phrase. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1 J	5 E	9 J
2 L	6 L	10 L
3 E	7 L	11 E, L
4 O	8 O	12 O, J

- **Option** Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

C

In this activity, Ss correct the false sentences about the characters and their ideas about fashion.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss correct the false sentences. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

- 1 Jim wears a lot of ~~blue~~ black and white clothing.
- 2 Jim doesn't like to wear flashy ~~and~~ or tacky clothes.
- 3 Lola ~~doesn't~~ likes to stand out in a crowd.
- 4 Lola ~~doesn't~~ wears bright colors to work.
- 5 Officer Palone thinks his sunglasses are ~~trendy~~ retro.
- 6 Officer Palone's favorite color is ~~red~~ blue.

- **Option** Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

After you watch (page T-184)

A

In this activity, Ss brainstorm information about their own past clothing styles.

- **Preview the activity** Go over the instructions. Explain that Ss will write down the name of the clothing style they used to wear, and describe some of their favorite clothes. Model how to complete the diagram using your own style as an example.
- **Do the activity** Have Ss complete the diagram with their own ideas. Go around the room and help Ss as needed.

B

In this activity, pairs discuss their diagrams from Part A.

- **Preview the activity** Go over the instructions. Model the dialogue with a volunteer.
- **Do the activity** Have pairs talk about their diagrams. Encourage Ss to ask their partners follow-up questions.
- **Follow-up** Have Ss report to the class about their partner's diagram and clothing styles.
- **Option** Put Ss in small groups of similar styles. Have Ss list the fashions they had in common.

Action video note

Instruct Ss to make their own video about fashion and style. For further instructions, visit www.cambridge.org/fourcorners/teacher

4 An interesting life

Story summary

In this video for her history class, Danielle interviews her grandmother. Danielle's grandmother used to be a newspaper reporter and had an interesting life. She's been to many different countries, interviewed Princess Diana in the 1980s, met the soul singer James Brown at the Apollo Theater in New York City, and won an award for reporting on the fall of the Berlin Wall in Germany in 1989. However, this interview is her first time on TV!

Language summary

Grammar

- Present perfect
- Present perfect vs. simple past

Vocabulary

- Experiences

Interactions

- Checking meaning
- Clarifying meaning

Before you watch (page T-185)

A

In this activity, Ss fill in the blanks in a paragraph that describes foreign correspondents and what they do.

- **Preview the activity** Direct Ss' attention to the paragraph. Explain that Ss will watch a video interview about Danielle's grandmother who used to be a newspaper reporter. Go over the instructions.
- **Do the activity** Have Ss complete the paragraph with the correct words from the box.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

reporter; newspapers; travel; interview; events

B

In this activity, pairs discuss how they find out about news and events.

- **Preview the activity** Go over the instructions. If helpful, ask a volunteer the questions.
- **Do the activity** Have pairs ask and answer the questions.
- **Follow-up** Have Ss report to the class about how their partner finds out about the news. Make a class list of foreign correspondents on the board.

While you watch (pages T-185–186)

A

In this activity, Ss circle the correct answers from Danielle's interview with her grandmother.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss circle the correct answers to complete the sentences. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1 b 2 a 3 b 4 c 5 b

B

In this activity, Ss answer specific questions about James Brown according to Irma.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss write T for the true sentences or F for the false ones. Have them correct the false sentences. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1 T
2 F; James Brown wasn't very hardworking.
3 F; James Brown used to practice for an hour each day.
4 T
5 T

- **Option** Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

C

In this activity, Ss identify what Irma says about the Berlin Wall.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss check the correct answers. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

The fall of the Berlin Wall was the end of the Cold War. People were so happy when it fell. People in East Berlin crossed the wall and celebrated with the people in West Berlin. She won an award for her story.

After you watch (page T-186)

A

In this activity, Ss discuss Irma's experiences.

- **Preview the activity** Go over the instructions and the questions. Read the example.

- **Do the activity** Have Ss work in small groups to discuss the questions.
- **Follow-up** Have groups report to the class about their favorite experiences and people they would like to interview. Compare the groups' responses.

B

In this activity, pairs discuss interesting people they've met and memorable experiences they've had.

- **Preview the activity** Go over the instructions. Read the example.
- **Do the activity** Have pairs take turns asking and answering questions about interesting people they've met and memorable experiences they've had. Go around the room and help Ss as needed.
- **Follow-up** Have Ss report to the class about their partner's experiences.
- **Option** Have pairs tell another pair about their partner's experiences.

Action video note

Instruct Ss to make their own video interview of someone who's had an interesting life. For further instructions, visit www.cambridge.org/fourcorners/teacher

5 Travels with Nick and Ben: Yosemite National Park

Story summary

In this travel video, Nick and Ben recount their trip to Yosemite National Park. Nick describes the amazing sites, including: Bridalveil Falls, El Capitán, the giant sequoia trees, and Tuolumne Meadows. Ben, on the other hand, thought their trip was stressful and frightening. He was afraid of falling trees and the bear that broke into their car. So, he asks viewers to decide if the park is “the most beautiful place on earth” or “the most dangerous.”

Language summary

Grammar

- Comparisons with adjectives and nouns
- Superlatives with adjectives and nouns

Vocabulary

- Human-made wonders
- Geographical features

Before you watch (page T-187)

A

In this activity, Ss label the pictures with vocabulary words from the video.

- **Preview the activity** Direct Ss’ attention to the pictures. Explain that Ss will watch a video about Nick and Ben’s trip to Yosemite National Park. Go over the instructions.
- **Do the activity** Have Ss write the correct words under the corresponding pictures.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

- | | | |
|---------------|-----------------|-------------------|
| 1 a rock | 3 a rattlesnake | 5 a mountain lion |
| 2 a waterfall | 4 a meadow | 6 a bear |

B

In this activity, pairs discuss the animals and geographical features in Part A.

- **Preview the activity** Go over the instructions.
- **Do the activity** Have pairs discuss the target questions about the animals and geographical features in Part A. Encourage Ss to ask and answer follow-up questions.
- **Follow-up** Have Ss report to the class about their partner’s responses.
- **Option** Have pairs compare their answers with another pair.

While you watch (pages T-187–188)

A

In this activity, Ss identify activities about Nick and Ben’s trip as true or false.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss write T for the true sentences or F for the false ones. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

- | | | | |
|-----|-----|-----|------|
| 1 F | 4 F | 7 T | 10 F |
| 2 T | 5 F | 8 T | 11 F |
| 3 T | 6 T | 9 T | 12 F |

B

In this activity, Ss match the parts of the sentences to describe the main attractions of the national park.

- **Preview the activity** Go over the instructions. Have Ss read the incomplete sentences.
- **Play the video** Have Ss match the phrases to complete the sentences by writing the correct letters on the corresponding blanks. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

- 1 g 2 b 3 a 4 e 5 d 6 c 7 f

- **Option** Have Ss match the phrases by reading and from memory. Then play the video for Ss to check their answers.
- **Option** Pause the video when a place is mentioned and have Ss match the sentence.

C

In this activity, Ss check the correct names to identify whether Nick or Ben made each comment about the trip.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss check who said each statement. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1 Nick	3 Ben	5 Nick	7 Nick
2 Ben	4 Ben	6 Ben	8 Nick

- **Option** Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

After you watch (page T-188)

A

In this activity, pairs discuss their opinions of Nick and Ben's trip.

- **Preview the activity** Go over the instructions and read the questions. Model a conversation with a volunteer.
- **Do the activity** Have pairs ask and answer the questions.
- **Follow-up** Have Ss report to the class about their conversations.

B

In this activity, groups discuss trips they've taken.

- **Preview the activity** Go over the instructions. Read the questions.
- **Do the activity** Have Ss ask and answer the questions in their groups. Go around the room and help Ss as needed. Encourage Ss to expand upon their answers.

C

In this activity, groups share the most interesting information from their discussion.

- **Preview the activity** Go over the instructions. Give an example that you heard from one of the group discussions.
- **Do the activity** Have groups tell the class the most interesting stories or pieces of information from their discussions.
- **Follow-up** Have the class respond to each other's stories and information or ask each group follow-up questions.

Action video note

Instruct Ss to make their own travel video.
For further instructions, visit
www.cambridge.org/fourcorners/teacher

6 The time of your life

Story summary

In *The time of your life* people call in to ask Wendy for help solving their time management problems. First, Nick calls in to ask Wendy to help him with his weekend schedule. She tells him he is trying to do too much, to take a deep breath, and make a list with the most important things at the top. Nick is thankful. Next, Soon-mi calls in because she doesn't have any time for her personal life. Wendy tells her she needs to learn to say no to people. Finally, Wendy has to cut off the last caller, because now she has run out of time!

Language summary

Grammar

- Present tenses used for future
- Requests
- Promises and offers with *will*

Vocabulary

- Commitments
- Favors

Before you watch (page T-189)

A

In this activity, Ss check the problems they have with their own time management.

- **Preview the activity** Direct Ss' attention to the chart. Go over the instructions. Have Ss read the phrases. If helpful, explain the concept of "managing time" and any vocabulary in the chart.
- **Do the activity** Have Ss check their own answers.
- **Follow-up** Have Ss share their selections with a partner.

B

In this activity, pairs discuss how they find help for their time management issues.

- **Preview the activity** Go over the instructions. Model a conversation with a volunteer.
- **Do the activity** Have pairs discuss the questions. Go around the room and help Ss as needed.
- **Follow-up** Have pairs compare their responses with another pair. Call on Ss to share their examples with the class.

While you watch (pages T-189–190)

A

In this activity, Ss check the correct names to answer questions about the characters' time management problems.

- **Preview the activity** Go over the instructions. Have Ss read the questions.
- **Play the video** Have Ss check the correct answers. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

- | | |
|-----------|------------|
| 1 Wendy | 6 Soon-mi |
| 2 Soon-mi | 7 Wendy |
| 3 Soon-mi | 8 Nick |
| 4 Wendy | 9 Nick |
| 5 Nick | 10 Soon-mi |

B

In this activity, Ss circle the correct answers about Wendy's show, her callers, and the advice she gives them.

- **Preview the activity** Go over the instructions. Have Ss read the incomplete sentences and possible answers.

- **Play the video** Have Ss circle the correct answers to complete the sentences. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1 c 2 a 3 b 4 a 5 c 6 c

C

In this activity, Ss interpret information about the characters and identify the sentences as true or false.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss write T for the true sentences or F for the false ones. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1 F 2 F 3 T 4 T 5 F 6 T

- **Option** Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

After you watch (page T-190)

A

In this activity, pairs compare their time management problems with those of the characters in the video.

- **Preview the activity** Go over the instructions and read the questions. Model example statements about your own time management problems.

- **Do the activity** Have pairs ask and answer the questions. Go around the room and help Ss as needed.
- **Follow-up** Have Ss report to the class about their partners' responses.

B

In this activity, pairs share lists of their weekend plans.

- **Preview the activity** Go over the instructions. Model an example from your own list on the board.
- **Do the activity** Have Ss make their lists. Then have them share lists with a partner.
- **Follow-up** Have Ss report to the class about their partner's weekend plans.

C

In this activity, pairs discuss their lists from Part B.

- **Preview the activity** Go over the instructions. Read the questions. If helpful, answer the questions about your own list.
- **Do the activity** Have pairs discuss which items on their list they won't do and why.
- **Follow-up** Have Ss report to the class about their partner's choices and their reasons for them.
- **Option** Have Ss give advice on how to manage the items on their partner's lists.

