

01

How was your vacation?

SPEAKING
Vacations
GRAMMAR
Agreeing / Disagreeing
LISTENING
Activities and plans
READING
Unusual vacation article

Vocabulary: camping, hiking, kayaking, rock climbing, scuba diving, sightseeing, surfing, visiting museums, whitewater rafting; acting class, art class, Chinese class

Conversation: Talking about vacations

Language Practice: Agreeing and disagreeing

Pronunciation: Word stress when agreeing and disagreeing

Listening: Conversations about vacation activities

Smart Talk: An information gap activity about vacations

Reading: An article about an unusual vacation

Writing: An email about vacation likes and dislikes

Speaking: A board game about vacation activities

VOCABULARY

The goal of this section is to present and practice the target vocabulary: vacation activities.

WARM-UP

- Books closed. Elicit places where students went on vacation. Write them on the board. Then elicit some activities that students did in these places. Write them on the board. Then ask *What was your favorite vacation? Why?* Elicit answers and reasons.
- If students contributed to the Warm-Up Discussion Board as part of the Online Practice, look at their comments now with the class.

Activity 1

- Books open. Focus attention on the pictures. Check which activities the students already know the word for in English.
- Focus on the instructions and the example. Explain that students should write the letter of the vacation activity word next to the number of the corresponding picture.
- Model the target vocabulary items in the word box: *rock climbing, hiking, etc.*
- Have students complete the activity on their own.
- Play the recording. Allow time for students to change incorrect answers. Then check answers.
- LANGUAGE NOTE:** Explain that we use *go*, rather than *play* or *do*, with almost all of the activities listed in Activity 1 (except for *visiting museums*).

ANSWERS

- | | | |
|------|------|------|
| 1. a | 4. b | 7. f |
| 2. c | 5. h | 8. e |
| 3. d | 6. i | 9. g |

EXTRA IDEA

Elicit some places where people do the activities presented in Activity 1. For example, for *kayaking*, elicit *the ocean, a lake, a river, etc.*

Activity 2

- Focus attention on the instructions and the example conversation. Model the conversation with a student.
- Write the example conversation on the board. Elicit other follow-up questions about the activities and write them on the board. For example: *Where did you do it? Who did you do it with? Why do you want to do it?*
- Have students make pairs and do the activity. Remind them to use the vacation activities in the pictures in Activity 1 in their conversations. As students work, walk around the class to make sure they are using the correct tenses and to offer help as necessary.

ANSWERS

Answers will vary.

Vocabulary Tip

- Focus attention on the Vocabulary Tip box. Have a student read the tip aloud.
- Model making a flashcard for a vocabulary word. Write the word on one side and the definition on the other.
- Show the side with the word to a student and elicit the definition. Turn the card around for the student to check.

SMART CHOICE ONLINE

Remind students that there are extra vocabulary practice activities on Online Practice.

CONVERSATION

The goal of this section is to present and practice the target vocabulary and grammar of the unit in a typical conversation.

Note: Access the video of the conversation on the Teacher Resource Center or on the Classroom Presentation Tool.

WARM-UP

- Books closed. Set the scene. Ask *What do you say to other students when you return to class after a long break or vacation?* Elicit questions and responses such as *How was your vacation? What did you do on vacation? Where did you go? I had a great vacation. I went to Europe.*
- To extend the activity, teach or elicit idiomatic greetings, such as *How's it going? Long time no see*, etc.

Activity 1

- Books open. Focus attention on the model conversation.
- Preteach words and phrases students might not be familiar with. For example: *real vacation, campground, hard work, that's a pity*, etc.
- Have students read the conversation silently, without doing the activity.
- Have students fill in the blanks on their own.
- Watch the video. Allow time for students to change incorrect answers.
- Have students check their answers with a partner. Then check answers with the class.
- Watch the video again. Pause after each line of the conversation and have students repeat. Be sure to correct pronunciation and intonation.
- Have students make pairs and practice the conversation. Make sure pairs change roles so they practice each part.
- CULTURE NOTE:** The academic year in the United States traditionally starts in late August or early September. Students usually have a long summer vacation between May or June and August, and they often have part-time or full-time jobs during this period.

ANSWERS

- | | | | |
|------|------|------|------|
| 1. d | 2. b | 3. c | 4. a |
|------|------|------|------|

VARIATION

- If you cannot watch the video in class, play the recording instead for students to check their answers.
- Play the video (or recording) again before students practice the conversation. Pause after each line of the conversation and have students repeat.
- When students are familiar with the conversation, have them close their books. Pause the video (or recording) before Adam's lines and have students say his lines. Repeat this procedure for Maria's lines.

Activity 2

- Focus attention on the chart. Explain that the chart is color-coded and numbered. So items in the first column, for example, can be substituted into the first box in the conversation. Demonstrate this with *worked*. Point out the other colors and numbers, their columns in the chart, and the boxes in the conversation.
- Preteach or elicit the meaning of *forest, hostel, and beach resort*.
- Point to the blank lines at the bottom of the chart and elicit other words or phrases that can go in each column. Explain that students can practice with their own ideas as well as those in the book.
- Have students make pairs and practice the conversation. Make sure pairs change roles so they practice each part.

EXTRA IDEA

Have students describe to the class what they did during the last vacation or holiday period. Have students vote for the most enjoyable and least enjoyable vacation.

Activity 3

- Focus attention on the instructions for Student A and Student B. Explain that students follow these to make their own conversation.
- Model the role play with two students. Show students how they can use their own ideas, using the conversation in Activity 1 for help. For example:
Student A How was your vacation?
Student B Great! I went to the beach.
Student A So did I! Where did you go?
Student B I went to Miami.
- Have students practice the role play.
- Focus attention on the picture of the cell phone. Then have students video their role plays using a cell phone.
- Have students show their videos to others and offer feedback to one another.

VARIATION

If you are unable to use cell phones in class, students can take turns performing their conversations for the class.

EXTENSION

If you and your students use a Learning Management System or a Social Learning Platform, have students share their videos. Together with the class, decide on criteria that students can use to give feedback to each other. For example, *Student A speaks naturally, Student B speaks clearly*, etc. You can use a scale from 1 to 5.

TEACHER RESOURCE CENTER

Print Unit 1 Worksheet 1 from the Teacher Resource Center for additional in-class speaking practice.

Print Unit 1 Video Worksheet from the Teacher Resource Center for additional in-class video practice.

SMART CHOICE ONLINE

Remind students that there are extra conversation practice activities on Online Practice.

LANGUAGE PRACTICE

The goal of this section is to present and practice the target grammar: agreeing and disagreeing.

- Books closed. Divide the board into four squares. In the top left square, write *So am I*. In the top right square, write *I'm not*.
- Elicit statements using *I am* from the class. For example: *I'm from Seoul. I'm 20 years old*. Agree and disagree with these statements using *So am I* and *I'm not* to explain the difference. When disagreeing, give information that is true for you. For example: *I'm not. I'm from Toronto, Canada*.
- Write *Neither am I* and *Really? I am* in the bottom left and bottom right squares of the grid on the board, respectively. Repeat the above procedure with negative statements. Elicit statements such as *I'm not from Canada*.
- Books open. Focus attention on the Language Practice box. Show how the statements and the responses, agreeing and disagreeing, use the same verb tense. For example: *I stayed ... So did I*.
- Direct students to page 114 of the Grammar Reference for more information and practice.

TEACHER RESOURCE CENTER

Launch Unit 1 PowerPoint™ slides on the Teacher Resource Center for additional grammar presentation and practice.

Activity 1

- Explain that students need to match the statements and the responses. Have students notice the use of the same tense in the first statement and its response. Ask if the response agrees or disagrees with the statement. (It agrees.)
- Have students complete the activity on their own.
- Check answers by asking pairs of students to read a statement and its response to the class. Then ask if these agree or disagree.

ANSWERS

1. e 2. f 3. d 4. c 5. a 6. b

EXTENSION

Have students change the statements from affirmative to negative or from negative to affirmative. Then have students change the responses accordingly.

Activity 2

- Write the first conversation on the board. Elicit the response and why the correct answer is *So do I*. (The speaker agrees with the statement *I want to travel to different countries*, which is indicated by the additional statement, *It's the best thing to do*.)
- Have students complete the activity on their own.
- If students have difficulty with the activity, briefly go through the items and elicit whether speaker B agrees or disagrees with speaker A. Next, have students focus on the tenses used in speaker A's statements. Then focus attention back on the Language Practice box.
- Check answers by having pairs of students read the completed conversations to the class.

ANSWERS

- | | |
|-----------------|--------------------|
| 1. So do I | 3. Really, I don't |
| 2. Neither am I | 4. Really, I do |

Activity 3

- Focus attention on the example conversation. Make sure students understand that the statement in the first speech bubble is A's line in the first item in Activity 2.
- Explain that students should agree or disagree with A's statements in Activity 2 using the short responses from the Language Practice box and adding some more information about themselves.
- Have students do the activity in pairs.

ANSWERS

Answers will vary.

TEACHER RESOURCE CENTER

Print Unit 1 Worksheet 2 from the Teacher Resource Center for additional in-class speaking practice.

PRONUNCIATION

The goal of this section is to focus on word stress when agreeing and disagreeing.

Activity 1

- Model the examples. Make sure students notice that the subject words, such as *I* and *Rob*, are stressed in the responses.
- Play the recording.

Activity 2

- Play the recording again.
- Have students practice saying the examples in Activity 1.

SMART CHOICE ONLINE

Remind students that there are extra grammar practice activities on Online Practice.

LISTENING

The goal of this section is to practice listening for the main idea, to practice listening for specific information, and to introduce some new vocabulary.

Activity 1

- This activity introduces three new vocabulary items: *acting class*, *art class*, *Chinese class*.
- Model each new vocabulary item and have students repeat.
- Focus attention on instructions. Elicit or explain the meaning of *evening classes* and *vacation classes*. Then focus on the three photos. Have students describe where the people are and what they are doing.
- Ask several students *Do you take evening or vacation classes? Do you think the classes in the photos are interesting?* Elicit answers. Then have students discuss the questions in pairs.

ANSWER

Answers will vary.

Activity 2

- Focus attention on the instructions and the picture. Ask *What are these people's names?* (Jane and Tim.) *What are they doing?* (They're talking about their vacation.) Make sure students understand that *Tim* is a male name and *Jane* is a female name.
- Focus attention on the items. Explain that students will write the initial of the person next to the places they visited and subjects they mention. Sometimes both initials will be possible.
- Read the items to the class or have some students do it.
- Play the recording and have students do the activity.
- Have students check their answers with a partner. Then check answers with the class.

ANSWERS

- | | | |
|---------|---------|------|
| 1. J | 4. J, T | 7. J |
| 2. T | 5. T, J | 8. J |
| 3. T, J | 6. J, T | 9. T |

Activity 3

- Focus attention on the questions. Elicit or explain the meaning of words students might not be familiar with. Then explain that students will listen to the conversation again and write short answers to the questions.
- Play the recording again. If necessary, pause after the relevant parts to give students time to write their answers.
- Have students check their answers with a partner. Then check answers with the class.