Action video note

Instruct Ss to make their own advice video.
For further instructions, visit
www.cambridge.org/fourcorners/teacher

7 Signs of the Zodiac

Story summary

In this video for her psychology class, Danielle interviews her family members to see if their personalities match the descriptions of their astrological signs. As they speak on camera, they reveal their true character traits. Danielle's mom, Wendy, is a Virgo: She is ambitious, wants things done with no mistakes, and is not always open to new ideas. Her brother, Max, is an Aries: He is creative, knows what he wants, and is not good at sharing feelings. Her father, Peter, is a Capricorn: He is ambitious, good at business, and worries too much. Finally, Danielle confesses her traits: She is adventurous and loves to try new things. She is also creative, but unreliable, which is why her video report is late, just like a Gemini.

Language summary

Grammar

- Adverbs modifying adjectives and verbs
- Present perfect with *for* and *since*

Vocabulary

- Personality traits
- More personality traits

Interactions

- Asking for agreement

Before you watch (page T-191)

A

In this activity, Ss label the pictures of the people with the correct jobs.

- **Preview the activity** Direct Ss' attention to the pictures. Go over the instructions.
- **Do the activity** Have Ss look at the pictures and write the correct words under the corresponding pictures.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

- | | |
|--------------|----------------------|
| 1 a student | 3 a consultant |
| 2 a salesman | 4 a graphic designer |

B

In this activity, Ss fill in the blanks with adjectives to describe the different jobs from Part A.

- **Preview the activity** Go over the instructions. If helpful, explain the definitions of the words.
- **Do the activity** Have Ss complete the sentences with the correct words from the box.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

- | | |
|-------------|---------------|
| 1 ambitious | 3 unreliable |
| 2 creative | 4 adventurous |

While you watch (pages T-191–192)

A

In this activity, Ss match the characters with their zodiac signs.

- **Preview the activity** Explain that Ss will watch a video about Danielle's family and their zodiac signs. If helpful, remind Ss that there are traditionally 12 signs in the Western zodiac; they can be used to explain someone's characteristics and personality. Go over the instructions. Have Ss read the list of signs.
- **Play the video** Have Ss match the people and their zodiac signs by writing the correct letters on the corresponding blanks. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

- | | | | |
|-----|-----|-----|-----|
| 1 d | 2 a | 3 c | 4 b |
|-----|-----|-----|-----|

B

In this activity, Ss fill in the blanks with the first letters of the correct zodiac signs.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss write the first letter of the corresponding zodiac signs to complete the sentences. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1 A	6 G
2 G	7 V
3 V, C	8 A
4 A, G	9 V
5 C	10 C

- **Option** Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

C

In this activity, Ss check the correct names to answer questions about the characters.

- **Preview the activity** Go over the instructions. Have Ss read the questions.
- **Play the video** Have Ss check the correct answers. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1 Max	5 Peter
2 Danielle	6 Danielle
3 Max	7 Peter
4 Wendy	8 Wendy

- **Option** Have Ss answer the questions from memory. Then play the video for them to check their answers.

After you watch (page T-192)

A

In this activity, groups discuss the characters' personalities and their zodiac signs.

- **Preview the activity** Put Ss into pairs. Go over the instructions and read the question. Model a discussion with a volunteer.
- **Do the activity** Have pairs discuss why Danielle thinks her family members' personalities match their zodiac signs. Go around the room and help Ss as needed.
- **Follow-up** Call on Ss to share their explanations with the class.

B

In this activity, groups discuss people's personalities and their zodiac signs.

- **Preview the activity** Put Ss into groups. Go over the instructions and read the questions. Model a discussion with one or two volunteers.
- **Do the activity** Have groups discuss the questions.
- **Follow-up** Have Ss summarize their discussions for the class or report any interesting information.
- **Option** If your class enjoys this topic, put them in groups based on their signs to continue the discussion. Have them compare their personalities to find out ways in which they are similar to or different from one another.

Action video note

Instruct Ss to make their own videos about personality characteristics as they relate to zodiac signs. For further instructions, visit www.cambridge.org/fourcorners/teacher

8 Environmental superhero

Story summary

April makes a video for her biology class. She interviews a man who lives in her apartment complex, Mr. Green, but April calls him “Environmental Impact Man.” She takes a tour of his apartment and shows us his habits that positively impact the environment. Mr. Green uses ice instead of electricity in his refrigerator, and candles instead of electric lights. He grows his own food, and always takes a cloth shopping bag to the store. For helping with her video, April brings Mr. Green a gift of a green T-shirt.

Language summary

Grammar

- Quantifiers
- First conditional

Vocabulary

- Environmental impacts
- Tips to help the environment

Before you watch (page T-193)

A

In this activity, Ss match words and pictures of vocabulary items in the video.

- **Preview the activity** Direct Ss’ attention to the pictures. Go over the instructions.
- **Do the activity** Have Ss look at the pictures and write the correct letters from the word box next to the corresponding pictures.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

1 h	3 g	5 b	7 d
2 a	4 f	6 e	8 c

B

In this activity, Ss fill in the blanks to check their understanding of the vocabulary items in Part A.

- **Preview the activity** Direct Ss’ attention to the sentences. Go over the instructions. Explain that Ss will complete the sentences using the words from Part A.
- **Do the activity** Have Ss complete the sentences with the words from Part A.

- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

1 landfill	5 candle
2 ice	6 superhero
3 lightbulb	7 plant
4 plastic bottles	8 recycling bins

While you watch (pages T-193–194)

A

In this activity, Ss identify the things Henry Green does to help the environment.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss check the correct answers. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

He grows vegetables.
He takes cloth bags to the supermarket.
He uses an ice box to keep his food cold.
He uses candles.
He uses the recycling bins in his building.

B

In this activity, Ss circle the correct answers about April and Henry Green.

- **Preview the activity** Go over the instructions. Have Ss read the incomplete sentences and possible answers.
- **Play the video** Have Ss circle the correct answers to complete the sentences. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1 b 2 c 3 c 4 a 5 a 6 c 7 a

- **Option** Have Ss answer the questions from memory. Then play the video for them to check their answers.

C

In this activity, Ss match the parts of the sentences to explain the reasons for Mr. Green's actions.

- **Preview the activity** Go over the instructions. Have Ss read the phrases.
- **Play the video** Have Ss match the phrases to complete the sentences by writing the correct letters on the corresponding blanks. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1 c 2 d 3 a 4 b

- **Option** Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

After you watch (page T-194)

In this activity, groups discuss their opinions of Mr. Green's actions.

- **Preview the activity** Put Ss into small groups. Go over the instructions. Model the dialogue with a volunteer.
- **Do the activity** Have Ss discuss each point. Go around the room and help Ss as needed.
- **Follow-up** Have groups share their opinions with the class.
- **Option** If your class enjoys lively discussions, assign half of the group to argue for Mr. Green's actions and half to argue against.
- **Option** Have groups poll their members: Do they engage in the same environmental actions that Mr. Green does? Do they do other things to help the environment? Have groups report their findings to the class.

Action video note

Instruct Ss to make their own video about environmental impacts. For further instructions, visit www.cambridge.org/fourcorners/teacher

9 She must be copying me!

Story summary

In this video, Beth and Jessica meet at a coffee shop. Beth comments on Jessica's new bag and mentions that when she ran into Amanda a few minutes earlier, Amanda had a bag exactly like it. Jessica seems annoyed and says that Amanda must be copying her. Beth tells her not to worry about it and explains that Amanda might be upset because she broke up with Mark. Jessica is surprised to hear this. Then, Amanda shows up. Beth is surprised that Amanda seems fine since she broke up with Mark, which Amanda dismisses as gossip. Then Amanda notices that Jessica's bag and Beth's jacket are exactly like hers and accuses them of copying her.

Language summary

Grammar

- Expressions with infinitives
- Modals for speculating

Vocabulary

- Relationship behaviors
- Inseparable phrasal verbs

Before you watch (page T-195)

A

In this activity, Ss identify different fashion items by matching the vocabulary words with the items in the picture.

- **Preview the activity** Direct Ss' attention to the pictures of fashion items. Go over the instructions.
- **Do the activity** Have Ss match the words with the fashion items in the picture by writing the correct letters on the corresponding blanks.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

1 e 3 f 5 h 7 a
2 d 4 b 6 c 8 g

B

In this activity, Ss identify statements as compliments or not.

- **Preview the activity** Go over the instructions. If helpful, give examples of compliments to your Ss. Have Ss read the list of statements.
- **Do the activity** Have Ss write Y for yes if the statement is a compliment, or N for no if it's not.
- **Check answers** Go over the answers with the class.

Answers

1 Y 2 N 3 Y 4 Y 5 N 6 Y

C

In this activity, pairs compliment each other.

- **Preview the activity** Go over the instructions. Model the activity by giving compliments with a volunteer.
- **Do the activity** Have pairs compliment each other on two of their fashion items.
- **Follow-up** Have Ss share their compliments with the class.

While you watch (pages T-195–196)

A

In this activity, Ss identify the items Amanda has that are the same as items that Jessica or Beth has.

- **Preview the activity** Explain that Ss will select the fashion items that Jessica and Beth think Amanda bought to copy them. Go over the instructions. Have Ss read the list of fashion items.
- **Play the video** Have Ss check the correct answers as they watch the video. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

a bag; a denim skirt; a jacket; a pair of red shoes

- **Option** Pause the video after each item is mentioned for Ss to check, or not.

B

In this activity, Ss circle the correct answers about the characters.

- **Preview the activity** Go over the instructions. Have Ss read the incomplete sentences and possible answers.
- **Play the video** Have Ss circle the correct answers as they watch the video. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1 c 2 c 3 a 4 b 5 a

- **Option** Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

C

In this activity, Ss check the correct names to answer questions about the characters' thoughts.

- **Preview the activity** Go over the instructions. Have Ss read the questions.
- **Play the video** Have Ss check the name to identify which girl thinks each statement. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1 Jessica	5 Jessica
2 Jessica	6 Beth
3 Beth	7 Beth
4 Beth	

- **Option** Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

After you watch (page T-196)

In this activity, groups discuss the issues presented in the video.

- **Preview the activity** Go over the instructions. Read the questions. Explain the concept of *copying someone* again, if necessary. Model a conversation with a volunteer.
- **Do the activity** Put Ss in small groups. Have groups ask and answer the questions with their own ideas, opinions, and experiences.
- **Follow-up** Call on Ss to share interesting information from their group discussions with the class.

Action video note

Instruct Ss to make their own video about relationship issues. For further instructions, visit www.cambridge.org/fourcorners/teacher.

10 A cool accomplishment

Story summary

In this video for her business class, Alicia interviews fashion designer Martina Diaz in order to get some advice on becoming a fashion designer herself. Martina explains that as a student, she didn't have much money, so she began sewing her own clothes. Other students liked them, so she began selling them. Martina tells Alicia that she has to know what she likes and not be afraid to say it. She finds out that Alicia made her own dress and tells her that she should plan a career in fashion.

Language summary

Grammar

- Reflexive pronouns
- Second conditional

Vocabulary

- Qualities for success
- Separable phrasal verbs

Interactions

- Advising against something
- Considering advice

Before you watch (page T-197)

A

In this activity, Ss fill in the blanks in a summary paragraph about the video.

- **Preview the activity** Go over the instructions. Explain any words Ss are unfamiliar with.
- **Do the activity** Have Ss complete the paragraph with the correct words from the box.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

accomplished; college; fashion designer; studio; busy; advice

B

In this activity, Ss discuss career advice they've received.

- **Preview the activity** Go over the instructions.
- **Do the activity** Have Ss work in pairs to discuss the questions. Go around the room and help Ss as needed.
- **Follow-up** Call on Ss to report their partner's experiences to the class.

While you watch (pages T-197–198)

A

In this activity, Ss correct the false sentences about the characters in the video.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss change the false sentences. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

- 1 Alicia is a ~~high school~~ college student.
- 2 Martina ~~had~~ didn't have a lot of training when she started designing.
- 3 Martina's three words of advice to Alicia are ~~creativity, flexibility, and talent~~ enthusiasm, dedication, and confidence.
- 4 Alicia ~~bought~~ made the dress she is wearing.
- 5 Martina thinks Alicia should plan a career in ~~business~~ fashion.

B

In this activity, Ss circle the correct answers from Alicia's interview with Martina.

- **Preview the activity** Go over the instructions. Have Ss read the incomplete sentences and possible answers.

- **Play the video** Have Ss circle the correct answers to complete the sentences. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1 b 2 c 3 a 4 b 5 a

- **Option** Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

C

In this activity, Ss identify which character makes each comment.

- **Preview the activity** Go over the instructions. Have Ss read the statements.
- **Play the video** Have Ss write the initial of the character who makes each comment: A (Alicia) or M (Martina). Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1 A 3 M 5 A 7 M
2 A 4 M 6 M 8 A

- **Option** Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

After you watch (page T-198)

A

In this activity, pairs discuss how they think Alicia felt after the interview with Martina.

- **Preview the activity** Read the questions. Go over the instructions. Model the activity by asking and answering the questions with a volunteer.

- **Do the activity** Have pairs ask and answer the questions and share their ideas.
- **Follow-up** Have pairs compare answers with another pair. Call on Ss to share their ideas with the class.

B

In this activity, Ss brainstorm qualities they would need to succeed at a job they would like to have.

- **Preview the activity** Go over the instructions. Model the activity by completing the diagram on the board. For example: *Veterinarian: likes animals, scientific, confident*
- **Do the activity** Have Ss fill in the diagram.

C

In this activity, pairs compare and discuss their diagrams from Part B.

- **Preview the activity** Put Ss in pairs. Go over the instructions and read the example.
- **Do the activity** Have pairs discuss their diagrams. Go around the room and help Ss as needed. Encourage them to explain their ideas and ask questions for more information.
- **Follow-up** Call on Ss to describe their partner's diagram to the class.
- **Option** Put Ss in groups of similar jobs to compare their diagrams.

Action video note

Instruct Ss to make their own video interview of someone who does a job they would like to have. For further instructions, visit www.cambridge.org/fourcorners/teacher

I haven't made it yet.

Story summary

In this video, Danielle interviews a band – the Bull Dogs: Chris, David, John, and Ian – as they record their second album. Throughout the interview, Chris tries to get one of their songs right for the album. Danielle asks how the band was formed, how it was named, and if they've had success yet. Chris tries to say that they're a well-known and award-winning band, but his band mates contradict him. Danielle asks how their songs were written and who writes the lyrics. The band demonstrates its song-writing technique. Finally, Chris sings the song well, but no one recorded it.

Language summary

Grammar

- Past passive
- Present perfect with *yet* and *already*

Vocabulary

- Compound adjectives
- Verb and noun formation

Interactions

- Giving instructions

Before you watch (page T-199)

A

In this activity, Ss fill in the blanks to check their understanding of vocabulary in the video.

- **Preview the activity** Direct Ss' attention to the pictures. Go over the instructions. Have Ss read the sentences.
- **Do the activity** Have Ss complete the sentences with the correct words from the box.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

- 1 bass; guitar 3 pets 5 Drums
2 lyrics 4 Costumes

B

In this activity, pairs discuss if they know anyone who is, or was, in a band.

- **Preview the activity** Go over the instructions. Model an example with a volunteer.
- **Do the activity** Have Ss tell their partner their own examples. Go around the room and help Ss as needed. Encourage Ss to ask and answer follow-up questions for more information.
- **Follow-up** Call on Ss to share their information with the class.

While you watch (pages T-199–200)

A

In this activity, Ss identify basic facts about the band.

- **Preview the activity** Explain that Ss will watch a video interview of a band. Go over the instructions. Have Ss read the incomplete sentences and possible answers.
- **Play the video** Have Ss circle the correct answers to complete the sentences. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

- 1 b 3 c 5 a 7 c
2 a 4 c 6 b

B

In this activity, Ss check the correct names to answer questions about the characters.

- **Preview the activity** Go over the instructions. Have Ss read the list of statements.
- **Play the video** Have Ss check the name of the person to answer each question. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

- 1 Chris 3 John 5 Ian
2 David 4 David 6 Ian

C

In this activity, Ss identify sentences about the characters as true or false.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss write T for the true sentences or F for the false ones. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1 F 2 T 3 T 4 F 5 F

- **Option** Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

After you watch (page T-200)

In this activity, groups discuss qualities a band needs to be successful.

- **Preview the activity** Go over the instructions and read the questions. Model a discussion with a volunteer.
- **Do the activity** Have pairs ask and answer the questions. Go around the room and help Ss as needed.
- **Follow-up** Call on Ss to share their ideas with the class.
- **Option** If your class enjoys this topic, you can put Ss into groups based on bands they like or don't like.

Action video note

Instruct Ss to make their own video about a band.
For further instructions, visit
www.cambridge.org/fourcorners/teacher.

12 Travels with Nick and Ben: Fish and chips

Story summary

In this travel video, Nick and Ben tell all about the delicious food they ate on their trip to London, England. Nick prefers to try local food. Ben says he does, too. On the first day, they tried fish and chips. On the second day, Nick had a vegetable curry, and Ben had fish and chips. On the third day, Nick had Middle Eastern kebabs. Ben had fish and chips from a fast food place and got a stomachache. On the last day, Nick had high tea at a fancy hotel, and Ben found the best fish and chips in London.

Language summary

Grammar

- Gerunds
- Modals for necessity and recommendations

Vocabulary

- Vacation activities
- Extreme sports

Interactions

- Reminding someone of something

Before you watch (page T-201)

A

In this activity, Ss label the pictures with vocabulary words from the video.

- **Preview the activity** Direct Ss' attention to the pictures. Go over the instructions.
- **Do the activity** Have Ss write the correct words under the corresponding pictures.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

- | | |
|-------------------|------------------|
| 1 vinegar | 4 lamb kebabs |
| 2 vegetable curry | 5 fish and chips |
| 3 high tea | 6 ketchup |

B

In this activity, Ss discuss their opinions about the food items shown in Part A.

- **Preview the activity** Go over the instructions. Read the questions.
- **Do the activity** Put Ss in pairs. Have pairs discuss their experiences with and opinions about the food items in Part A.
- **Check answers** Call on Ss to report their partner's experiences and opinions to the class.

While you watch (pages T-201–202)

A

In this activity, Ss check the correct names to answer questions about the characters.

- **Preview the activity** Go over the instructions. Have Ss read the questions.
- **Play the video** Have Ss check if Ben or Nick does each thing. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

- | | | | |
|-------------|--------|--------|--------|
| 1 Ben, Nick | 3 Nick | 5 Ben | 7 Nick |
| 2 Ben | 4 Ben | 6 Nick | |

B

In this activity, Ss identify sentences about the characters and the information they share in the video as true or false.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss write T for the true sentences or F for the false ones. Have them correct the false sentences. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

- 1 F; When Nick goes on vacation, he ~~loves~~ can't stand visiting landmarks.
- 2 T
- 3 F; French fries are called ~~mashed potatoes~~ chips in England.
- 4 F; People in England eat chips with ~~ketchup~~ vinegar.
- 5 T

- **Option** Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

C

In this activity, Ss circle the correct answers about Ben and Nick's trip.

- **Preview the activity** Go over the instructions.
- **Play the video** Have Ss circle the correct answer to complete the sentences. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

- 1 a 2 b 3 a 4 c 5 a

- **Option** Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

After you watch (page T-202)

A

In this activity, pairs discuss what they would do if they went to London.

- **Preview the activity** Go over the instructions. Read the questions. Model a discussion with a volunteer.

- **Do the activity** Have pairs ask and answer the questions.
- **Follow-up** Call on Ss to report their partner's responses to the class.

B

In this activity, Ss complete a diagram about a city they know or have visited and good places to eat there.

- **Preview the activity** Go over the instructions. Model how to complete the diagram with your own example on the board.
- **Do the activity** Have Ss complete their diagrams. Go around the room and help Ss as needed.

C

In this activity, pairs share their diagrams from Part B.

- **Preview the activity** Go over the instructions. Read the example.
- **Do the activity** Have pairs discuss their diagrams.
- **Follow-up** Call on Ss to summarize their discussions for the class.
- **Option** If your class enjoys this topic, have them complete the diagram for their favorite foods and restaurants in your town or city. Hold a class discussion to compare.

Action video note

Instruct Ss to make their own video about favorite foods and restaurants. For further instructions, visit www.cambridge.org/fourcorners/teacher

Video scripts

Unit 1

A busy schedule

In A busy schedule, Danielle is making a video for her journalism class. She interviews her friend, Amy, about her life at school. Amy is very busy taking six classes. Danielle asks Amy about her classes, what she does when she's nervous about exams, and if she gets sleepy in class. Despite drinking a lot of coffee to get her through her busy schedule, Amy falls asleep during Danielle's interview.

Danielle Hi. I'm Danielle. This is my friend, Amy. We're seniors this year. My classmate April and I are studying journalism. This video is for my class. Say "Hi!" April.

April Hi!

Danielle I'm interviewing Amy about her life at school these days. So, Amy, are you taking a lot of classes?

Amy Yeah, I am. I'm taking six classes.

Danielle Six classes? Wow, that's a lot. I'm taking five classes, and I feel like I have a really busy schedule. So, which subjects are difficult for you?

Amy Oh, chemistry is very difficult. I have a big exam this week, and I'm kind of nervous about it.

Danielle When I'm nervous about something, I try not to think about it. What do you do?

Amy Well, if I'm nervous before a big exam, I eat a lot. And I drink a lot of coffee. Would you like some popcorn?

Danielle No, thanks. I'm not hungry.

Amy April?

Danielle If I have a big exam, I study. What about you?

Amy Yeah, sure. I mean, I really study a lot. I study every morning before class, and every night, and on weekends. I also eat a lot . . .

Danielle . . . and drink a lot of coffee.

Amy Yeah. Are you sure you don't want any popcorn?

Danielle No, thanks. I'm good. So, are you taking any fun classes?

Amy Yeah, I am. I'm taking art. That's a fun class. Hey, can I draw you?

Danielle Sure. Go ahead.

Amy Great! I really love art class. It's easy . . . and it's very relaxing.

Danielle Actually, it looks kind of stressful. Are you getting enough sleep?

Amy Yeah. No. Maybe. Well, I sleep about four hours a night, sometimes five.

Danielle That's not good. Don't you feel sleepy?

Amy Sleepy? No, not me. I'm fine.

Danielle What do you do if you feel sleepy in class? You can't drink coffee in class.

Amy Yeah, I know. And we're not allowed to eat in class. When I feel sleepy in class, I put my head on my hand like this. If I start to go to sleep, my head falls down . . . and I wake up!

Danielle I see. Well, uh . . . journalism is a fun class for me. I'm learning to write stories for newspapers and magazines. And I'm learning to interview people and make video stories . . . like this one! Amy? Are you sleeping?

Amy I'm awake! Where's my coffee?

Danielle OK, can I ask you one more question, Amy?

Amy Sure. I'm ready. I'm totally awake.

Danielle What job do you want someday?

Amy Well, I hope to be a doctor someday. Actually, I'm preparing for my medical school exams this year.

Danielle Wow, you're a very determined person, and very sleepy. Well, thanks for talking with us, Amy.

Amy No problem. Don't you want to see my drawing? I'm a pretty talented artist.

Danielle Sure.

Amy Pretty good, right?

Danielle Yeah. It's . . . really . . . interesting.

Amy It's yours, Danielle! Oh, I'm late for class. I'll see you later!

Danielle Uh, thanks. Bye!