ANSWERS

1. Languages.
2. San Francisco.
3. He went to acting classes.
4. He put on a show (at the Comedy Theater).
5. They both worked hard during their vacation.

Activity 4

- Focus on the picture. Explain that now students are going to listen to a conversation between Tim, Jane, and Lisa, a friend of Jane's. They should mark the sentences about the conversation as true or false.
- Preview the statements. Elicit or explain the meaning of words students might not be familiar with.
- Play the recording and have students do the activity. Then check answers.

ANSWERS

- | | | | | |
|---------|----------|----------|----------|---------|
| 1. True | 2. False | 3. False | 4. False | 5. True |
|---------|----------|----------|----------|---------|

EXTENSION

Have students rewrite the false statements in Activity 4 to make them true. For example: *Tim and Lisa weren't in the same class last semester.*

EXTRA IDEA

- Write a comprehension question about the Listening Plus conversation on the board. For example: *Where did Lisa go on vacation?* Elicit answers. (San Francisco)
- Have students write three more comprehension questions about the conversation. Then have students make pairs to exchange and answer the questions.
- Play the recording again and have students check their answers.

SMART TALK

Teaching notes for the Smart Talk activity begin on page T-84.

SMART CHOICE ONLINE

Remind students that there is an extra video activity on Online Practice.

READING

The goal of this section is to practice reading comprehension.

Activity 1

- Books closed. Ask students *When you go on vacation, do you like to be active or do you prefer to relax? What kinds of things do you like to do? Why?*
- Books open. Focus attention on the photos. Ask *What are they doing?* Have students describe what they see in each photo.

POSSIBLE ANSWERS

Someone is going down a zip line.
Someone is swinging with a rope.

Activity 2

- Focus attention on the questions. Explain or elicit the meaning of words students might not be familiar with.
- Have students read the article individually and answer the questions. Tell them not to be concerned if they do not understand every word in the text.
- Have students check their answers in pairs. Then check answers with the class.
- If your students need extra support with the reading, play the recording to the class. Have students stop you when there is a word they don't understand. Have other students provide the answers by paraphrasing, drawing, or miming.

ANSWERS

1. About three months ago.
2. No.
3. He wanted to go on a beach vacation (and do nothing).
4. It is the longest zip line in Latin America. It is 1,590 meters long. Some parts of it are more than 400 meters high. There are 14 platforms. You attach yourself to a cable and zip down the line over the trees.
5. It was frightening but great, and he recommends it to everyone.

EXTENSION

Ask more comprehension questions, for example:

What can visitors do on the Tarzan swing?

(They can hold onto a rope and swing over a valley.)

Why did the author not want to try zip-lining?

(He is afraid of heights.)

What does the author say is Amy's problem?

(Amy likes to try new things.)

CHALLENGE WORDS

- Focus attention on the words in blue in the article and explain that these are challenge vocabulary items.
- Write each sentence containing blue words on the board.
- If these challenge words haven't been defined by this point, ask students to use the context of the sentence to guess the definition of each one and then check their guesses in a dictionary. Then elicit and write the correct definitions on the board.
- Have students create new sentences for each challenge item and share them with the class.

Activity 3

- Focus attention on the questions and the example discussion. Have a pair of students read the example to the class.
- Then have students discuss the questions in groups.

ANSWERS

Answers will vary.

EXTENSION

Ask students to share their own experience of similar activities with a group or the class.

WRITING

Teaching notes for the Writing section are on page T-108.

SPEAKING

The goal of this section is to practice the language in the unit in an enjoyable, meaningful, and personalized way.

Activity 1

- Focus attention on the game board. Tell students they are going to play a game about vacation activities.
- Focus attention on the game instructions. Read them to the class and check understanding.
- Have students make pairs, write the numbers 1 to 9 on pieces of paper, and put them in a bag or box.
- Focus attention on the example conversation in the speech bubbles. Model the conversation with a student. Then have another student choose a number and ask you a question about the corresponding activity on the board. Answer the question and then have the student ask you for more information.
- Have students play the game in pairs, taking turns asking and answering questions. Remind them to ask for more information and to take notes so that they can report on their partner in Activity 2.
- As students work, walk around the class to check progress and offer help as necessary.

Activity 2

- Focus attention on the instructions and the example conversation in the speech bubbles. Model the conversation with a student.
- Have each pair of students join another pair. Then have students take turns telling about their partner's vacation. Encourage students to ask for more information.

VARIATION

With small classes, have students tell the class about their partners. Have the other students ask for more information.

Activity 3

- Have students go online to find an unusual and interesting activity to do on vacation. Suggest that students can search on websites of travel agencies specializing in adventure tours, or look for articles on interesting things to do on vacation, for example.
- Have students write a text with the information or present it to the class.
- Remind students that they can also share the information they find on the Discussion Board on Online Practice. You might also want to ask them to use the Discussion Board for the next unit's Warm-Up activity.

TEACHER RESOURCE CENTER

Print Unit 1 Test from the Teacher Resource Center for an end-of-unit assessment.

02

I think it's boring!

SPEAKING
Giving opinions
GRAMMAR
-ing / -ed adjectives
LISTENING
Making movies and music
READING
Stunt performers article

Vocabulary: action movie, animation, Bollywood movie, documentary, horror movie, martial arts movie, musical, romantic comedy, science fiction movie; act in a movie, direct a movie, play in a band, record a song

Conversation: Giving opinions about movies and music

Language Practice: Adjectives ending in -ing and -ed

Pronunciation: Final -ed sounds

Listening: Interviews about making movies and music

Smart Talk: An information gap activity about preferences

Reading: An interview with a stunt performer

Writing: A comment about movies

Speaking: A survey about movies

VOCABULARY

The goal of this section is to present and practice the target vocabulary: movie genres.

WARM-UP

- Ask students to name a movie they want to see. Ask follow-up questions such as *Why? Who is in it? What is it about?*
- If students contributed to the Warm-Up Discussion Board as part of the Online Practice, look at their comments now with the class.

Activity 1

- Books closed. Elicit the kinds of movies students know. Write them on the board.
- Books open. Focus attention on the word box. Model the target vocabulary items: *action movie, animation, etc.*
- Focus attention on the instructions and the movie posters. Ask students to describe what they see in each poster. Then do the example with the class.
- Have students complete the activity on their own.
- Play the recording. Allow time for students to change incorrect answers.
- Have students check their answers with a partner. Then check answers with the class.

ANSWERS

- | | | |
|------|------|------|
| 1. i | 4. d | 7. b |
| 2. e | 5. f | 8. g |
| 3. h | 6. a | 9. c |

EXTENSION

Put the class into groups. Have each group brainstorm examples of the types of movies in Activity 1. Encourage students to find the English titles of the movies.

Activity 2

- Write the model conversations on the board. Review the language for agreeing and disagreeing using the Language Practice box on page 6, in Unit 1, if necessary.
- Have two pairs of students model the example conversations, using their own information.
- Have students make pairs and do the activity. As students work, walk around the class to offer help as necessary.

EXTRA IDEA

- Elicit other questions and answers about movies and write them on the board. For example: *What's your favorite movie? What kind of movie is it? Who's your favorite actor?*
- Have students make pairs and take turns asking and answering the questions.

SMART CHOICE ONLINE

Remind students that there are extra vocabulary practice activities on Online Practice.

CONVERSATION

The goal of this section is to present and practice the target vocabulary and grammar of the unit in a typical conversation.

Note: Access the video of the conversation on the Teacher Resource Center or on the Classroom Presentation Tool.

WARM-UP

Books closed. Write some of the movie types from page 10 on the board. Take a vote to see whether most students in the class like or dislike the different types.

Activity 1

- Books open. Focus attention on the model conversation.
- Preteach words and phrases students might not be familiar with. For example: *frightening, it depends, so, maybe next time*, etc.
- Have students read the conversation silently, without doing the activity.
- Have students fill in the blanks on their own.
- Watch the video. Allow time for students to change incorrect answers. Then check answers.
- Watch the video again. Pause after each line of the conversation and have students repeat. Be sure to correct pronunciation and intonation.
- Have students make pairs and practice the conversation. Make sure pairs change roles so they practice each part.
- **LANGUAGE NOTE:** We often use *prefer* when we are comparing two things. For example: *I prefer pop music to classical music*. In the conversation, Amy is comparing listening to music to watching movies.

ANSWERS

- | | | | |
|------|------|------|------|
| 1. d | 2. a | 3. c | 4. b |
|------|------|------|------|

VARIATION

- If you cannot watch the video in class, play the recording instead for students to check their answers.
- Play the video (or recording) again before students practice the conversation. Pause after each line of the conversation and have students repeat.
- When students are familiar with the conversation, have them close their books. Pause the video (or recording) before Ricardo's lines and have students say his lines. Repeat this procedure for Amy's lines.

Activity 2

- Focus attention on the chart. Explain that the chart is color-coded and numbered. So items in the first column, for example, can be substituted into the first box in the conversation. Demonstrate this with *movie theater*. Point out the other colors and numbers, their columns in the chart, and boxes in the conversation.
- Make sure students understand the words and phrases in the chart. Then point to the blank lines at the bottom of the chart and elicit other words or phrases that can go in each column. Explain that students can practice with their own ideas as well as those in the book.
- Have students make pairs and practice the conversation. Make sure pairs change roles so they practice each part.

Conversation Tip

- Write the question *Do you want to come?* on the board. Elicit the short *yes/no* answers to the question and write them on the board: *Yes, I do. / No, I don't*.
- Focus attention on the Conversation Tip box. Ask if the response *Well, maybe next time* is a *yes* or a *no*. Explain that it is a polite *no*, followed by a suggestion: *No, I don't want to come this time, but maybe I'll come next time*.
- Elicit other suggestions the speaker might make in that situation. For example: *Well, what about going to the mall instead? Well, why don't we see a different movie?* Write them on the board.

Activity 3

- Focus attention on the instructions for Student A and Student B. Explain that students follow these to make their own conversation.
- Model the role play with two students. Show students how they can use their own ideas, using the conversation in Activity 1 for help. For example:
Student A I'm at the movie theater. Do you want to come and see a movie?
Student B It depends. What is it?
Student A It's an action movie.
Student B I'm not really interested in action movies. Maybe next time.
- Have students practice the role play.
- Then have students video their role plays using a cell phone.
- Have students show their videos to others and offer feedback to one another.

VARIATION

If you are unable to use cell phones in class, students can take turns performing their conversations for the class.

EXTENSION

If you and your students use a Learning Management System or a Social Learning Platform, have students share their videos. Together with the class, decide on criteria that students can use to give feedback to each other. For example: *Student A speaks naturally, Student B speaks clearly*, etc. You can use a scale from 1 to 5.

TEACHER RESOURCE CENTER

Print Unit 2 Video Worksheet from the Teacher Resource Center for additional in-class video practice.

SMART CHOICE ONLINE

Remind students that there are extra conversation practice activities on Online Practice.

LANGUAGE PRACTICE

The goal of this section is to present and practice the target grammar: adjectives ending in *-ing* and *-ed*.

- Books closed. Write on the board:
Ana is bored.
The book is boring.
Underline the *-ed* in *bored* and the *-ing* in *boring*. Ask students if they can explain the difference in meaning between the two sentences.
- Explain that we use *bored* to describe how we feel. Give other examples, such as *I am excited. I am frightened.*
- Explain that we use *boring* to describe something that makes us feel bored. For example: *The book is boring. The movie is boring.* Tell students that adjectives that end in *-ing* describe a quality of something or someone.
- Books open. Focus on the examples in the Language Practice box. Check that students understand the difference between the two types of adjectives by eliciting contextually related example sentences with each. For example: *The movie was exciting. I was excited by the movie.*
- Direct students to page 115 of the Grammar Reference for more information and practice.

TEACHER RESOURCE CENTER

Launch Unit 2 PowerPoint™ slides on the Teacher Resource Center for additional grammar presentation and practice.

Activity 1

- Focus attention on the sentences and the pairs of adjectives in the box. Explain that students need to write *-ing* adjectives and *-ed* adjectives in the correct blank of each item. Do the first item on the board as an example.
- Review the adjectives in the box and the sentences. Make sure students understand all of them.
- Have students complete the activity on their own.
- Have students check their answers with a partner. Then check answers with the class.

ANSWERS

- amazing, amazed
- excited, exciting
- disappointing, disappointed
- boring, bored

Activity 2

- Focus attention on the questions. Explain that students should complete the adjectives with *-ed* or *-ing*.
- Have students complete the activity on their own. Then check answers.

ANSWERS

- relaxing
- tired
- interesting
- interested
- amazing

Activity 3

- Focus attention on the completed questions in Activity 2. Explain that students will take turns asking the questions and answering them with their own information.
- Focus attention on the example conversation. Have two students read it to the class. Then have a student ask you the question. Answer with your own information.
- Have students do the activity in pairs. As students work, walk around the class to offer help as necessary.

EXTENSION

Have the pairs of students get together with another pair and report their partner's answers to the group.

TEACHER RESOURCE CENTER

Print Unit 2 Worksheet 1 from the Teacher Resource Center for additional in-class speaking practice.

PRONUNCIATION

The goal of this section is to focus on final *-ed* sounds.

Activity 1

- Model the three possible sounds for the *-ed* ending.
- Elicit or explain when we use each sound:
/d/ when the word ends in vowel sounds and voiced consonants, such as /b/, /g/, /l/, /m/, /n/, /r/, /v/, /z/;
/t/ after unvoiced consonants, such as /f/, /k/, /p/, /s/;
/ɪd/ after /t/ or /d/.
- Play the recording and have students do the activity.
- Have students check their answers with a partner. Then check answers with the class.

ANSWERS

- /d/
- /t/
- /ɪd/
- /d/
- /ɪd/

Activity 2

Play the recording again. Have students practice saying the examples in Activity 1.

SMART CHOICE ONLINE

Remind students that there are extra grammar practice activities on Online Practice.

LISTENING

The goal of this section is to practice listening for the main idea, to practice listening for specific information, and to introduce some new vocabulary.

Activity 1

- This activity introduces four new vocabulary items: *act in a movie*, *direct a movie*, *play in a band*, *record a song*.
- Focus attention on the words in the box. Model each phrase and have students repeat.
- Focus attention on the pictures. Have students describe what they see.
- Have students write the phrases from the box under the corresponding pictures. Then check answers.

ANSWERS

- | | |
|-------------------|-------------------|
| A. direct a movie | C. record a song |
| B. play in a band | D. act in a movie |

Activity 2

- Focus attention on the pictures in Activity 1 again. Explain that students will listen to four interviews with people talking about the activities in the pictures. Students should number the pictures in the order they hear about the activities.
- Play the recording and have students do the activity. Then check answers.

ANSWERS

- | | | | |
|------|------|------|------|
| A. 1 | B. 3 | C. 4 | D. 2 |
|------|------|------|------|

Activity 3

- Focus attention on the sentences and answer choices. Explain that students will listen to the interviews again and choose the correct ending to the sentences.
- Preteach any words students might not be familiar with. For example: *studio*, *appear*, *part*, *violin*, *tour*, etc.
- Play the recording again and have students do the activity. Then check answers.

ANSWERS

- | | | | |
|------|------|------|------|
| 1. b | 3. b | 5. a | 7. a |
| 2. a | 4. a | 6. b | 8. b |

EXTRA IDEA

- Write some comprehension questions about the recording on the board. For example:
How old is Sandra?
Who acts in Sandra's movies?
What is Andy going to learn to play?
What is he going to do next week?
What kinds of songs do Briana and Enrique write?
What instrument does Enrique play?
- Have students answer the questions individually. Then have them compare answers with a partner before checking answers with the class.

Activity 4

- Explain that students will listen to more interviews with the same people at a later date and answer the questions.
- Focus attention on the questions. Preteach any words students might not be familiar with.
- Play the recording and have students do the activity.
- Have students check their answers with a partner. Then check answers with the class.

ANSWERS

1. In one of the scenes, two actors run down the beach and scream. Someone on the beach got scared and called the police.
2. They enjoyed the experience. They were very excited about it.
3. He thought that his performance was terrible.
4. They didn't have enough time, so they only recorded three songs.
5. All of them.

EXTRA IDEA

- Have students listen again and write three *true/false* statements about the Listening Plus interviews.
- Play the recording again, pausing after each interview, and have students write their statements.
- Have students make pairs to exchange statements and identify if they are true or false.
- Elicit some statements and answers from students.

SMART TALK

Teaching notes for the Smart Talk activity begin on page T-86.

SMART CHOICE ONLINE

Remind students that there is an extra video activity on Online Practice.

READING

The goal of this section is to practice reading comprehension.

Activity 1

Focus attention on the photo. Ask *What's the job of the person in the photo? What do you know about stunt performers?* Elicit answers.

POSSIBLE ANSWER

A stunt performer does dangerous scenes in place of an actor.

Activity 2

- Focus attention on the title of the text and the questions before each paragraph. Ask *What type of text is this?* (an interview) *What is it about?* (a stunt performer's job)
- Focus attention on the instructions and the items in Activity 2. Elicit or explain the meaning of any words students might not be familiar with.
- Have students read the article individually, answer the questions with *Yes* or *No*, and then give more information. Tell students not to be concerned if they do not understand every word in the text.
- Have students compare their answers with a partner. Then check answers with the class.
- If students need extra support with the reading, play the recording to the class. Have students stop you when there is a word they don't understand. Then have other students provide the answers by paraphrasing, drawing, or miming.

ANSWERS

1. No. One day she wants to work in movies in Hollywood.
2. No. Now she is on a cop show. Her first job was on a comedy show.
3. No. If the planning is good, it's not dangerous. It's dangerous if the stunt performers don't concentrate.
4. No. Every job is different.
5. No. Because she hit the window frame and fell 30 meters to the ground.

CHALLENGE WORDS

- Focus attention on the words in blue in the article and explain that these are challenge vocabulary items.
- Write each sentence containing blue words on the board.
- If these challenge words haven't been defined by this point, ask students to use the context of the sentence to guess the definition of each one and then check their guesses in a dictionary. Then elicit and write the correct definitions on the board.
- Have students create new sentences for each challenge item and share them with the class.

Activity 3

- Focus attention on the instructions. Allow students time to work individually and think about three good and bad things about a stunt performer's job.
- Have students work in pairs and compare their lists.
- Then have the pairs share their lists with the class.

VARIATION

- Have students work in groups and list as many good and bad things about a stunt performer's job as they can. Set a time limit.
- Then have the groups share their lists with the class. The group with the longest list wins.

WRITING

Teaching notes for the Writing section are on page T-108.

SPEAKING

The goal of this section is to practice the language in the unit in an enjoyable, meaningful, and personalized way.

Activity 1

- Focus attention on the question and the choices in the box. Elicit or explain the meaning of any words students might not be familiar with. Point out that students can choose more than one reason.
- Have students choose their reasons and then compare and discuss their answers with a partner.

EXTENSION

Have students share their answers with the class. On the board, tally the number of students who chose each reason. Then ask students to rank the reasons from 1 (more frequent) to 4 (less frequent).

Activity 2

- Focus attention on the survey. Review the questions and answer choices. Explain any words or phrases students might not be familiar with. For example: *local movies* are movies that are made in the country or region where the students live.
- Have students do the activity on their own. As they work, walk around the class to offer help as necessary.

Activity 3

- Have students make groups.
- Focus attention on the first question in the survey: *How often do you watch a movie?* Answer it with your own information, as an example. Then ask a student the question. Ask a follow-up question, such as *Really? You never watch movies? Why?*
- Focus attention on the example conversation. Have three students read it to the class.
- Have students do the activity in groups.
- Once students have compared their answers with the other students in their group, give them a few minutes to discuss who has similar preferences.

EXTENSION

Have students extend the survey by writing three more survey questions and answer choices.

EXTRA IDEA

Have students work in groups to write similar surveys about other topics. For example: *What sporting events do you go to? How often do you go to a concert?* Write some sample survey questions on the board.

Activity 4

- Have students go online to find three reviews of one of their favorite movies. Suggest they can search on a movie review website, or look at three different online newspapers or magazines.
- Have students tell the class or write a text summarizing the opinion and arguments in each review and saying which they agree with.
- Remind students that they can also share the information they find on the Discussion Board on Online Practice. You might also want to ask them to use the Discussion Board for the next unit's Warm-Up activity.

TEACHER RESOURCE CENTER

Print Unit 2 Worksheet 2 from the Teacher Resource Center for additional in-class speaking practice.

Print Unit 2 Test from the Teacher Resource Center for an end-of-unit assessment.

03

Do it before you're 30!

SPEAKING
Personal experiences
GRAMMAR
Present perfect
LISTENING
Applying for a job
READING
Free climbing article

Vocabulary: BASE jumping, BMX bike racing, bungee jumping, driving a race car, ice climbing, parasailing, skydiving, wingsuit flying; cave diving, snowboarding, whitewater rafting

Conversation: Talking about personal experiences

Language Practice: The present perfect

Pronunciation: Linked sounds

Listening: Phone conversations about personal experiences for a job application

Smart Talk: An information gap activity about experiences

Reading: An article about an extreme sport

Writing: An email with information about your country

Speaking: A survey about activities and experiences

VOCABULARY

The goal of this section is to present and practice the target vocabulary: extreme sports and activities.

WARM-UP

- Books closed. Write a few examples of extreme sports and activities on the board and elicit more from the class. Write the students' examples on the board and ask them to describe the activities. Then ask students *Do you like extreme sports?* Elicit answers. Then ask why students like or don't like extreme sports.
- If students contributed to the Warm-Up Discussion Board as part of the Online Practice, look at their comments now with the class.