Unit 2

An awful, terrible, embarrassing, really bad day!

For her art project, April makes an animated video about her awful, terrible, embarrassing, really bad day. April's dog eats her homework, she misses the bus, she embarrasses herself in front of a boy from her French class, and she loses her job.

April Well, last Tuesday, I had an awful, terrible, embarrassing, really bad day! I woke up late because my alarm clock didn't go off. Oh, no! I'm late! I was eating breakfast, when I saw my dog, Longfellow, eating my biology homework. He had little bits of paper all over his face. Bad boy! I ran for the bus – and, of course, I missed it. When I got on the next bus, Zach Smith was sitting there. He's a really cute and interesting guy from my French class. I was excited because no one was sitting next to him! So, I sat down next to Zach. We were talking about school when he said, "There's a big stain on your shirt." And of course, he was right! I spilled yogurt on my shirt when I was eating breakfast. The stain was disgusting, and I was embarrassed! Suddenly the bus stopped, and I spilled my orange juice on Zach. Now there was a big, disgusting stain on Zach's shirt. I was really embarrassed! "I'm sorry!" I said. Zach was not amused, and he moved to another seat. Unfortunately, I was late for biology class. I was telling my teacher about my dog and my biology homework, but he wasn't interested. He said, "If your dog is hungry, give him some food." When he said this, everyone in the class laughed. I felt really, really embarrassed! After school, I went to the store to buy some laundry detergent. I needed to wash my shirt. Surprisingly, the line was very long. I waited in line for 25 minutes! When I got to the counter, I didn't have enough money for the detergent. Now I was late for my job at the restaurant, so I had to run. Unfortunately, I missed the bus . . . again! I was very late for work. My boss was extremely angry, so I lost my job. Coincidentally, Zach Smith was in the restaurant. I was really, really, really embarrassed. And now he thinks I'm really weird! So last Tuesday, I got a bad grade on my biology assignment because Longfellow ate it. Sadly, Zach Smith won't talk to me, and I don't have a job. But fortunately, I had a lot of time to make this animation project for my art class. It is pretty cool, don't you agree?

Unit 3

What's your personal style?

In this episode of Street Talk, Emi K. interviews people about fashion and style. She speaks with an independent film director who likes to wear black and white, a librarian who likes bright colors, and a police officer who likes clothes that are comfortable and blue, like his uniform.

Female announcer Street Talk! With Emi K.

.....

Emi Hi! Today, I'm asking some people on the street about their personal clothing style. Excuse me, sir. Hi, I'm Emi K. from *Street Talk*. Can I ask you a few questions about your personal clothing style?

Jim OK.

Emi Great! What's your name?

Jim Jim.

Emi OK, Jim. So, tell me about your clothes. What's your personal clothing style?

Jim Well, I usually wear clothes like these for work – nothing flashy or tacky.

Emi Uh-huh. And what do you do, Jim?

Jim I'm a director. I make independent films in black and white.

Emi I see. You really like black and white.

Jim I do, yes. I think black is always fashionable. And black goes with everything.

Emi What about on the weekends?

Jim Well, on the weekends I usually wear jeans and a T-shirt.

Emi Black jeans and a white T-shirt?

Jim Yes, that's right. How did you know?

Emi Oh, I don't know . . . just a lucky guess! Well, thanks for talking with us, Jim!

Jim My pleasure. Good-bye!

Emi Hi, I'm Emi K. from *Street Talk*.
 Can I ask you some questions
 about clothing and fashion?
Lola Yeah, sure! Hi, I'm Lola!
Emi Thanks, Lola! So what's your
 personal clothing style?
Lola Oh, sure! Well, I guess I like clothes
 that attract attention.
Emi Yes, I see. And you like bright colors?
Lola Yeah! I'm someone who likes to
 stand out in a crowd.
Emi Right. So, what's your job, Lola?
Lola I'm a librarian.
Emi A librarian?! Do you wear these kinds
 of clothes to work?
Lola Yeah, sure! I mean, I *used* to wear
really flashy clothes – you know,
 when I was younger. But now I'm
 more conservative.
Emi Huh. OK. Well, thanks for talking with
 us, Lola!
Lola You're welcome! See you!
Emi Bye.

Emi Excuse me? I'm Emi K. Can I ask
 you a question about fashion?
 Oh! I'm sorry! I didn't know you
 were . . .
Officer Palone You want to ask me a question about
 fashion? Sure. I like fashion.
Emi O . . . K. Well, what's your name?
Officer Palone Officer Palone.
Emi Well, Officer Palone, are you the kind
 of person who follows fashion?
Officer Palone Sure. Just look at me. I'm very
 fashionable. For example, see my
 sunglasses? They're very retro.
Emi OK. . . . So what's your clothing style?
Officer Palone Blue.
Emi Excuse me?
Officer Palone I like clothes that are comfortable
 and blue.
Emi Blue? Like your uniform?
Officer Palone That's right, ma'am.
Emi What about on the weekend, when
 you're not working. What do you
 wear then?
Officer Palone Blue shirt. Blue pants. I used to wear
 other clothes like jeans and T-shirts.
 But, I'm the kind of person who's into
 fashion. So now, it's blue all the time.

Emi I guess blue, uh, your uniform, does
 attract a lot of attention.
Officer Palone Yes.
Emi And I guess you are someone who
 really *stands out in a crowd*!
Officer Palone That's correct.
Emi Well, Officer Palone, thank you very
 much for talking with us.
Officer Palone You're welcome.
Emi That's it for today. I'm Emi K. and
 this is *Street Talk*. See you next time!

Unit 4

An interesting life

In this video for her history class, Danielle interviews her grandmother. Danielle's grandmother used to be a newspaper reporter and had an interesting life. She's been to many different countries, interviewed Princess Diana in the 1980s, met the soul singer James Brown at the Apollo Theater in New York City, and won an award for reporting on the fall of the Berlin Wall in Germany in 1989. However, this interview is her first time on TV!

Danielle Hello to everyone in my world
 history class! It's me, Danielle, of
 course. And this is my grandmother,
 Irma. Today, I'm going to interview
 her. She used to be a reporter, and I
 want to ask her about it. I think she's
 had a very interesting life.
Irma Uh, hello, class!
Danielle So, Grandma Irma, first question. You
 were a newspaper reporter, right?
Irma That's right. I worked for a few
 newspapers. I was a foreign
 correspondent.
Danielle A foreign correspondent. Does that
 mean you've worked in a lot of
 foreign countries?
Irma That's right. I've been to, oh . . . 30 or
 40 different countries.
Danielle Wow, that's a lot! I really want to
 go to England. Have you ever been
 there?
Irma Yes, sure. I've been there many
 times. I interviewed Princess Diana
 there in the 1980s.
Danielle You interviewed Princess Di?!

Irma Yes. Here, let me show you – that’s me, in the corner. I’m a little small.

Danielle That doesn’t look like you!

Irma Well, Danielle, that was 30 years ago! I’ve gotten older – and I’ve gotten a few gray hairs, too!

Danielle So, have you met any other famous people?

Irma Oh, yes. Well, uh, I met James Brown.

Danielle James Brown? Really?! He was a famous soul singer about 50 years ago.

Irma He was famous 40 years ago, too. I’m not that old. But he is one of my favorites. A lot of hiphop artists have used his music in their songs. And you know how I love hip-hop!

Danielle Yeah, I know. So, what was James Brown like?

Irma Well, he was very polite, and funny too. He was very hardworking and an amazing dancer. He practiced for hours every day.

Danielle Did you ever see him perform?

Irma Yes, I did. I saw James Brown at the Apollo Theater.

Danielle Do you mean the famous theater in New York City?

Irma That’s right. The Apollo Theater, on 125th Street in Harlem.

Danielle Cool! What was the show like?

Irma Oh, James Brown was great! His band was great! The audience was great! We were all dancing and singing with him. Wow!

Danielle Uh, Grandma? Our interview?

Irma Sorry.

Danielle That’s OK. Um, right. So, here’s another question. Have you ever reported on a big historical event?

Irma Yes, I have. I was in Germany in 1989. That’s when the Berlin Wall fell.

Danielle Really?! Grandma – wow! That was a really big change in history, right? We’ve studied that in class.

Irma Right. I mean, that was the end of the Cold War. People were so happy. The people in East Berlin crossed the wall and celebrated with the people in West Berlin.

Danielle How exciting – and you were there to see it! Have you ever won an award for your stories?

Irma Yes, I have. Actually, I won a Foreign Correspondent Award in 1989 for my story about the Berlin Wall.

Danielle What?! A Foreign Correspondent award – this is really cool! That’s a big deal! How did I not know this?

Irma There’s a lot you don’t know about me.

Danielle I guess so! OK, one last question, grandma. Have you ever been on TV?

Irma No, I haven’t. I only worked for newspapers.

Danielle Well, you’re on TV now! Thanks so much for talking with us, Grandma. I never knew you had such an interesting life!

Irma It was my pleasure. Maybe next time I’ll tell you about the time I played basketball with Michael Jordan.

Danielle No way! Bye, guys! No way!

Unit 5

Travels with Nick and Ben: Yosemite National Park

In this travel video, Nick and Ben recount their trip to Yosemite National Park. Nick describes the amazing sites: El Capitán, Yellowstone Falls, Bridalveil Falls, Mariposa Grove, the giant sequoia trees, and Tuolumne Meadows. Ben, on the other hand, thought their trip was stressful and frightening. He was afraid of falling trees and the bear that broke into their car. So, he asks viewers to decide if the park is “the most beautiful place on earth” or “the most dangerous.”

Nick Hey, everyone. Welcome to travels with Nick and Ben. I’m Nick . . .

Ben And I’m Ben.

Nick And today we have a special treat for you: Yosemite National Park – the most beautiful place on earth.

Ben Or as I like to call it, Yosemite National Park, the most dangerous place on earth.

Nick You’re really going to do this?

Ben The world must know.

Nick Yosemite National Park is in California, and it’s an amazing natural wonder! It has many beautiful geographic features: forests, waterfalls, mountains, valleys, rivers. I think it’s one of the most beautiful places in the United States. It takes about four hours to drive there from San Francisco.

Ben Well, it takes about four hours if you have enough gas. But we didn’t. Someone . . . didn’t fill up the car in the morning. So we ran out of gas, and I had to walk one hour to a gas station.

Nick That was unfortunate, but not dangerous.

Ben Oh yeah? Because I saw a rattlesnake while I was walking on the road! Luckily, it did not see me!

Nick OK, so it took us about six hours to get there. But we finally made it to: El Capitan! This huge rock is called El Capitan. It's one of the most popular places in the world for rock climbing.

Ben Look at that! Don't you think that looks dangerous?!

Nick But you didn't go climbing. You stayed at the bottom.

Ben Where all those climbers could fall on me!

Nick Yosemite has some amazing waterfalls! This is Yosemite Falls. It's the highest waterfall in North America!

Ben Sure. It's high. It's 2,425 feet high. And we had to hike to the top!

Nick It was exciting and challenging. And it was a great view.

Ben It was stressful, it was frightening, and it was wet! And it was a long way down. Fortunately, we didn't fall.

Nick This is Bridalveil Falls. It's not as big as Yosemite Falls, but I think it's more beautiful.

Ben It is more beautiful, I agree.

Nick Thank you.

Ben And wetter.

Nick It was just a little bit of water. Water can't hurt you. Mariposa Grove has the largest number of giant sequoia trees in Yosemite National Park. There are hundreds of sequoias there.

Ben Hundreds of sequoias that can FALL ON YOU! You took me to a place not just where trees can fall on you, but where THE LARGEST TREES ON EARTH CAN FALL ON YOU!