Activity 1

- Books open. Focus attention on the photos. Check which activities the students already know.
- Model the target vocabulary items: *bungee jumping*, *driving a race car*, etc.
- Have students complete the activity on their own.
- Play the recording. Allow time for students to change incorrect answers. Then check answers.
- KEY VOCABULARY:** In *BASE jumping*, people jump from a fixed structure, such as a building, tower, bridge, or cliff, usually using a parachute. In *skydiving*, people jump from an aircraft (such as a plane or balloon) and often open their parachute after free-falling for some time.
- LANGUAGE NOTE:** We use *go*, rather than *do* or *play*, with *bungee jumping*, *ice climbing*, *parasailing*, *wingsuit flying*, *BASE jumping*, and *skydiving*.

ANSWERS

- | | | | |
|------|------|------|------|
| 1. a | 3. d | 5. c | 7. f |
| 2. e | 4. b | 6. h | 8. g |

Activity 2

- Focus attention on the question and the example conversation in the speech bubbles. Elicit reasons why students might or might not want to try the sports in Activity 1.
- Have two students read the example conversation for the class. Then model the conversation with a student and show how to adapt it. Have the student read the first line. Respond with *No, I don't*, and elicit *Why not?* from the student. Give a reason and then ask the student about the next activity.
- Have students make pairs and do the activity.

ANSWERS

Answers will vary.

EXTRA IDEA

Have students make groups and rank the activities in Activity 1 from most dangerous to least dangerous. Then have students rank the activities from most difficult to least difficult.

Vocabulary Tip

- Focus attention on the Vocabulary Tip box and the three words in the example: *jump*, *skydiving*, and *plane*. Ask *What's the connection between these words?* Elicit *They are all connected to skydiving*.
- Choose another sport, for example, skiing. Elicit words that are connected, such as *skis*, *pole*, *mountain*, *snow*.
- Explain to students that trying to remember words that are connected is a useful strategy, as it makes the vocabulary items easier to remember.

SMART CHOICE ONLINE

Remind students that there are extra vocabulary practice activities on Online Practice.

CONVERSATION

The goal of this section is to present and practice the target vocabulary and grammar of the unit in a typical conversation.

Note: Access the video of the conversation on the Teacher Resource Center or on the Classroom Presentation Tool.

WARM-UP

Books closed. Set the scene. Ask students what chores they have to do regularly. Elicit examples and write them on the board. For example: *do the laundry, do the cooking, etc.*

Activity 1

- Books open. Focus attention on the model conversation.
- Preteach words and phrases students might not be familiar with. For example: *ridden, driven, been, done, by the way.*
- Have students read the conversation silently, without doing the activity.
- Have students do the activity on their own.
- Watch the video. Allow time for students to change incorrect answers. Then check answers.
- Watch the video again. Pause after each line of the conversation and have students repeat. Be sure to correct pronunciation and intonation.
- Have students make pairs and practice the conversation. Make sure pairs change roles so they practice each part.
- **LANGUAGE NOTE:** We use the verb *drive* for cars and other vehicles with four or more wheels. We use *ride* with two-wheeled vehicles, such as motorcycles, and animals, such as horses.

ANSWERS

1. b 2. c 3. d 4. a

VARIATION

- If you cannot watch the video in class, play the recording instead for students to check their answers.
- Play the video (or recording) again before students practice the conversation. Pause after each line of the conversation, and have students repeat.
- When students are familiar with the conversation, have them close their books. Pause the video (or recording) before Maria's lines and have students say her lines. Repeat this procedure for Amy's lines.

EXTENSION

Have students practice the conversation with different emotions. For example, students can practice Amy's lines with impatience, anger, disinterest, etc.

Activity 2

- Focus attention on the chart. Explain that the chart is color-coded and numbered. So items in the first column, for example, can be substituted into the first box in the conversation. Demonstrate this with *a motorcycle*. Point out the other colors and numbers, their corresponding columns in the chart, and boxes in the conversation.
- Preteach any words or phrases in the chart that students might not be familiar with. For example: *sports car, electric car, hang-gliding, and do the laundry.*
- Elicit other words or phrases that can go in each column. Explain that students can practice with their own ideas as well as those in the book.
- Have students make pairs and practice the conversation. Make sure pairs change roles so they practice each part.

Activity 3

- Focus attention on the instructions for Student A and Student B. Explain that students follow these to make their own conversation.
- Model the role play with two students. Show students how they can use their own ideas, using the conversation in Activity 1 for help. For example:
Student A Have you ever ridden a horse?
Student B No, I haven't. Have you ever ridden a horse?
Student A Yes, I have. I rode a horse last summer.
- Have students practice the role play.
- Then have students video their role plays using a cell phone.
- Have students show their videos to others and offer feedback to one another.

VARIATION

If you are unable to use cell phones in class, students can take turns performing their conversations for the class.

EXTENSION

If you and your students use a Learning Management System or a Social Learning Platform, have students share their videos. Together with the class, decide on criteria that students can use to give feedback to each other. For example, *Student A speaks naturally, Student B speaks clearly*, etc. You can use a scale from 1 to 5.

TEACHER RESOURCE CENTER

Print Unit 3 Video Worksheet from the Teacher Resource Center for additional in-class video practice.

SMART CHOICE ONLINE

Remind students that there are extra conversation practice activities on Online Practice.

LANGUAGE PRACTICE

The goal of this section is to present and practice the target grammar: the present perfect.

- Books closed. Write the following on the board:
I rode a bicycle yesterday. (the simple past)
I have ridden a motorcycle. (the present perfect)
- Explain that we usually use the simple past to describe an event that took place at a specified time in the past. Elicit other examples, such as: *I took the train this morning.*
I cooked spaghetti last night.
- Books open. Write the sentences from the Language Practice box on the board. Explain that we form the present perfect with *have* or *has* + past participle of the main verb.
- Explain that we often use the present perfect to describe an event that took place at an unspecified time up to the present. For example, in the sentence *I've ridden a bicycle*, we know that the speaker has had the experience, but we don't know when exactly.
- Point out the answers in the simple past. For example: *I rode one yesterday.* Explain that when we mention a specific time or event, we use the simple past and not the present perfect.
- Direct students to page 116 of the Grammar Reference for more information and practice.

TEACHER RESOURCE CENTER

Launch Unit 3 PowerPoint™ slides on the Teacher Resource Center for additional grammar presentation and practice.

Activity 1

- Focus attention on the four conversations. Explain that students need to complete the sentences with the present perfect or the simple past form of the verbs in parentheses. Write the first conversation on the board and complete it with the class as an example.
- Have students fill in the blanks on their own. Then check answers.
- Model the regular and irregular verbs in the box. Then have students practice the conversations in pairs.

ANSWERS

- | | |
|-----------------------|----------------------|
| 1. eaten, have, tried | 3. met, haven't, saw |
| 2. been, have, went | 4. run, ran |

Activity 2

- Explain that students should write sentences that are true for them using the correct form of the phrases in parentheses.
- Focus attention on the examples. Elicit why the first example is in the present perfect and the second one is in the simple past. Elicit or explain that we often use the present perfect to make general statements about our past experiences. In the second example, the writer mentions a specific time (*last summer*).
- Have students write the sentences on their own.

- Then have students make pairs and compare their sentences. Elicit several sentences from students.

POSSIBLE ANSWERS

- I've never ridden a horse. / I rode a horse ...
- I've never been to Europe. / I went to Europe ...
- I've never seen an elephant. / I saw an elephant ...
- I've never flown in an airplane. / I flew in an airplane ...

Activity 3

- Focus attention on the questions in Activity 1.
- Write the example question and answer in the speech bubbles on the board. Show students how to change the first question by replacing *eaten Moroccan food* with *been windsurfing*. Repeat this procedure for the answer.
- Have students make pairs and take turns asking and answering the questions in Activity 1 with their own information. Encourage them to ask follow-up questions.

ANSWERS

Answers will vary.

TEACHER RESOURCE CENTER

Print Unit 3 Worksheet 1 from the Teacher Resource Center for additional in-class speaking practice.

PRONUNCIATION

The goal of this section is to focus on linked consonant and vowel sounds.

Activity 1

- Model the examples. Explain that the sound of the consonant *n* at the end of *ridden* links to the sound of the vowel *a*, making *ridden a* sound like one word, *riddena*.
- Play the recording for students to notice the linked sounds.

Activity 2

Play the recording again. Have students practice saying the examples in Activity 1.

SMART CHOICE ONLINE

Remind students that there are extra grammar practice activities on Online Practice.

LISTENING

The goal of this section is to practice listening for the main idea, to practice listening for specific information, and to introduce some new vocabulary.

Activity 1

- This activity introduces three vocabulary items: *cave diving*, *snowboarding*, *whitewater rafting*.
- Model the vocabulary items and have students repeat.
- Focus attention on the photos. Have students describe what they see. Then ask *Have you ever tried these activities? Can you do them in your area?* Elicit answers.

ANSWERS

Answers will vary.

Activity 2

- Focus attention on the sentences. Elicit or explain the meaning of *application*.
- Explain that students will listen to a phone conversation and choose the sentence that best summarizes the situation discussed.
- Play the recording and have students do the activity. Then check answers.
- **CULTURE NOTE:** Many children in the US go to camp during the summer, often staying for weeks. Teenagers and young adults often have summer jobs as camp counselors, supervising the children and leading activities like swimming and hiking.

ANSWER

b

Activity 3

- Focus attention on the statements. Elicit or explain the meaning of any words students might not be familiar with.
- Play the recording again. Have students choose whether the statements are true or false. Then check answers.

ANSWERS

1. False 2. False 3. True 4. False 5. True

EXTENSION

Play the recording again. Have students rewrite the false statements to make them true.

Activity 4

- In this activity, students listen to another phone conversation between Marco and Anya at a later date.
- Focus attention on the questions. Elicit or explain any words or phrases students might not be familiar with, such as *news* (in a personal context) or *worried*.
- Play the recording. If necessary, pause after relevant passages of the conversation to give time for students to write their answers. Then check answers.
- **LANGUAGE NOTE:** We use the expression *out of practice* when we haven't done something in a while.

ANSWERS

1. He got the job.
2. He doesn't go swimming very often, so he's out of practice.
3. Find a swimming pool and practice again.
4. He doesn't have a driver's license.
5. Her confidence. (She believes in him.)

EXTRA IDEA

- Elicit more kinds of sports, such as those students do in school and college. For example: *soccer*, *basketball*, *track and field*.
- Have students write five *true/false* statements about their experience with sports. For example: *I have tried skydiving. I went skydiving three months ago. I was a basketball player. I played on my high school team. I have never tried hang-gliding.*
- Then have students read their statements to a group or to the class. The other students guess whether they are true or false.

SMART TALK

Teaching notes for the Smart Talk activity begin on page T-88.

SMART CHOICE ONLINE

Remind students that there is an extra video activity on Online Practice.

READING

The goal of this section is to practice reading comprehension.

Activity 1

Focus attention on the photos. Ask *What do you think El Capitan is? What do you think Alex Honnold does?*
Elicit answers.

POSSIBLE ANSWERS

El Capitan is a very high vertical rock formation in Yosemite National Park, in the US.
Alex Honnold is a climber.

Activity 2

- Focus attention on the statements. Elicit or explain the meaning of any words students might not be familiar with. Then explain that students should read the article and correct the information in the statements about it.
- Have students read the article individually. Tell them not to be concerned if they do not understand every word.
- Then have students work on their own to correct the information in the statements.
- Have students check answers with a partner. Then check answers with the class.
- If students need extra support with the reading, play the recording to the class. Have students stop you when there is a word they don't understand. Then have other students provide the answers by paraphrasing, drawing, or miming.

ANSWERS

1. Only 1% of climbers try free solo climbing.
2. Honnold practiced for at least two years before doing the free solo climb of El Capitan.
3. *Free Solo* won the Oscar for best documentary in 2019.
4. The camera operators couldn't use drones for the filming.
5. Honnold didn't want to wear a microphone on his back.

CHALLENGE WORDS

- Focus attention on the words in blue in the article and explain that these are challenge vocabulary items.
- Write each sentence containing blue words on the board.
- If these challenge words haven't been defined by this point, ask students to use the context of the sentence to guess the definition of each one and then check their guesses in a dictionary. Then elicit and write the correct definitions on the board.
- Have students create new sentences for each challenge item and share them with the class.

EXTRA IDEA

Have students research solo climbing and solo climbers on the Internet. They can research, for example, other places where people solo climb, the most famous solo climbers, etc.

Activity 3

- This activity has three steps. First, students choose an adjective that they think best describes free solo climbers and free solo climbing. Then, in groups, they discuss the reason for their choice of adjective. Finally, students discuss whether they would like to do the same kind of extreme activity.
- Focus attention on the questions in item 1. Review the list of adjectives and explain any words students might not be familiar with. Then elicit other adjectives students can use and write them on the board.
- Focus on the questions and example discussion in item 2. Write the example conversation on the board and show how *crazy*, in the first sentence, can be replaced by *brave*, or any other adjective. Then elicit what students could say if they didn't agree with their classmate's views.
- Have students make groups and do the first part of the activity.
- Then have students discuss whether they would like to try this activity. Make sure students give reasons for their answer.

ANSWERS

Answers will vary.

WRITING

Teaching notes for the Writing section are on page T-109.

SPEAKING

The goal of this section is to practice the language in the unit in an enjoyable, meaningful, and personalized way.

Activity 1

- Books closed. Ask some warm-up questions. For example:
What is the most interesting thing you've ever done?
What is the most interesting place you've ever been to?
- Books open. Focus attention on the survey questions. Model the questions and have students repeat.
- Explain any vocabulary students might not be familiar with, for example: *helicopter, award, in public, poem*, etc.
- Ask some students the first question: *Have you ever run a marathon?* Elicit answers such as *No, I have never run a marathon*, or *Yes, I have. I ran a marathon in New York last year*.
- Elicit some possible questions for the two *your choice* rows and write them on the board. Then have students complete the survey individually by adding the last two items. As students write, walk around the class to offer help as necessary.

Activity 2

- Focus attention on the questions and the two other columns in the survey chart. Explain that students need to ask the questions in the survey to several classmates until they complete the chart. For example, students ask classmates the question *Have you ever run a marathon?* until they find one who has done the activity. Then students complete the chart with the classmate's name and any other information they can find out. Encourage students to write a different name for each item.
- Write the example conversation in the speech bubbles on the board. Show students how to adapt the model question by replacing *run a marathon* with *tried bungee jumping*. Repeat this procedure for the example answer and the follow-up question.
- Before students do the activity, elicit more examples of follow-up questions, such as *When did you do it? Who did you go with? How many times did you do it?*
- Have students stand up and move around the classroom to do the activity. Remind them to ask follow-up questions and take notes.

Activity 3

- Have students make groups and share what they learned about their classmates.
- Then have each group vote on the best story they heard.
- Have a student from each group share their best story with the class.

EXTRA IDEA

Have students work in pairs or small groups to write 10 more survey questions and do the activities again.

Activity 4

- Have students go online to find information about an extreme sport they are interested in. Suggest they can search for one of the sports mentioned in the unit or for *extreme sports* to find lists of these sports in English. Students can find answers to questions such as *What do people do when practicing this sport? Who are some famous people who practice the sport? Do you need special equipment? Where do people usually do it?*
- Have students write a text with the information or present it to the class.
- Remind students that they can also share the information they find on the Discussion Board on Online Practice. You might also want to ask them to use the Discussion Board for the next unit's Warm-Up activity.

TEACHER RESOURCE CENTER

Print Unit 3 Worksheet 2 from the Teacher Resource Center for additional in-class speaking practice.

Print Unit 3 Test from the Teacher Resource Center for an end-of-unit assessment.

VIDEO

The goal of this section is to review, practice, and expand the language presented in Units 1–3 in a fun and challenging way, by using an authentic video and providing more comprehension and speaking practice.

Note: Access the video on the Classroom Presentation Tool or on the Teacher Resource Center.

WARM-UP

Books closed. Write the following questions on the board: *Do you travel for work? Do you know someone who travels a lot for work?* Elicit answers.

Activity 1

- Books open. Focus attention on the pictures. Ask *What do you see?* Elicit answers such as *boat, river, van, etc.*
- Focus attention on the questions. Have students discuss them with a partner.
- Then have students share their answers with the class.

Culture Tip

- Focus attention on the Culture Tip. Have students read it silently. Check understanding.
- Then ask students *Do you know anyone who has a boat? Does it have a name? What is it?*

Activity 2

- Focus attention on the instructions and the list of activities. Elicit or explain the meaning of words students might not be familiar with, such as *rowing*. Explain that students will watch the video and check the activities they see—not the activities that are mentioned.
- Play the video. Have students do the activity on their own.
- Have students check their answers with a partner. Then check answers with the class.

ANSWERS

cooking, driving, eating, hiking, riding a bike, rowing

Activity 3

- Focus attention on the instructions and the sentences. Explain that students are going to watch the video again and complete each sentence with a word from the video.
- Focus on the sentences. Explain or elicit the meaning of words students might not be familiar with, such as *narrowboat, filmmaking, nice-looking, prints, podcast, lifestyle*.
- If necessary, elicit the type of word students should listen for to complete each sentence. For example: item 1 is a time or place, item 2 is a form of transportation or a verb, etc.
- Play the video again. Have students complete the activity on their own. If necessary, play the video one more time for students to change any incorrect answers.
- Have students check their answers with a partner. Then check answers with the class.

ANSWERS

- | | | |
|----------|----------------|--------------|
| 1. 2014 | 4. photography | 7. interview |
| 2. van | 5. website | |
| 3. happy | 6. shop | |

EXTENSION

Have students discuss the video in pairs. Ask *Would you like to do what Bee and Theo are doing? Why or why not?* Then have pairs share their answers with the class.

Activity 4

- Focus attention on the chart. Explain that students should write two countries they would like to visit and an activity they would like to do in each country. Have students complete the chart on their own. As students work, walk around the class to offer help as necessary.
- Focus attention on the example conversation. Have two students read it to the class. Explain that students should now compare their answers with a partner. Encourage them to use expressions for agreeing and disagreeing.
- Have students discuss their answers in pairs. Then have some pairs share their conversations with the class.

EXTRA IDEA

Have students walk around the class and compare their answers with different classmates. Then have students report if they found anyone with similar ideas.

SMART CHOICE ONLINE

Remind students that there are extra conversation and video activities on Online Practice.

READING

The goal of this section is to review, practice, and expand the language presented in Units 1–3, by using a reading text and providing more comprehension and speaking practice.

Activity 1

- Focus attention on the picture. Have students describe what they see.
- Then ask *What kind of vacation do you think the woman likes?* Have students discuss the question in pairs. Then elicit answers.

ANSWERS

Answers will vary.

Activity 2

- Review the questions. Elicit or explain the meaning of words students might not be familiar with.
- Have students read the article silently and answer the questions.
- Have students check answers with a partner. Then check answers with the class.
- If students need more support with the reading, play the recording for the class. Then have students stop you when there is a word they don't understand. Have other students explain the word by paraphrasing, drawing, or miming.
- **CULTURE NOTE:** Cape Cod is a popular summer vacation destination in the US. The cape is located on the Atlantic coast and is well-known for its beaches. Queenstown is a town located on New Zealand's South Island. It is a popular destination for people interested in activities such as bungee jumping.

ANSWERS

1. Lauren is going to the US for three months.
2. She mentions kayaking, sailing, snowboarding, and bungee jumping.
3. She is interested in history and art.
4. She worked as a server in a restaurant in Queenstown, New Zealand.
5. She prefers traveling alone because she can do what she wants when she wants.

EXTENSION

Have students show where in the article they found the answer for each question. For example, for the first answer, elicit the passage *I'm going to Cape Cod, in the US, for three months.*

Activity 3

- Focus attention on the questions. Elicit or explain the meaning of words students might not be familiar with.
- Have students discuss the questions in groups. As students work, walk around the class to offer help as necessary.

ANSWERS

Answers will vary.

EXTENSION

Have each group tell the class if most people in their group would like to have a working vacation and whether most prefer to travel alone or with someone. Encourage them to share their reasons.

EXTRA IDEA

Have students tell their groups about a working vacation they had or someone they know had. Ask *Where did you/they go? When did you/they go? What did you/they do during the vacation?* etc. Then have students report the most interesting working vacation in their group to the class.

SMART CHOICE ONLINE

Remind students that there is an extra reading activity on Online Practice.

Remind students that there is a progress test on Online Practice for a self-assessment of Units 1–3.

04

The best place in the world!

SPEAKING
Describing places
GRAMMAR
Superlative adjectives
LISTENING
Geography game show
READING
Green places article

Vocabulary: continent, desert, island, lake, mountain range, ocean, rainforest, river, volcano, waterfall; Africa, Antarctica, North America

Conversation: Talking about places you want to visit

Language Practice: Superlative adjectives

Pronunciation: Reduction of *t*

Listening: A quiz show about world geography

Smart Talk: Answering a quiz with personal information and opinion

Reading: An article about the greenest places on the planet

Writing: An email describing your city

Speaking: A quiz about world geography

VOCABULARY

The goal of this section is to present and practice the target vocabulary: natural features.

WARM-UP

- Ask students to name a beautiful place in their country. Write these places on the board.
- If students are from the same country, have a class vote to see which place the class thinks is the most beautiful. If students are from different countries, have students name the most beautiful place in their country and describe it to the class.
- If students contributed to the Warm-Up Discussion Board as part of the Online Practice, look at their comments now with the class.

Activity 1

- Books closed. Elicit natural features (*mountains, rivers, etc.*) that students know and write them on the board.
- Draw a simple map of the world, or the country where you are, on the board. Then elicit the names of natural features and draw them on the map. For example, in North America: *the Colorado River, the Rocky Mountains, the Great Lakes*.
- Books open. Focus attention on the photos. Model the target vocabulary items: *island, ocean, etc.*
- Have students complete the activity on their own.
- Play the recording. Allow time for students to change incorrect answers. Then check answers.