Nick This tree is called "Grizzly Giant." It's the oldest sequoia tree in Mariposa Grove. It's probably more than 2,000 years old!

Ben And it looks like it might fall at any minute.

Nick This tree isn't as old as Grizzly Giant, but it's more unusual! It is called the "California Tunnel Tree." People can walk right through it! Was that dangerous?

Ben No. That was cool. I liked that.

Nick I really like El Capitan and the giant sequoia trees, but I think that Tuolumne Meadows is more beautiful. And nothing dangerous here.

Ben No, nothing dangerous at all . . . EXCEPT THIS GUY!

Nick We didn't see a mountain lion.

Ben No, but somebody told me that there are mountain lions there.

Nick We didn't see a mountain lion.

Ben No, we didn't.

Nick Finally, I think that the best time of the day in Yosemite is in the evening, when the sun goes down. Then it's more beautiful than any place I've ever visited!

Ben Yeah. But don't forget about Yosemite at night. Are you going to tell them about . . . the bear?

Nick Oh, yeah. The bear. Well, Ben and I were camping at Yosemite. We were sleeping in our tents one night. And, yeah, we left our food in the car.

Ben Hey, it wasn't me! You left the food in the car!

Nick I left the food in the car. And that night, a bear broke into our car and took our food. That happens a lot in Yosemite.

Ben Did you know that bears damage about 100 cars each year in Yosemite? Nick tells me this after we get home.

Nick But fortunately, the bear wanted our food . . . and not us.

Ben So that was our trip.

Nick And all of you out there watching can decide: Yosemite National Park – the most beautiful place on earth . . .

Ben Or the most dangerous?!

Unit 6

The time of your life

In The time of your life people call in to ask Wendy for help solving their time management problems. First, Nick calls in to ask Wendy to help him with his weekend schedule. She tells him he is trying to do too much, to take a deep breath, and make a list with the most important things at the top. Nick is thankful. Next, Soon-mi calls in because she doesn't have any time for her personal life. Wendy tells her she needs to learn to say no to people. Finally Wendy has to cut off the last caller because now she has run out of time!

- Wendy** I'm sorry I'm late. Are we rolling? Hi, everyone. I'm Wendy Jones, and this is *The Time of Your Life*, my web show about time management. Call me with your questions, and I'll answer them on the show. OK, our first question is from Nick, a college student. Hi, Nick.
- Nick** Hi, Wendy. I need your help!
- Wendy** Well, that's why I'm here! What's your question, Nick?
- Nick** I need help with my schedule. Uh, for example, this weekend – I work in the morning, and I'm having a birthday party for my nephew in the afternoon. I'm meeting my friends for dinner at six o'clock, then they want to see a film in the evening. It starts at seven-thirty. But I also have to study for an exam, uh . . . do my laundry, shop for groceries, clean my apartment, uh . . . pay my bills, call my mom . . .
- Wendy** Nick, Nick, NICK! Stop a second, OK? You're feeling stressed. Take it easy. Now, breathe slowly and deeply like this. There. Are you feeling better?
- Nick** Yeah, I am. Thanks, Wendy!
- Wendy** No problem. OK, good. Now, Nick, you're trying to do too much. Make a list of things to do, like me. Here's my list for the weekend: clean my room, do my homework, feed my pet snake . . . that's not my list! That's my son's list. I can't find my list. OK, here's what you do: make a list of everything you have to do, and put the important things at the top of your list.
- Nick** Um, but Wendy, all these things are important to me!
- Wendy** OK, Nick. Relax. Breathe. OK. Take your list of things you have to do and do them one at a time. For example, you have to study. You have to work. You don't have to go to the movies, right?

- Nick** Right. That's not too important . . .
- Wendy** That's right. Call your friends and say, "Would you mind going to the movies next week?" I'm sure they'll understand.
- Nick** Yeah, I see. OK. Thanks, Wendy. That helps. I love your show!
- Wendy** Thanks, Nick! You're so nice. OK . . . here's another question.
- Soon-mi** Hi, Wendy. My name is Soon-mi.
- Wendy** Hi, Soon-mi! How can I help you?
- Soon-mi** Well, Wendy, I'm always so busy all the time! I can't seem to find any time for my personal life. I mean, I commit to too much work, and I have a habit of doing a lot of other people's work, too. And I take on too many projects at school, and . . .
- Wendy** NO!
- Soon-mi** What?!
- Wendy** You have to learn to say no.
- Soon-mi** No?
- Wendy** That was terrible – I couldn't hear you. Let's practice. Listen. Soon-mi, a classmate at school wants you to check her homework on Friday night. You have a date. What do you say?
- Soon-mi** No!
- Wendy** Good! That was much better! Now Soon-mi: A friend wants you to pick her up at the airport at eleven o'clock Sunday night. You have to be at work early on Monday. What do you say?
- Soon-mi** NO!
- Wendy** Very good! Your roommate wants you to do the grocery shopping for her.
- Soon-mi** NO!!
- Wendy** Excellent! Now, Soon-mi, have you learned to say no?
- Soon-mi** NO!!! Sorry, I mean, YES!
- Wendy** OK, great! Now you'll have more time for your life.
- Soon-mi** Thanks very much, Wendy!
- Wendy** Bye, Soon-mi. OK, here's another question. Chris Hi, Wendy. I'm Chris. I have this band and . . .
- Wendy** Oh, Chris – I'm so sorry! I can't answer your question about time management right now because, unfortunately, I'm out of time! Sorry, everyone! But I'll answer all of your questions next time. Thanks for watching! This is Wendy . . .

Unit 7

Signs of the Zodiac

In this video for her psychology class, Danielle interviews her family members to see if their personalities match the descriptions of their astrological signs. As they speak on camera, they reveal their true character traits. Danielle's mom, Wendy, is a Virgo: She is ambitious, wants things done with no mistakes, and is not always open to new ideas. Her brother, Max, is an Aries: He is creative, knows what he wants, and is not good at sharing feelings. Her father, Peter, is a Capricorn: He is ambitious, good at business, and worries too much. Finally, Danielle confesses her traits: She is adventurous and loves to try new things. She is also creative, but unreliable, which is why her video report is late, just like a Gemini.

Danielle Hi! I'm Danielle. This video is a project for my psychology class. The question I want to ask is: Do my family members' personalities match the typical characteristics of their zodiac signs? I'm going to interview them to find out! First, I'm going to interview my mom. Her name is Wendy. She's worked as a time management expert for ten years. Her zodiac sign is Virgo. Virgos are ambitious. They want things done with no mistakes, and they are not always open to new ideas.

Danielle OK, mom! I'm recording. Here's my first question: Do you like everything to be perfect, with no mistakes?

Wendy Wait! I'm not ready! Is my hair OK?

Danielle Mom, you look totally fine!

Wendy Oh, no! Wait! This room a mess! Let me put these dishes away.

Danielle Mom! OK, here's another question. Are you ambitious and hardworking?

Wendy Look at these walls! The paint is old! I really should decorate this kitchen. I'll get some wallpaper and do it tonight!

Danielle Why don't you paint the walls? That's easier.

Wendy No, honey. You know me. I like to do things my way.

Danielle OK, Mom. Those are all my questions.

Wendy That's all? Were my answers OK? Are you sure my hair is OK . . . ?

Danielle OK. Next is my brother, Max. Max is an Aries. Aries are creative. They know what they want, but they have difficulty sharing their feelings.

Danielle So, Max, what do you do?

Max I'm a graphic designer. I work for a magazine.

Danielle How long have you been there?

Max I've worked there for two years.

Danielle And do you like the job?

Max Yeah, but I want to be an art director in two years.

Danielle Didn't your friend Andy get a promotion this month?

Max Yeah. He's our new art director.

Danielle I see. How do you feel about that?

Max I don't want to talk about it.

Danielle OK. Now it's my dad, Peter's, turn. He's a Capricorn. They're ambitious and good at business. But sometimes they worry too much. My dad owns a car dealership. He's owned it since 2003.

Peter Danielle, I'm late for work. Have you turned the camera on?

Danielle Yes, the camera's been on since I started the interview!

Peter Well let's go. I've got to get back to work! I've really set high goals for myself this year – I'm going to sell a hundred more cars. But I can't do that sitting here talking to you! It's late. You know I always worry about being late for work!

Danielle OK. So now you've seen my family, and I think I've answered my question. I mean, their personalities *really* do match their zodiac signs! Don't you think so? What about me? Well, I'm very adventurous; I love to try new things. I'm also pretty creative. But sometimes I can be unreliable. I mean, this video project was actually due *yesterday* . . . so, it's a *little* late. Better late than never, don't you agree? I hope my *teacher* agrees! So, what sign am I? You guessed it: I'm a Gemini.

Unit 8

Environmental superhero

April makes a video for her biology class. She interviews a man who lives in her apartment complex, Mr. Green, but April calls him "Environmental Impact Man." She takes a tour of his apartment and shows us his habits that positively impact the environment. Mr. Green uses ice instead of electricity in his refrigerator and candles instead of electric lights. He grows his own food and always takes a cloth shopping bag to the store. For helping with her video, April brings Mr. Green a gift of a green T-shirt.

- April** Hey, everyone in biology class. It's me, April. Now here's a question for you. Do you know someone who has had a positive impact on the environment? Well, I do. And he lives right here in my apartment complex! His real name is Henry Green. But I sometimes call him "Environmental Impact Man!" You see, he has changed many of his habits to become greener and to protect the environment. I'd like you to meet him. Don't worry. He knows we're coming. Hi, Mr. Green! Is this a good time to talk?
- Mr. Green** Well, hello, April. Yes, of course, come right in. Come in! Come in!
- April** I'm so happy you can talk with us. You know, this is a special video project for school.
- Mr. Green** I'm very happy to do it. So, where do we begin?
- April** OK. Well, tell us some habits you have changed to have a positive impact on the environment.
- Mr. Green** Sure. Now you know what this is.
- April** Of course. It's a refrigerator.
- Mr. Green** Well, not exactly. Look inside.
- April** Oh, there's ice in here!
- Mr. Green** That's right. I don't use much electricity. I use ice to keep my food cold. You know what people used to call a refrigerator before there was electricity?
- April** Hmm. I don't know.
- Mr. Green** An ice box!
- April** Oh, yeah. I remember my grandmother used to say that.
- Mr. Green** That's right. Now I have an ice box. Refrigerators use too much energy. I save more money with ice.

- April** That's interesting. What else do you do to help the environment?
- Mr. Green** Well, I don't use electric lights.
- April** Really? You don't use compact fluorescent light bulbs? I mean, they use less energy, and you save more money.
- Mr. Green** Yes, CFLs do use less energy. But I use something that uses even less energy.
- April** Candles!
- Mr. Green** That's right. If you look around my apartment, you'll see there are lots of candles.
- April** Wow, look at this. Are you growing your own food?
- Mr. Green** Yes, I grow some of my own vegetables. I prefer organic food without any chemicals. Of course, I can't grow enough food in this apartment, so I have to buy some things at the supermarket.
- April** Wait, don't tell me. When you go to the supermarket, you bring your own cloth shopping bag!
- Mr. Green** That's right! Here it is. I always bring my own bag.
- April** Unfortunately, people use too much plastic – especially plastic bags and water bottles – they end up in landfills and cause pollution.
- Mr. Green** People often throw plastic bottles in the garbage. They should use recycling bins.
- April** Well, there aren't always enough recycling bins. But fortunately, we have enough in our building.
- Mr. Green** Yes, we do. That's why I enjoy living here. And because nice young people like you live here, April.
- April** Oh, that's nice of you to say! And thank you so much, Mr. Green, for talking with us. I brought you a little gift, for helping me with my biology project.
- Mr. Green** Really? What is it?
- April** Well, you're kind of a superhero to me, so I brought you this . . .
- Mr. Green** "Environmental Impact Man"! Well, I hope I have a positive impact on the environment. We have one world, you know. So we must protect it.
- April** Well, thanks again, Mr. Green.
- Mr. Green** It was my pleasure, April.