ANSWERS

- | | | | | |
|------|------|------|------|-------|
| 1. e | 3. i | 5. h | 7. a | 9. c |
| 2. j | 4. d | 6. f | 8. g | 10. b |

Activity 2

- Focus attention on the instructions and the chart. Copy the chart on the board. Then elicit some names of oceans as an example and write one of them (for example, *Pacific*) under the heading *Oceans* on the board. Elicit one or two other examples for other sections of the chart.
- Focus on the example conversation in the speech bubbles. Model the conversation with a student.
- Have students complete the chart individually and then compare their answers with a partner. Then elicit answers and write them in the chart on the board.
- LANGUAGE NOTE:** Names of natural features are proper nouns. Like other proper nouns, they are capitalized. For example: *Niagara Falls*. Usually, proper nouns do not take articles. However, *the* is often used with the names of certain natural features, such as rivers, mountain ranges, deserts, and oceans. For example: *the Nile, the Alps, the Sahara, the Pacific*. We don't usually use the article *the* with the names of lakes, waterfalls, continents, or volcanoes.

POSSIBLE ANSWERS

Oceans: Pacific, Atlantic, Indian
Lakes: Superior, Titicaca, Victoria
Rainforests: Amazon, Congo, Madagascar
Mountain ranges: Himalayas, Alps, Rockies
Waterfalls: Niagara, Angel, Victoria
Deserts: Sahara, Gobi, Atacama
Islands: Hawaii, Bali, Jeju
Rivers: Amazon, Congo, Mississippi

TEACHER RESOURCE CENTER

Print Unit 4 Worksheet 1 from the Teacher Resource Center for additional in-class speaking practice.

SMART CHOICE ONLINE

Remind students that there are extra vocabulary practice activities on Online Practice.

CONVERSATION

The goal of this section is to present and practice the target vocabulary and grammar of the unit in a typical conversation.

Note: Access the video of the conversation on the Teacher Resource Center or on the Classroom Presentation Tool.

WARM-UP

Books closed. Ask students to name famous personalities, actors, writers, scientists, politicians, etc. Then follow up with questions such as *Where is he (or she) from? What's that city (or country) like? Have you ever been there?*

Activity 1

- Books open. Focus attention on the model conversation.
- Preteach words and phrases students might not be familiar with. For example: *reason, someday, and get the chance.*
- Have students read the conversation silently, without doing the activity.
- Have students fill in the blanks on their own.
- Watch the video. Allow time for students to change incorrect answers. Then check answers.
- Watch the video again. Pause after each line of the conversation and have students repeat. Be sure to correct pronunciation and intonation.
- Have students make pairs and practice the conversation. Make sure pairs change roles so they practice each part.
- **CULTURE NOTE:** Easter Island is an island in the southeastern Pacific Ocean. It is famous for its statues of giant heads, called *moai*.

ANSWERS

1. b 2. c 3. a

VARIATION

- If you cannot watch the video in class, play the recording instead for students to check their answers.
- Play the video (or recording) again before students practice the conversation. Pause after each line of the conversation and have students repeat.
- When students are familiar with the conversation, have them close their books. Pause the video (or recording) before Scott's lines and have students say his lines. Repeat this procedure for Rosa's lines.

Activity 2

- Focus attention on the chart. Explain that the chart is color-coded and numbered. So items in the first column, for example, can be substituted into the first box in the conversation. Demonstrate this with *Peru*. Point out the other colors and numbers, their columns in the chart, and boxes in the conversation.
- Elicit other words or phrases that can go in each column. Explain that students can practice with their own ideas as well as those in the book.
- Have students make pairs and practice the conversation. Make sure pairs change roles so they practice each part.

Conversation Tip

- Focus attention on the Conversation Tip box. Have students read the explanation and the example. Then focus attention on Scott's question *What's it like?* in the conversation in Activity 1. Explain that the question keeps the conversation going by showing interest and giving the first speaker a chance to say more about a topic. (*It's amazing!*)
- Have students identify other follow-up questions in the conversation in Activity 1. (*Any reason? Have you been there?*)

Activity 3

- Focus attention on the instructions for Student A and Student B. Explain that students follow these to make their own conversation.
- Model the role play with two students. Show students how they can use their own ideas, using the conversation in Activity 1 for help. For example:
Student A I have always wanted to go to Thailand.
Student B Oh, wow! Thailand! Any reason?
Student A I think it's one of the most interesting places in the world. What about you?
Student B I've always wanted to go to Peru.
Student A Why?
Student B I really want to visit Machu Picchu.
- Have students practice the role play.
- Have students video their role plays using a cell phone.
- Then have students show their videos to others and offer feedback to one another.

VARIATION

If you are unable to use cell phones in class, students can take turns performing their conversations for the class.

EXTENSION

If you and your students use a Learning Management System or a Social Learning Platform, have students share their videos. Together with the class, decide on criteria that students can use to give feedback to each other. For example, *Student A speaks naturally. Student B speaks clearly*, etc. You can use a scale from 1 to 5.

TEACHER RESOURCE CENTER

Print Unit 4 Video Worksheet from the Teacher Resource Center for additional in-class video practice.

SMART CHOICE ONLINE

Remind students that there are extra conversation practice activities on Online Practice.

LANGUAGE PRACTICE

The goal of this section is to present and practice the target grammar: superlative adjectives.

- Books closed. Write the following on the board:

_____ is the tallest student in the class.

Have students stand up. Choose three students to present *tall*, *taller*, and *tallest*. Find the tallest student and write his or her name in the blank on the board.

- Books open. Write the examples from the Language Practice box on the board. Explain that superlative adjectives are often formed by adding *-est* or *-iest* to the end of the adjective. However, the superlative forms of adjectives of three syllables or more, such as *beautiful*, are usually formed by putting *most* before the adjective, as in *the most beautiful*.
- Explain that we usually put *the* before the superlative form, as in *the biggest*, *the most beautiful*, and *the best*.
- Point out that *good* and *bad* are irregular. The superlative forms are *best* and *worst*.
- Direct students to page 117 of the Grammar Reference for more information and practice.

TEACHER RESOURCE CENTER

Launch Unit 4 PowerPoint™ slides on the Teacher Resource Center for additional grammar presentation and practice.

Activity 1

- Explain that students need to complete the sentences with the superlative form of the adjectives in the box. Focus on the adjectives. Explain or elicit their meaning and pronunciation.
- Focus on the example and elicit why *the deepest* is the correct phrase to complete the sentence. (The adjective refers to a lake and cannot be used with any of the nouns in the other items. As *deep* has just one syllable, we add the ending *-est* to form its superlative.)
- If necessary, review the vocabulary items on page 24 before students start the activity. Also make sure students know the places mentioned and their main characteristics. For example, that the Arctic is cold.
- Have students complete the activity on their own. Then check answers.

ANSWERS

- | | |
|----------------|----------------|
| 1. the deepest | 3. the coldest |
| 2. the largest | 4. the driest |

Activity 2

- Focus attention on the conversations. Explain that students need to complete them with the superlative forms of the adjectives in parentheses.
- If necessary, do the first item with the class as an example. Elicit why *biggest* has a double *g*.
- Then have students complete the activity on their own.
- Have students check their answers with a partner. Then check answers with the class.

ANSWERS

- the biggest
- the hottest, the most colorful
- the longest, the tallest
- the most important
- the clearest, the highest

EXTRA IDEA

- To give more practice with superlatives, elicit ideas for a classroom survey and write them on the board. For example: the student with the longest hair, the tallest student, etc.
- Have students walk around the classroom, comparing information with other students. Have students write the information they learn about their classmates.
- When students finish interviewing each other, elicit the names of the students who are the tallest, have the longest hair, etc.

PRONUNCIATION

The goal of this section is to focus on the reduction of *t* when words ending in *st* are followed by a consonant sound.

Activity 1

Show students that in the examples, the words ending in *st* are followed by a consonant sound. Model how the final *t* sound is reduced. Contrast this by modeling examples where the final *t* sound is not reduced. For example: *the largest area*, *the best idea*. Then play the recording.

Activity 2

Play the recording again. Have students repeat the examples.

SMART CHOICE ONLINE

Remind students that there are extra grammar practice activities on Online Practice.

LISTENING

The goal of this section is to practice listening for the main idea, to practice listening for specific information, and to introduce some new vocabulary.

Activity 1

- This activity introduces three new vocabulary items: *Africa, Antarctica, North America*.
- Model each new vocabulary item and have students repeat.
- Focus attention on the pictures. Have students describe what they see. Explain that students should label each picture with the name of one of the continents listed.
- Have students label the pictures on their own. Then check answers. Ask students to explain which elements in the photos justify their answers.

ANSWERS

A. Antarctica B. Africa C. North America

Activity 2

- Focus attention on the five items and the answer choices. Explain that students will listen to a quiz show and choose the correct answers to the questions asked to the participants of the show.
- Play the recording and have students do the activity. If necessary, pause the recording after each question to give students time to choose their answers before these are given by the show participants. Then check answers.

ANSWERS

1. b 2. a 3. c 4. b 5. c

Activity 3

- Focus attention on the questions. Have students read them silently.
- Play the recording again and have students write the answers. If necessary, pause after the information for each question to give students time to write their answers.
- Have students check their answers with a partner. Then check answers with the class.

ANSWERS

1. Over 4 billion 3. In Africa
2. More than 50 4. About 22 million

VARIATION

- Have students answer the questions before playing the recording again.
- Play the recording. Allow time for students to change any incorrect answers. Then check answers.

Activity 4

- Explain that in this activity, students are going to listen to a continuation of the quiz show.
- Preview the sentences and the answer choices. Elicit or explain the meaning of any words students might not be familiar with.
- Play the recording. Have students choose the correct answer to complete the sentences.
- Have students check their answers with a partner. Then check answers with the class.
- **CULTURE NOTE:** Aconcagua is in the Andes, in Argentina. It is the highest mountain in the Americas.

ANSWERS

1. b 2. b 3. b 4. a

EXTRA IDEA

Have students look at the pictures in Activity 1 again. Elicit what places students think they are. (A. Antarctica; B. Masai Mara National Reserve in Kenya; C. Los Angeles, California, in the US)

EXTRA IDEA

- Have students research other record-breaking facts on the Internet. These facts can relate to any topic, such as animals, sports, movies, etc.
- Have individual students report their facts to the class using superlatives.

SMART TALK

Teaching notes for the Smart Talk activity begin on page T-90.

SMART CHOICE ONLINE

Remind students that there is an extra video activity on Online Practice.

READING

The goal of this section is to practice reading comprehension.

Activity 1

- Focus attention on the title of the article and the photos. Ask *What do you think the article is about?* Elicit that it is about the world's greenest (most environmentally friendly) places.
- Next, focus attention on the photos and their captions. Ask if students have these things in their country.
- Then ask *Where are the greenest places in your country?* Elicit several answers.

ANSWERS

Answers will vary.

Activity 2

- Focus attention on the items in the second column. Explain or elicit the meaning of any words students might not be familiar with.
- Have students read the article individually and match the places and ideas. Tell them not to be concerned if they do not understand every word in the text. Then check answers.
- If students need extra support with the reading, play the recording to the class. Then have students stop you when there is a word they don't understand. Have other students provide the answers by paraphrasing, drawing, or miming.

ANSWERS

1. d 2. a 3. b 4. c

EXTENSION

- Have students write five comprehension questions about the article on a piece of paper.
- Then have students exchange their questions with a partner and answer their partner's questions.
- Have students exchange their papers back and correct each other's answers.

EXTRA IDEA

- Have students make pairs and discuss which of the cities listed in the text they think is the greenest and why.
- Ask the pairs to share their ideas with the class. Then identify the city chosen by most students.

CHALLENGE WORDS

- Focus attention on the words in blue in the article and explain that these are challenge vocabulary items.
- Write each sentence containing blue words on the board.
- If these challenge words haven't been defined by this point, ask students to use the context of the sentence to guess the definition of each one and then check their guesses in a dictionary. Elicit and write the correct definitions on the board.
- Have students create new sentences for each challenge item and share them with the class.

Activity 3

- Focus attention on the question. Make sure students understand that they should discuss the city where they study English. Then focus on the example discussion. Have two students read it to the class.
- Have students discuss their ideas in pairs. As students work, walk around the class to check progress and offer help as necessary.

EXTENSION

Have the pairs share their ideas with the class.

EXTRA IDEA

- Have students work in groups and write a list of other green ideas that would be good for their city/town or country.
- Have the groups share their ideas with the class. Then have the class vote on the best ideas.

WRITING

Teaching notes for the Writing section are on page T-109.

SPEAKING

The goal of this section is to practice the language in the unit in an enjoyable, meaningful, and personalized way.

Activity 1

- Focus attention on the photos. Elicit what students know about the places in the photos. Then ask *What is unique about these places?* Elicit several answers.
- Review the quiz items. Explain that students should match the places in the column on the left with the superlatives in the column on the right.
- Focus on the example conversation. Model it with a student, completing the response with a guess.
- Have students do the activity in pairs. As students work, walk around the class to check progress and offer help as necessary.

EXTENSION

Have students extend the quiz by listing two more places and superlative phrases.

Activity 2

- Have students join another pair and compare their answers to Activity 1.
- Give them a few minutes to discuss whether or not their answers are correct. Then check answers.
- **CULTURE NOTE:** Wellington, the capital of New Zealand, is located on the southern coast of the Northern Island. The population of Cairo, Egypt, is over 20 million people (2019). The population of China is about 1.4 billion (2018). Russia is over 17 million square kilometers in area. The Pacific Ocean is over 160 square kilometers in area. Angel Falls is about 980 meters high. Greenland is over 2 million square kilometers in area. La Paz, Bolivia, is about 3,600 meters above sea level.

ANSWERS

- | | | | |
|------|------|------|------|
| 1. f | 3. a | 5. b | 7. c |
| 2. g | 4. e | 6. h | 8. d |

Activity 3

- Elicit superlatives and write them on the board.
- Focus attention on the instructions. Explain that students can talk about any topic related to their city, region, or country.
- Focus attention on the example conversation. Model it with a student. If necessary, give one more example.
- Have students do the activity in groups. As students work, walk around the class to check progress and offer help as necessary.

EXTENSION

Have the groups tell the class the five most interesting things they find out.

EXTRA IDEA

- Have each student write five quiz questions using superlatives. Ask them to write each question and its answer on a separate slip of paper. Then collect the questions.
- Select one student to be the quiz master and read the questions to the class.
- As the quiz master reads the questions one at a time, the other students should write down the answers.
- After the quiz master has finished reading all the questions, have students exchange their answer sheets with a partner.
- Then have the quiz master read the answers to the questions. Have students check their partner's answers. The student who has the most correct answers wins.
- Alternatively, have students do the activity in groups. Distribute a smaller number of questions to each group and have each group select a quiz master.

Activity 4

- Have students go online to find more information about one of the cities or countries in the quiz in Activity 1. Suggest that students search for the name of the place. They can usually find this information on online encyclopedias or the place's official website. They can also search for the name of the place + *green initiatives* or *environmentally friendly projects* to find out about green projects in the place.
- Have students write a text with the information or present it to the class.
- Remind students that they can also share the information they find on the Discussion Board on Online Practice. You might also want to ask them to use the Discussion Board for the next unit's Warm-Up activity.

TEACHER RESOURCE CENTER

Print Unit 4 Worksheet 2 from the Teacher Resource Center for additional in-class speaking practice.

Print Unit 4 Test from the Teacher Resource Center for an end-of-unit assessment.

05 | Where's the party?

SPEAKING
Special cultural events

GRAMMAR
Adverbial clauses: *before, after, and when*

LISTENING
New Year's traditions

READING
Asian festivals article

Vocabulary: balloons, bouquet, cake, candles, card, fireworks, present, ring; birthday, New Year's, Spring Festival, Valentine's Day, wedding; grapes, lucky bags, mistletoe

Conversation: Talking about celebrations

Language Practice: Adverbial clauses with *before, after, and when*

Pronunciation: Intonation of adverbial clauses

Listening: People talking about New Year's traditions

Smart Talk: An information gap activity about a festival

Reading: An article about Asian festivals

Writing: A description of a party

Speaking: A discussion about favorite months

VOCABULARY

The goal of this section is to present and practice the target vocabulary: special events and party items.

WARM-UP

- Books closed. Tell students what your favorite celebration is and why. Then ask students *What's your favorite celebration? Why?* Elicit answers.
- If students contributed to the Warm-Up Discussion Board as part of the Online Practice, look at their comments now with the class.

Activity 1

- Books open. Focus attention on the pictures. Check which words the students already know.
- Model the target vocabulary items in the two word boxes: *bouquet, cake, etc.* and *New Year's, Spring Festival, etc.*
- Focus attention on the instructions. Explain that students should first match the pictures with the words a–h. Then they should write the name of each event from the second word box under the pictures of objects usually related to the event. Point out that they can write more than one event below each picture.
- Focus on the examples in item 1. Then have students complete the activity on their own.
- Play the recording. Allow time for students to change incorrect answers. Then have students compare answers with a partner before checking answers with the class.

ANSWERS

Events may vary.

1. e; New Year's, Spring Festival
2. c; New Year's, wedding, Valentine's Day, birthday
3. h; wedding, Valentine's Day (if getting engaged)
4. b; wedding, birthday
5. f; birthday
6. a; Spring Festival, wedding, Valentine's day, birthday
7. g; birthday, Spring Festival, Valentine's Day
8. d; New Year's, wedding, Valentine's Day, birthday

EXTRA IDEA

Have students work in pairs and take turns describing or defining items in Activity 1 for their partner to guess.

Activity 2

- Focus attention on the questions. Explain that students should answer them with their own information.
- As an example, answer the first question with your own information. Then have students do the activity on their own.

ANSWERS

Answers will vary.

Activity 3

- Focus attention on the instructions and the question.
- Have students make pairs, compare their answers to the questions in Activity 2, and identify the events they celebrate in a similar way. As students work, walk around the class to offer help as necessary.
- Have the pairs of students tell the class which events they celebrate in the same way and how they do it.

Vocabulary Tip

Focus attention on the example in the Vocabulary Tip box. Explain that drawing a picture is a very effective way of remembering new vocabulary. Students can draw pictures next to new words in a notebook or make flashcards with the word on one side and the picture on the back.

SMART CHOICE ONLINE

Remind students that there are extra vocabulary practice activities on Online Practice.

CONVERSATION

The goal of this section is to present and practice the target vocabulary and grammar of the unit in a typical conversation.

Note: Access the video of the conversation on the Teacher Resource Center or on the Classroom Presentation Tool.

WARM-UP

Ask students where they are going this weekend. Ask several follow-up questions so that students answer in detail.

Activity 1

- Focus attention on the model conversation.
- Preteach words and phrases students might not be familiar with. For example: *cathedral*, *take place*, etc.
- Have students read the conversation silently, without doing the activity.
- Have students fill in the blanks on their own.
- Watch the video. Allow time for students to change incorrect answers. Then check answers.
- Watch the video again. Pause after each line of the conversation and have students repeat. Be sure to correct pronunciation and intonation.
- Have students make pairs and practice the conversation. Make sure pairs change roles so they practice each part.

ANSWERS

- | | | | |
|------|------|------|------|
| 1. c | 2. b | 3. a | 4. d |
|------|------|------|------|

VARIATION

- If you cannot watch the video in class, play the recording instead for students to check their answers.
- Play the video (or recording) again before students practice the conversation. Pause after each line of the conversation and have students repeat.
- When students are familiar with the conversation, have them close their books. Pause the video (or recording) before Alan's lines and have students say his lines. Repeat this procedure with Hannah's lines.

Activity 2

- Focus attention on the chart. Explain that the chart is color-coded and numbered. So items in the first column, for example, can be substituted into the first box in the conversation. Demonstrate this with *South Korea*. Point out the other colors and numbers, their columns in the chart, and boxes in the conversation.
- Elicit other words or phrases that can go in each column. Explain that students can practice with their own ideas as well as those in the book.
- Have students make pairs and practice the conversation. Make sure pairs change roles so they practice each part.

Activity 3

- Focus attention on the instructions for Student A and Student B. Explain that students follow these to make their own conversation.
- Model the role play with two students. Show students how they can use their own ideas, using the conversation in Activity 1 for help. For example:

Student A *What are you doing this weekend?*

Student B *I'm going to my friend's birthday party.*

Student A *That sounds like fun. Where is the party?*

Student B *It's at a karaoke bar.*

- Have students practice the role play.
- Have students video their role plays using a cell phone.
- Then have students show their videos to others and offer feedback to one another.

VARIATION

If you are unable to use cell phones in class, students can take turns performing their conversations for the class.

EXTENSION

If you and your students use a Learning Management System or a Social Learning Platform, have students share their videos. Together with the class, decide on criteria that students can use to give feedback to each other. For example, *Student A speaks naturally. Student B speaks clearly.* etc. You can use a scale from 1 to 5.

TEACHER RESOURCE CENTER

Print Unit 5 Video Worksheet from the Teacher Resource Center for additional in-class video practice.

SMART CHOICE ONLINE

Remind students that there are extra conversation practice activities on Online Practice.

LANGUAGE PRACTICE

The goal of this section is to present and practice the target grammar: adverbial clauses with *before*, *after*, and *when*.

- Books closed. Write the following on the board:
Before he had breakfast, he took a shower.
After he took a shower, he had breakfast.
Explain that we can use *before* and *after* to show the order of two actions in a sentence.
- Write on the board:
When he went online, he checked his email.
Explain that, in this case, *when* shows that one action happened at the same time as another action or as an immediate result of it.
- Books open. Write the sentences from the Language Practice box on the board. Focus attention on the second example. Ask *Which action is first: the party starting or we making a cake?* Repeat this procedure for the other examples.
- Focus attention on the pairs of sentences with adverbial clauses. Elicit or explain that when the adverbial clause of time comes before the main clause, we use a comma. When the main clause is first, there is no comma.
- Do not focus on sequence adverbs at this point. These can be explained before students do Activity 3.
- Direct students to page 118 of the Grammar Reference for more information and practice.