Unit 9

She must be copying me!

In this video, Beth and Jessica meet at a coffee shop. Beth comments on Jessica's new bag and mentions that when she ran into Amanda a few minutes earlier, Amanda had a bag exactly like it. Jessica seems annoyed and says that Amanda must be copying her. Beth tells her not to worry about it and explains that Amanda might be upset because she broke up with Mark. Jessica is surprised to hear this. Then, Amanda shows up. Beth is surprised that Amanda seems fine since she broke up with Mark, which Amanda dismisses as gossip. Then Amanda notices that Jessica's bag and Beth's jacket are exactly like hers and accuses them of copying her.

Jessica Hi!
Beth Hi, Jessica. How are you?
Jessica Hey, Beth. I'm good. Is that a new jacket?
Beth Yeah, I've had it for a week. Do you like it?
Jessica Yeah, it's great. That color looks good on you.
Beth Oh, thank you! And is that a new bag?
Jessica Yes. Actually, it was a birthday present from my mom.
Beth Oh. It's beautiful! It's really unusual. But, you know, Amanda has one exactly like it.
Jessica What?! No! You're kidding me.
Beth No. I ran into Amanda a few minutes ago – she's shopping down the street – and she has a bag exactly like this.
Jessica That is so wrong. I know it's not good to criticize someone, but I find Amanda's behavior a little strange these days.
Beth Oh? In what way?
Jessica Well, the bag, for example.
Beth What do you mean?

Jessica Well, I think Amanda saw my bag, and then she bought one exactly like it!
Beth Really?
Jessica Yeah! And it's not the first time. A month ago, I bought some red shoes, and then Amanda got the same red shoes. And last week, I got a new denim skirt. And Amanda got exactly the same denim skirt! Why does she do that? She must be copying me!
Beth Hmm. Well, maybe . . . but don't judge Amanda too harshly. You know that she just broke up with Mark?
Jessica Wow! No, I hadn't heard about that.
Beth Yeah. It's awful when people break up. So, I mean, Amanda might be feeling upset or stressed out right now.
Jessica Yeah, OK. But I don't see why she has to copy my clothes.
Beth That's true, but the best thing is not to worry about it.
Jessica I guess you're right.
Beth And it's always good to forgive!

.....
Jessica I want to buy some shoes to go with my bag.
Beth You should go to that little shop downtown.
Jessica Come with me.
Amanda Hi, guys!
Jessica Hi, Amanda! How are you?
Amanda I'm good, thanks!
Beth Really? I heard you broke up with Mark.
Amanda No. We're still together.
Jessica What? You and Mark didn't break up?
Amanda No. Who said that? It must be gossip!
Jessica Amanda! You have a bag exactly like mine! And Beth – you bought a jacket exactly like mine! Why did you do that? You must be copying me! What?

Unit 10

A cool accomplishment

In this video for her business class, Alicia interviews fashion designer Martina Diaz in order to get some advice on becoming a fashion designer herself. Martina explains that as a student, she didn't have much money, so she began sewing her own clothes. Other students liked them, so she began selling them. Martina tells Alicia that she has to know what she likes and not be afraid to say it. She finds out that Alicia made her own dress and tells her that she should plan a career in fashion.

- Alicia* Hi, business students. I'm here with Martina Diaz! Martina has accomplished something pretty cool – she graduated from our college seven years ago, and now she's a fashion designer!
- Martina* This is so-so. Do this one over. I love this.
- Alicia* She's very busy preparing for a fashion show, but she agreed to talk to me today. I'd like to get some advice about how to become a fashion designer myself.
- Martina* Hello, Alicia, welcome to my studio. Hello, students!
- Alicia* So, Martina, when did you first start designing clothes?
- Martina* I started designing when I was in college. I didn't have much money, so I made my own clothes. It was a way to be creative and to express myself. But other students loved my dresses and skirts. So I started selling them. This is chic! This is old-fashioned! This is tacky!
- Alicia* Do you remember the first dress you made?
- Martina* Yes! I have it right here, in fact. I started with this sketch. It was hard at first. I had a lot of ideas and not as much talent or training. I made a lot of mistakes, and I had to do it over about five or six times. Yes. No. No.

- Alicia* What advice would you give if someone wanted to be a designer?
- Martina* Someone like you?
- Alicia* Yes, like me.
- Martina* Three words: enthusiasm, dedication, confidence. You have to know what you like, and you have to be brave and not afraid to say what you like. For example, . . . which one do you like? Point it out.
- Alicia* Um . . .
- Martina* Be honest – say what you think.
- Alicia* I like . . . that one.
- Martina* Why?
- Alicia* I . . . like the color?
- Martina* Ladies, let's try those out on her. So, what do you think, Alicia?
- Alicia* Well, I'm not sure it's the best idea.
- Martina* Next!
- Alicia* I could give this one some thought.
- Martina* That's a maybe, we'll talk it over. Next!
- Alicia* I don't think we should do that.
- Martina* Right. That's terrible.
- Alicia* Sorry I didn't like any of the outfits . . .
- Martina* Don't be sorry! I didn't like them myself. If I liked every idea, I wouldn't be a very good designer! Now, I *do* like *your* dress a lot. I think you should give those *shoes* away. But, your dress is lovely.
- Alicia* Really?!
- Martina* Did you make it?
- Alicia* Yes, I did, actually.
- Martina* Not bad. You have talent. If I were you, I would plan a career in fashion. But start today. Don't put it off, OK?
- Alicia* OK! Gosh! Thanks!
- Martina* You're welcome. Goodbye. Goodbye.
- Alicia* Goodbye.

Unit 11

I haven't made it yet.

In this video, Danielle interviews a band – the Bull Dogs: Chris, David, John, and Ian – as they record their second album. Throughout the interview, Chris tries to get one of their songs right for the album. Danielle asks how the band was formed, how it was named, and if they've had success yet. Chris tries to say that they're a well-known and award-winning band, but his band mates contradict him. Danielle asks how their songs were written and who writes the lyrics. The band demonstrates its songwriting technique. Finally, Chris sings the song well, but no one recorded it.

Danielle Let's start with the name of the band.

Chris Hi, we're The Bull Dogs. I'm Chris, the singer. That's David, he plays guitar. John plays bass, and Ian is the drummer. We're here in the studio recording our second album. Actually, we're recording our last song on the second album.

David Chris has to finish his part, and we're done.

John He's having a bit of trouble.

Danielle How was the band named?

David It was named after our pets, actually – my cat, "Bull". . .

Chris And my dog, "Dog."

Danielle You have a dog named "Dog"? That's . . . creative.

John That's why we don't let him write the lyrics.

Danielle How would you describe your music?

Chris I'd say we fall into the Rock/Hip-Hop/Jazz/Pop category. That's our music.

Chris [singing] I was told I could be a star in New York City. I was told I might have a hit song every . . . I might have a hit song ever . . . every

Danielle And tell me, how was the band formed?

Chris Great story there. The band was started in college.

David By some other people. Four women. But then all the women left, and we stayed.

Chris And the name was changed to "Bull Dog."

Danielle What was it before?

David The Princesses.

Danielle Good change.

David Yeah.

Danielle Have you had much success yet?

Chris We've had some success already. We're a wellknown band.

John We're not a well-known band.

Chris We're well known here in the city.

John No we're not. We're not.
Chris We're well known here in the neighborhood. And we've recorded one album already.

John We've recorded one, but none have sold yet.
Chris We've sold a few . . .

John Five.

Chris And we're an award-winning band.

John We're not an award-winning band.

Chris We were given an award!

John For best costume in a contest at college.

Chris It's an award.

John We were dressed in dog costumes. It was horrible.

Danielle What's it like to play in a band?

David We have a lot of fun.

Chris [singing] I was told I might have a hit song every day. But it's been more than five years since I've been in the city. And I haven't found success yet, and I have nothing left to say. I'm going home! I'm going home! Yeah! I'm going home!

Danielle How were your songs written?

Chris It's easy, really. To start, we choose a style of music. Say, the blues. The first thing to do is come up with a hook. Show her, guys. Then we come up with some lyrics.

Chris [singing] "I don't know but I've been told, my little finger is ten years old. I've already seen a bear. Nothing's happened yet, I don't care."

Chris It's a start.

John That's why we don't let him write the lyrics.

Danielle So, who writes your lyrics?

John Ian writes the lyrics. He has a way with words.

Chris [singing] I was told I could be a star in New York City. I was told I might have a hit song every day. But it's been more than five years since I've been in the city. And I haven't found success yet, and I have nothing left to say. I'm going home! I'm going home! Yeah! I'm going home!

Chris Hey, guys!

Chris Yes! That was it! It was perfect! Perfect! It was recorded, right? You recorded it?

John We were recording?

Ian Now *that's* funny.

Unit 12

Travels with Ben and Nick: Fish and chips

In this travel video, Nick and Ben tell all about the delicious food they ate on their trip to London, England. Nick prefers to try local food. Ben says he does, too. On the first day, they tried fish and chips. On the second day, Nick had a vegetable curry, and Ben had fish and chips. On the third day, Nick had Middle Eastern kebabs. Ben had fish and chips from a fast-food place and got a stomachache. On the last day, Nick had high tea at a fancy hotel, and Ben found the best fish and chips in London.

- Nick Hi everyone! I'm Nick.
- Ben And I'm Ben. We're going to tell you all about our awesome trip to London – our delicious trip to London.
- Nick When I go on vacation, I can't stand visiting landmarks and museums, and buying handicrafts, and boring stuff like that. I prefer trying local food.
- Ben Yeah, me, too. Trying local food is a great way to learn about a culture. So, on the first day, we had a great local dish – fish and chips. Mmm, doesn't that look delicious? When you go to London, you have to have fish and chips. It's like, the national dish. See, here's the fish . . . and here's the chips.
- Nick Yeah. People call them "chips" in England, not "French fries."
- Ben And people have them with vinegar there. The first time, I was a little worried about having my fries with vinegar – I like to eat French fries with ketchup. But it was really delicious. You ought to try it!
- Nick Yeah, fish and chips were good, but there are many other foods to try in London. The thing is, Ben enjoyed eating fish and chips so much, he wasn't interested in eating other foods!
- Ben Yeah, well, I really liked fish and chips, so I was interested in finding the best fish and chips in London! It was a challenge!
- Nick OK, so on day two, we went to Brick Lane. That's a street in the East End of London where you can find great Indian food. So I had this delicious vegetable curry from a great Indian restaurant.

- Ben And I had fish and chips! They were a little spicy . . . but good.
- Nick So the next day, day three, we went to a great little restaurant near Hyde Park. I had kebabs! There's lamb, lettuce, some other vegetables, and a really great spicy sauce. Kebabs are from the Middle East, but they've been popular in London for a long time. Many people in London think of them as British food. Eating kebabs and curry there is like eating hot dogs and hamburgers here in the U.S. So Ben, what did you have on day three?
- Ben Well, that restaurant didn't have fish and chips . . .
- Nick I told him, "You'd better eat something! Don't forget to eat!"
- Ben And I only wanted fish and chips. So I went to a fast-food place and got fish and chips to go. But they weren't so good, and I got a stomachache!
- Nick Well, on day four, I went to a fancy hotel and had high tea. It was a pretty expensive place. Look at all of those little sandwiches and cakes. And there were fancy dishes. I was worried about breaking something! Well, I really enjoyed that high tea.
- Ben I, uh . . . wasn't there. I was looking for fish and chips.
- Nick Looking for fish and chips was the only thing you did.
- Ben I know, I know. But on that day, I found the best fish and chips in London! They were in a little restaurant near Victoria Station, one of the big train stations in London. Mmm! The fish was so tender and moist, and the chips were hot and delicious. If you ever go to London, you've got to find this place. Looking at it now is making me hungry.
- Nick You really like your fish and chips, don't you?
- Ben Yeah, I do. I miss them a lot.
- Nick Well, my friend, I have a surprise for you today. A little memory of our trip . . .
- Ben Wow! You got me fish and chips! Did you get these at a restaurant?
- Nick Actually, I made them in the microwave. They were frozen.
- Ben Thanks for the thought, but . . . go to London for your fish and chips!

Grammar

Simple present vs. present continuous

- Use the simple present to describe routines and permanent situations:
She goes to the library every weekend.
She lives in New York.
- Use the present continuous to describe actions in progress at the moment of speaking and temporary situations:
She's going to the library now.
She's living in New York this summer.
John works every night, but he's not working tonight.
(routine) (temporary situation)
- Note that certain verbs like *believe, have, hope, know, like, love*, etc., cannot be used in the continuous tense. These verbs usually express a state, not an action.
I know the answer. NOT *I am knowing the answer.*

Zero conditional

If + simple present	Simple present
If I have a problem, If my team loses ,	I talk to my friends. I'm very sad.

- Use a comma after the *if* clause (the condition).

Simple present	If + simple present
I talk to my friends I'm very sad	If I have a problem. If my team loses .

- You can usually substitute *when* for *if* in zero conditional sentences.
If I have a problem, I talk to my friends.
When I have a problem, I talk to my friends.

Yes / no questions	Short answers Affirmative	Short answers Negative
Do you talk to your friends if you have a problem?	Yes, I do .	No, I don't .
Do you talk to your friends when you have a problem?	Yes, I do .	No, I don't .

Wh- questions

What	do you do if you have a problem?
Where	does he go if he has a problem?

- Use zero conditional sentences to describe things that are generally true.

Vocabulary

School subjects

algebra
art
biology
chemistry
geometry
history
music
physics
world geography

Feelings and emotions

angry
busy
hungry
jealous
lonely
nervous
scared
sleepy
thirsty
upset

Functions

Expressing prohibition

You can't ...
You're not allowed to ...
You're not permitted to ...

Expressing obligation

You have to ...
You need to ...
You must ...

Grammar

Past continuous

Affirmative statements	Negative statements
I was	I was not
You were	You were not
He was	He was not
She was	She was not
It was eating at 9:00 p.m.	It was not eating at 9:00 p.m.
We were	We were not
You were	You were not
They were	They were not

- You can use the contractions *wasn't* instead of *was not* and *weren't* instead of *were not* in negative statements.

Yes / no questions	Short answers Affirmative	Short answers Negative
Was I	you were .	you weren't .
Were you	I was .	I wasn't .
Was he	he was .	he wasn't .
Was she	she was .	she wasn't .
Was it leaving at 9:00 p.m.?	Yes, it was .	No, it wasn't .
Were we	you were .	you weren't .
Were you	we were .	we weren't .
Were they	they were .	they weren't .

Wh- questions				
Where	were	you	staying	last month?
Who	was	she	talking	to?
What	were	they	listening	to?

Simple past and past continuous

Simple past	Past continuous
When the phone rang , The phone rang	I was making dinner. while I was making dinner.

- Use the past continuous to describe an action in progress in the past.
- Use the simple past for an event that interrupts that action in progress.
- We usually use *while* to introduce the action in progress, and *when* to introduce the action that interrupts. When the clause beginning with *when* or *while* is first, use a comma.

Participial adjectives

Past participles	Present participles
amusing challenging confusing disgusting	amused challenged confused disgusted

- Use present participles (*-ing*) to describe someone or something that causes a reaction
The game was really exciting. NOT *The game was really excited.*
- Use past participles (*-ed*) to describe a person's reaction to someone or something.
A past participle often expresses a feeling and so it usually describes a person. *We were excited because our team won the game.* NOT *We were exciting because our team won the game.*

Vocabulary

Sentence adverbs

amazingly
fortunately
luckily
sadly
strangely
suddenly
surprisingly
unfortunately

Verbs to describe reactions

amuse
challenge
confuse
disgust
embarrass
excite
frighten
interest

Functions

Announcing news

Guess what!
Did you hear what happened?
You'll never guess what happened!

Closing a conversation

Hey, I need to get going.
Listen, I've got to run.
Sorry, I have to go.

Grammar

Used to

Affirmative statements	Negative statements
I You He She used to be healthy. It We You They	I You He She didn't use to be healthy. It We You They

Yes / no questions	Short answers Affirmative	Short answers Negative
I you he Did she use to be healthy? it we you they	you I he Yes, she did . it you we they	you I he No, she didn't . it you we they

Wh- questions	Answers
What clothing did you use to wear ?	I used to wear a uniform. I didn't use to wear jeans.

- Use *used to* to talk about something that was true in the past but isn't anymore, or that happened regularly in the past but doesn't anymore.
- Use *did* as the auxiliary verb in questions and negatives. When you use *did*, do not add the *-d* ending to the verb *use*.
I didn't use to wear glasses. NOT *I didn't used to wear glasses.*

Defining relative clauses

Main clause	Relative clause
He's a person You're someone Do you buy clothes I really like these shoes	that wears trendy clothes. who looks good in everything. that are on sale? which are in the shop window.

- Use defining relative clauses to clarify which or what kind of things you are describing.
- Who*, *which*, and *that* are relative pronouns. Use *that* or *who* for people, and *that* or *which* for things. *That* is more common than *which* in a defining relative clause.
- The defining relative clause directly follows the person or thing it is describing.
- Note that the verb in subject relative clauses agrees with the noun that the relative pronoun refers to. In this type of clauses, do not use a personal pronoun after *who*, *which*, or *that*.
He's a person that wears trendy clothes. NOT *He's a person that he wears trendy clothes.*

Vocabulary

Fashion trends

a bracelet
contact lenses
dyed hair
earrings
glasses
high heels
a leather jacket
a ponytail
sandals
a uniform

Clothing styles

fashionable
flashy
glamorous
old-fashioned
retro
tacky
trendy
weird

Function

Asking where things are

Where are the ... ?
Where can I find the ... ?
Could you tell me where the ... are?

Asking for an alternative

Does this come in ... ?
Do you have this in ... ?
Can I get this in ... ?

Grammar

Present perfect

Affirmative statements	Negative statements
I have	I have
You have	You have
He has	He has
She has won an award.	She has not won an award.
It has	It has
We have	We have
You have	You have
They have	They have

- You can use the contractions *'ve* instead of *have* and *'s* instead of *has* in affirmative statements.
- You can use the contractions *haven't* instead of *have not* and *hasn't* instead of *has not* in negative statements.

Yes / no questions	Short answers Affirmative	Short answers Negative
Have I	you have.	you haven't.
Have you	I have.	I haven't.
Has he	he has.	he hasn't.
Has she won an award?	Yes, she has.	No, she hasn't.
Has it	it has.	it hasn't.
Have we	you have.	you haven't.
Have you	we have.	we haven't.
Have they	they have.	they haven't.

Wh- questions			
What award	have	I / you / we / they	won?
How often	has	he / she / it	won an award?

- Use the present perfect to describe events or experiences that happened at an unspecified time in the past.
- Never* is a stronger negative word than *not*. Use *not* or *never* in negative answers.
- Ever* can be used in questions.
Have you ever been on TV?
- Use frequency expressions to give more information.

Present perfect vs. simple past

- Use the present perfect to describe events or experiences at an unspecified time in the past. Either we don't know or don't care exactly when something happened. We can also use the present perfect for events or experiences that happened more than once.
I've been on TV many times.
- Use the simple past to describe events or experiences that happened at a specific time in the past. We use the simple past with expressions such as *yesterday*, *last night*, *last year*, *three days ago*, *five years ago*.

Vocabulary

Experiences

act in a play
be on TV
break a bone
get seasick
lose your phone
meet a famous person
move to a new city
win an award

Fun things to do

climb a mountain
eat in a fancy restaurant
go camping
go to a spa
go whale-watching
ride a roller coaster
try an exotic food
try an extreme sport

Function

Checking meaning

Are you saying . . . ?
Do you mean . . . ?
Does that mean . . . ?

Clarifying meaning

I mean, . . .
What I mean is, . . .
What I'm saying is, . . .

Grammar

Comparisons with adjectives

Comparisons with <i>-er</i> or <i>more</i>	Comparisons with <i>(not) as</i>
Tiananmen Square is bigger than Red Square. Rome is sunnier than Seattle. The Empire State Building is more famous than the Sears Tower.	Red Square is not as big as Tiananmen Square. Seattle is not as sunny as Rome. The Sears Tower is not as famous as the Empire State Building.

- Use the comparison form adjective + *-er* + *than* with one-syllable adjectives (*short – shorter than*), and with most two-syllable adjectives ending in *-y* (*sunny – sunnier*).
- Use *more* + adjective + *than* with other two-syllable adjectives (*famous – more famous than*) and adjectives with three or more syllables.
- Some adjectives are irregular (*good – better*).
- Use *not + as + adjective + as* for another way to express comparisons. “*Seattle is not as sunny as Rome*,” means the same thing as “*Rome is sunnier than Seattle*.”

Comparisons with nouns

Comparisons with <i>more</i>
The subway in Paris has more stops than the subway in Washington D.C. Some bridges can carry more traffic than others.

- Use this comparison form to compare plural count nouns or noncount nouns.
The New York City subway has more riders today than it did 30 years ago.
NOT *The New York City subway has more rider today than it did 30 years ago.*

Superlatives with adjectives

Superlative with <i>-est</i> or <i>most</i>
The wettest city in the world is Cherrapunji, India. Yuma, Arizona, in the United States is the sunniest city. Macchu Picchu is one of the most interesting places I know.

- Use the superlative form *the + adjective + -est* with one-syllable adjectives (*big – the biggest*), and with most two-syllable adjectives ending in *-y* (*sunny – sunniest*).
- Use *the + most + adjective* with other two-syllable adjectives (*famous – the most famous*) and adjectives with three or more syllables.

Superlatives with nouns

Superlatives with <i>the most</i>
Norway may have the most waterfalls in the world. Yuma, Arizona, gets the most sunshine in the world.

- Use this superlative form to compare plural count nouns or noncount nouns.

Vocabulary

Human-made wonders

bridge
canal
plaza
skyscraper
stadium
subway system
tower
tunnel

Geographical features

desert
island
lake
ocean
rain forest
river
valley
waterfall

Functions

Expressing disbelief

No way!
Seriously?
I don't believe it!

Saying you don't know

I really don't know.
I have no idea.
I don't have a clue.

Grammar

Present tenses used for future

- Use the present continuous to describe plans or intentions, or for things you have already arranged to do.
I'm meeting my friend on Sunday.
- Use the simple present to describe events that are on a schedule or a timetable.
The train leaves at 7:00 p.m.
- Use simple present for verbs that are not usually continuous (*have, own, think, know, etc.*).
He has a date this weekend.

Request

Requests			
Can	you	water	my plants, please?
Could	you	check	my homework?
Would	you	feed	my fish?
Would	you	mind	lending me your book?

- Use *can, could, or would* + *you* + base verb. *Would* and *could* are a little more polite than *can*.
- Use *would* + *you* + *mind* + verb + *-ing*. This is the most polite form of request.

Promises and offers with *will*

Promises	Offers
Don't worry. I'll pick you up on time.	I'll get your mail (if you want).
We'll definitely water the plants.	We'll water your grass, too, (if you'd like).

- Use *I* or *We* + *will* + base verb to make promises or offers.
- When you promise something you say you are definitely going to do it. When you make an offer, you are saying that you will do something if the other person wants you to.

Vocabulary

Commitments

a birthday party
a blind date
a business meeting
a conference call
a doctor's
appointment
a job interview
soccer practice
a violin lesson

Favors

check my homework
feed my cat
get my mail
give me a ride
help me with my
résumé
lend me some money
pick me up
water my plants

Functions

Offering to take a message

Can I take a message?
Do you want to leave a message?
Would you like to leave a message?

Leaving a message

Please tell . . .
Can you tell . . . that . . . ?
Could you let . . . know that . . . ?

Grammar

Adverbs modifying adjectives and verbs

Adverbs modifying adjectives	Adverbs modifying verbs
I'm very optimistic. He's really stubborn.	She works slowly . You make friends easily .

- Use adverbs such as *really*, *very*, *extremely*, and *fairly* to modify adjectives. The adverbs come before the adjective.
They're fairly sure. NOT *They're ~~sure~~ fairly.*
- Adverbs modifying verbs go after the verb or the verb and its object.
I work quickly. NOT *I ~~quickly~~ work.*
- Adverbs usually end in *-ly*. Some irregular adverbs are *well*, *fast*, and *hard*.

Present perfect with *for* and *since*

- Use the present perfect to describe an action that began in the past and continues to now.
I've lived here for six years. (And I still live here.)
I've studied English since January. (And I'm still studying English.)
- Use *for* to specify the amount of time.
She hasn't seen him for a long time.
He's had his new car for one week.
- Use *since* to specify the starting point.
We've known each other since high school.
He's had his new car since Monday.

Vocabulary

Personality traits

adventurous
ambitious
careful
curious
easygoing
optimistic
outgoing
stubborn

More personality traits

agreeable
considerate
decisive
fair
honest
mature
patient
reliable

Functions

Giving an opinion

In my opinion, . . .
If you ask me, . . .
Maybe it's just me, but I think . . .

Asking for agreement

Don't you agree?
Don't you think so?
Don't you think that's true?

Grammar

Quantifiers

Quantifiers with count nouns	Quantifiers with noncount nouns
There are too many plastic bottles in the ocean. There aren't enough hybrid cars. We should use fewer plastic bags. People should use more steel water bottles.	Big cars use too much gas. We don't recycle enough trash. People should use less electricity. We should try to conserve more energy.

- *Too* means that we have more than we need or want.
- *Not enough* is the opposite of *too*, and it means that we need or want more of something.
- Use *more* and *not enough* with both plural count nouns and noncount nouns.
- Use *fewer* and *too many* with plural count nouns.
- Use *less* and *too much* with noncount nouns.

First conditional

If clause + simple present	Main clause + will / may / might / could
If I use less gas, If people recycle more, If we don't stop global warming, If they grow their own food,	I'll save money. there will be less trash in landfills. we may have severe weather. they could save a lot of money.

- Use a comma after the *if* clause (the condition).

Main clause + will / may / might / could	If + simple present
I'll save money There will be less trash in landfills We may have severe weather They could save a lot of money	if I use less gas. if people recycle more. if we don't stop global warming. if they grow their own food.

- Don't use a comma after the main clause.
- Use *may*, *might*, or *could* in the main clause when you're less certain about the results.

Yes / no questions	Short answers Affirmative	Short answers Negative
Will there be enough landfill space if we don't reduce trash?	Yes, there will .	No, there won't .
Will we need less oil if we develop more electric cars?	Yes, we will .	No, we won't .

Wh- questions

What	will happen if we don't stop global warming?
What	will we do if the pollution gets worse?

- Use first conditional sentences to describe real future possibilities.

Vocabulary

Environmental impacts

e-waste
global warming
hybrid car
nuclear energy
organic food
plastic bags
pollution
recycling bin
solar energy
wind farm

Tips to help the environment

Buy local food.
Fix leaky faucets.
Grow your own food.
Pay bills online.
Take public transportation.
Use a clothesline.
Use cloth shopping bags.
Use rechargeable batteries.

Function

Giving an approximate answer

I'd say about . . .
I'd say maybe . . .
Probably . . .

Avoiding answering

I'd rather not say.
I'd prefer not to say.
I'd rather not answer that.

Grammar

Expressions with infinitives

<i>It's</i> + adjective + infinitive	<i>It's</i> + noun phrase + infinitive
It's important to apologize .	It's a good idea to compromise sometimes.
It's not helpful to gossip .	It's not a bad idea to apologize .

- Use infinitives after *It's* + an adjective.
- You can also use infinitives after *It's* + a noun phrase.
- An infinitive is *to* + base form of a verb. The base form never changes.

Modals for speculating

Speculating with more certainty	Speculating with less certainty
She must be sick. She never misses class. They must not get along . They don't want to sit next to each other. He can't be angry. He's smiling.	She might have a doctor's appointment or something. They may not know each other very well. I think they just met. He could be angry, but maybe he doesn't want to show it.

- We use *must to* show that we're almost 100 percent certain that something is true.
- We use *must not* and *can't* to show that we're almost certain that something is not true.
- We use *might*, *may*, and *could* to say that there's a chance that something is true, but we're not 100 percent sure.
- We use *might not* / *may not* to say that it is possible that something isn't true.
- Note the difference in meaning between *can't* and *may not* / *might not*:
He may not / might not go to Brazil. (It is possible that he won't go and stay home.)
He can't be in Brazil! I saw him yesterday. (It is not possible that he is Brazil.)
- You can also use a continuous form after the modal: modal + *be* + base form + *-ing*.
He might be feeling upset.
NOT *He might feeling upset.* OR *He might is feeling upset.*

Vocabulary

Relationship behaviors

apologize
argue
communicate
compromise
criticize
forgive
gossip
judge
lie

Inseparable phrasal verbs

break up
count on
drop by
get along
get together
grow up
pick on
run into
take after

Functions

Apologizing

I'm sorry.
I'm really sorry.
My apologies.

Accepting an apology

That's OK.
Don't worry about it.
There's no need to apologize.

Grammar

Reflexive pronouns

Reflexive pronouns
I taught myself to play the guitar. Did you hurt yourself in the soccer game? He considers himself very creative. She thought of herself as talented. The dog hurt itself in the yard. We asked ourselves why we were there. How did you make yourselves finish the race? They didn't plan the trip by themselves. They had help.

- Use reflexive pronouns when the subject and object of a sentence refer to the same thing or person.
- *By* with a reflexive pronoun means “alone.”

Second conditional

If clause + simple past	Main clause + <i>would</i>
If I were rich, If she weren't sad, If you ate healthy food, If we didn't need the money,	I would she wouldn't buy a house. you wouldn't be sick so often. we'd quit our jobs and travel.

- Use a comma after the *if* clause (the condition).

Main clause + <i>would</i>	If + simple past
I would buy a house She wouldn't cry You wouldn't be sick so often We'd quit our jobs and travel	if I were rich. if she weren't sad. if you ate healthy food. if we didn't need the money.

- Don't use a comma after the main clause.

Yes / no questions	Short answers Affirmative	Short answers Negative
Would you be happier if you were famous?	Yes, I would .	No, I wouldn't .
Would she get better grades if she studied harder?	Yes, she would .	No, she wouldn't .

Wh- questions	
What	would you do if you were rich?
Where	would he live if he had a lot of money?

- Use second conditional sentences to describe “unreal” or imaginary situations.
If I were president, I'd lower taxes. (I'm not the president, so I won't lower taxes.)
- Use a past tense verb in the *if* clause (the condition). Use *would* in the main clause.
- Use *were* for the past tense of *be* in the condition.
If I were you, I'd take more classes.

Vocabulary

Qualities for success

bravery
confidence
creativity
dedication
enthusiasm
flexibility
talent
wisdom

Separable phrasal verbs

bring up
do over
give away
give back
pay back
point out
put off
talk over
try out
turn down

Functions

Advising against something

I **wouldn't** recommend that.
I **don't** think you should do that.
I'm not sure that's the best idea.

Considering advice

I'll see.
I'll think about it.
I'll give it some thought.

Grammar

Past passive

Wh- questions		
When		was the song first released?
How many	albums	were downloaded in 2008?

Active (simple past)	Passive (past of be + past participle)
me	I was
you	You were
him	He was
They gave her an award.	She was given an award.
it	It was
us	We were
them	They were

- The passive voice places the focus of a sentence on the receiver of an action instead of the doer of an action.
- Use the passive voice when the doer of an action is not known or is not important.
- When the doer of the action is important, you may use the passive voice with *by*.
I was given an award by the president of the college.

Yes / no questions	Short answers Affirmative	Short answers Negative
Was I	you were.	you weren't.
Were you	I was.	I wasn't.
Was he	he was.	he wasn't.
Was she given an award?	Yes, she was.	No, she wasn't.
Was it	it was.	it wasn't.
Were we	you were.	you weren't.
Were you	we were.	we weren't.
Were they	they were.	they weren't.

Present perfect with *yet* and *already*

- In questions, use *yet* when you expect the action to have happened.
Have you seen the movie yet?
- In affirmative statements, *already* means the action has happened earlier.
Yes, I've already seen the movie. NOT *Yes, I've seen the movie yet.*
- In negative statements, *yet* means the action hasn't happened, but you expect it to.
No, I haven't seen the movie yet. OR *No, not yet.* NOT *No, I haven't seen the movie already.*
- Yet* goes at the end of the sentence. *Already* can go between *have / has* and the verb, or at the end of the sentence.

Vocabulary

Compound adjectives

award-winning
best-selling
high-priced
nice-sounding
oddly named
often-downloaded
record-breaking
well-known

Verb and noun formation

announce a tour
appreciate music
compose music
entertain an audience
perform a song
produce a song
record a song
release a new album

Functions

Beginning instructions

First, ...
To start, ...
The first thing you do is ...

Continuing instructions

Next, ...
Then, ...
After that, ...

Ending instructions

Finally, ...
To finish, ...
The last thing you do is ...

Grammar

Gerunds

Gerunds as subjects
Going to clubs isn't fun for me. Visiting museums can teach you a lot about a culture.
Gerunds after some verbs
Martha enjoys going to local restaurants. We don't like using a travel agency. Do you prefer traveling with friends, or with family?
Gerunds after prepositions
He's interested in traveling to Africa this summer. We're concerned about leaving our passports at the hotel. Are you worried about getting to the airport on time?

- A gerund is an *-ing* word that acts like a noun. Gerunds may be the subject of a sentence, or they may appear after some verbs or prepositions.
- Verbs that are usually followed by gerunds: *enjoy, dislike, hate, like, love, prefer, recommend*.

Modals for necessity and recommendation

Modals for necessity	Modals for recommendation
You must sign this form first. We've got to make a reservation. He has to wear a life jacket.	I'd better drink more water. You ought to ask about their safety rules.
Modals for lack of necessity	We should bring swimsuits. She shouldn't wear jewelry for this activity.
I don't have to participate.	

- Use *must, have / has got to* and *have to* to express something that is necessary or required to do.
- Use the expression *don't / doesn't have to* to talk about something that is not necessary or not required.
- Use the expressions *had better, ought to, should*, and *shouldn't* to give advice and recommendations. *Had better* is stronger than the other expressions.

Vocabulary

Vacation activities

buy handicrafts
go to clubs
listen to live music
see wildlife
speak a foreign language
try local food
visit landmarks
volunteer

Extreme sports

bungee jumping
kite surfing
paragliding
rock climbing
skydiving
snowboarding
waterskiing
white-water rafting

Functions

Asking about preferences

Would you like ... or ... ?

Would you prefer ... ?

Would you rather have ... or ... ?

Reminding someone of something

Remember to ...

Don't forget to ...

Let me remind you to ...

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