TEACHER RESOURCE CENTER

Launch Unit 5 PowerPoint™ slides on the Teacher Resource Center for additional grammar presentation and practice.

Activity 1

- Focus attention on the sentences. Explain that the four sentences form a story and that students need to complete them with *before*, *after*, or *when*.
- If necessary, elicit or explain the meaning of any words students might not be familiar with.
- Focus on the example. Elicit why *when* is the best word to complete the sentence. (They had a party for him on his birthday. Both actions happened at the same time.)
- Have students complete the activity on their own. Then check answers.

ANSWERS

1. When 2. When 3. before 4. After

VARIATION

If students have difficulty with the activity, enact the scene in the classroom.

Activity 2

- Focus attention on the activity. Explain that students need to match the clauses in the two columns to make logical sentences.
- Do the first item with the class as an example. Then have students do the activity on their own. Remind them to pay attention to verb tenses and the sequence of the actions.
- Check answers by having individual students read the complete sentences to the class.

ANSWERS

1. e 2. a 3. b 4. f 5. c 6. d

EXTENSION

Have students complete the sentences in the activity with information that is true for them. Do one as an example:
When I have a problem, I talk to my sister.

Activity 3

- Focus on the sequence adverbs next to the Language Practice box at the top of the page. Explain their meaning and model the sentences for the class. Then ask *What type of party is the sequence of actions probably about?* Elicit *birthday party*.
- Focus on the questions in Activity 3. Write the first question on the board. Then focus on the speech bubble and read the example sentences to the class. Elicit a sentence beginning with *Next* and one beginning with *Finally* to complete the sequence in the speech bubble. For example: *Next, I clean my house. Finally, I prepare the food.*
- Have students do the activity in pairs. As students work, walk around the class to check progress and offer help as necessary. Then ask different pairs to share their answers to one of the questions with the class.

PRONUNCIATION

The goal of this section is to focus on intonation of adverbial clauses.

Activity 1

Model the examples. Then play the recording.

Activity 2

Play the recording again. Have students practice saying the examples in Activity 1.

SMART CHOICE ONLINE

Remind students that there are extra grammar practice activities on Online Practice.

LISTENING

The goal of this section is to practice listening for the main idea, to practice listening for specific information, and to introduce some new vocabulary.

Activity 1

- This activity introduces three new vocabulary items: *grapes*, *lucky bags*, *mistletoe*.
- Focus attention on the photos. Model the new vocabulary items and have students repeat.
- Ask *How do you think these things are related to New Year's celebrations?* Elicit several answers. Then tell students they can confirm their guesses when they listen to the recording in Activity 2.

ANSWERS

Answers will vary.

Activity 2

- Focus on the instructions. Explain that students will listen to people talking about New Year's traditions in Ireland, South Korea, and Brazil. They should write *I*, *K*, or *B* next to the customs related to each country.
- Focus attention on the five customs. Preteach any words students might not be familiar with. For example: *pillows*, *waves*.
- Play the recording. Have students write *I*, *K*, or *B* after each tradition.
- Have students check their answers with a partner. Then check answers with the class.

ANSWERS

1. B 2. K 3. I 4. B 5. I

Activity 3

- Focus attention on the *true/false* statements. Explain or elicit the meaning of *red-haired*, *handsome*, *awake*, and *strike*.
- Play the recording again. Have students choose *True* or *False* for each sentence. Then check answers.

ANSWERS

1. False 2. True 3. True 4. True 5. False

Activity 4

- Focus on the instructions and the chart. Explain that students will now listen to the same speakers talk about an occasion when they spent New Year's Eve abroad. Students should write the city and/or country in the first column of the chart, who the speaker spent the holiday with in the middle column, and what they did in the last column.
- Play the recording. If necessary, pause after each conversation to give time for students to write their answers.
- Have students check their answers with a partner. Then check answers with the class.

ANSWERS

Brendan: Sydney, Australia; his brother and friends; He went to a dinner party and then to the waterfront to watch fireworks.

Yang-hee: San Francisco, US; cousin; They went on a boat cruise and then watched fireworks.

Andrea: London, UK; friend; She went to a party and then watched fireworks on TV.

Activity 5

- Focus attention on the instructions and the example conversation. Have two students model it for the class.
- Have students make pairs and take turns telling about their last New Year's celebration. As students work, walk around the class to offer help as necessary.
- Have students share information about their partner's celebration with the class.

ANSWERS

Answers will vary.

EXTRA IDEA

- Have students make a list of things they do to celebrate the New Year. Then have students put them in sequence, using *first*, *then*, *next*, and *finally*.
- Then have students make sentences about their New Year's celebrations using *before*, *after*, and *when*.

SMART TALK

Teaching notes for the Smart Talk activity begin on page T-92.

SMART CHOICE ONLINE

Remind students that there is an extra video activity on Online Practice.

READING

The goal of this section is to practice reading comprehension.

Activity 1

- Focus attention on the photos. Ask students *What do you see in the pictures?* Elicit answers.
- Then ask *Which festival do you think seems the most interesting?* Have students read the article quickly and elicit answers.

ANSWERS

Answers will vary.

Activity 2

- Focus attention on the questions. Explain or elicit the meaning of words students might not be familiar with.
- Have students read the article and answer the questions on their own. Tell students not to be concerned if they do not understand every word in the text.
- Have students check their answers with a partner. Then check answers with the class.
- If students need extra support with the reading, play the recording to the class. Then have students stop you when there is a word they don't understand. Have other students provide the answers by paraphrasing, drawing, or miming.

ANSWERS

1. Songkran Water Festival
2. Bali Kite Festival
3. Songkran Water Festival
4. Bali Kite Festival
5. Bali Kite Festival
6. Pingxi Lantern Festival

EXTENSION

- Have students read the article again and find information about how each of the festivals started.
- Have students compare their answers in pairs. Then check answers as a class. (Suggested answers: The Lantern Festival started when people used lanterns to send messages to friends and family. The Water Festival started when people began bringing water from the monasteries and pouring it over each other. The Kite Festival started with farmers who wanted to say thank you for good crops and harvests.)

CHALLENGE WORDS

- Focus attention on the words in blue in the article and explain that these are challenge vocabulary items.
- Write each sentence containing blue words on the board.
- If these challenge words haven't been defined by this point, ask students to use the context of the sentence to guess the definition of each one and then check their guesses in a dictionary. Elicit and write the correct definitions on the board.
- Have students create new sentences for each challenge item and share them with the class.

EXTRA IDEA

- Have students write five comprehension questions about the text in Activity 1 on a piece of paper.
- Have students make pairs to exchange and answer each other's questions.

Activity 3

- Focus attention on the questions. Model the activity by telling the class about your favorite festival.
- Have students make groups and tell each other about their favorite festival. As students work, walk around the class to offer help as necessary.

TEACHER RESOURCE CENTER

Print Unit 5 Worksheet 1 from the Teacher Resource Center for additional in-class speaking practice.

WRITING

Teaching notes for the Writing section are on page T-110.

SPEAKING

The goal of this section is to practice the language in the unit in an enjoyable, meaningful, and personalized way.

Activity 1

- Books closed. Elicit the months of the year and write them on the board. Then elicit holidays and festivals that take place in each month. For example: *January—New Year's Day, February—Valentine's Day*, etc.
- Books open. Focus attention on the photos. Have students describe what they see.
- Focus attention on the instructions and the example. Explain that students should list their three favorite months and the reason why they like each of them.
- Have students complete the chart on their own. As students work, walk around the class to offer help as necessary. Make sure students give reasons for their choices.
- **CULTURE NOTE:** The image in the center shows a group of people wearing costumes at the Carnaval in Rio, Brazil.

Activity 2

- Explain that students will now find classmates who share one or more of the same favorite months. They should compare their reasons for liking each month.
- Focus on the example conversation in the speech bubbles. Have a pair of students model it for the class.
- Elicit questions and answers students can use when doing the activity and write them on the board. For example:
What are your favorite months?
(March, June, and July)
Why do you like March?
(Because it starts to get warmer and the flowers start to bloom.)
- Have students stand up and walk around the classroom to do the activity. Encourage them to find at least two classmates who like the same months. Remind them to write down the other students' names and reasons as they will need the information in Activity 3.

Activity 3

- Focus attention on the instructions and the example in the speech bubble. Have a student read it to the class.
- Have students tell the class about one of their favorite months and why they and other classmates like it.

EXTRA IDEA

Have students imagine that they are giving advice on a good time of year to visit their city, region, or country. Have them make a list of reasons, including special events and festivals that happen in that period. Then have students make pairs and tell their partner.

Activity 4

- Have students choose a country and then go online to find information about their most important festivals. Tell students that they can usually find this information on online encyclopedias, the country's official website, or tourism websites. Suggest students find out when and why each festival is held, as well as what people usually do.
- Have students write a text with the information or present it to the class.
- Remind students that they can also share the information they find on the Discussion Board on Online Practice. You might also want to ask them to use the Discussion Board for the next unit's Warm-Up activity.

TEACHER RESOURCE CENTER

Print Unit 5 Worksheet 2 from the Teacher Resource Center for additional in-class speaking practice.

Print Unit 5 Test from the Teacher Resource Center for an end-of-unit assessment.

06

You should try it!

SPEAKING
Suggestions / Obligations
GRAMMAR
should and have to
LISTENING
Giving advice
READING
Self-esteem article

Vocabulary: cook healthy food, eat junk food, exercise, get fresh air, get stressed, look at screens too much, relax, talk on the phone a lot; meditation, ping pong, t'ai chi

Conversation: Making suggestions and talking about obligations

Language Practice: *should and have to*

Pronunciation: Reduction of *has to* and *have to*

Listening: Conversations about lifestyles

Smart Talk: An information gap activity about healthy advice

Reading: An article about self-esteem

Writing: An email describing a new class

Speaking: A survey about living a healthy lifestyle

VOCABULARY

The goal of this section is to present and practice the target vocabulary: healthy and unhealthy activities.

WARM-UP

- Books closed. Divide the board in two columns and write *Healthy* and *Unhealthy* at the top of the columns. Then ask students to describe healthy and unhealthy habits or lifestyle choices. Elicit expressions such as *go to the gym*, *eat too much*, etc. Write these in the corresponding column on the board.
- Then ask students *Do you think you're a healthy person?* Elicit answers.
- If students contributed to the Warm-Up Discussion Board as part of the Online Practice, look at their comments now with the class.

Activity 1

- Books open. Focus attention on the pictures. Model the target vocabulary items: *cook healthy food*, *get stressed*, etc.
- Have students complete the activity on their own.
- Play the recording. Allow time for students to change incorrect answers. Then check answers.

ANSWERS

- | | | | |
|------|------|------|------|
| 1. f | 3. h | 5. c | 7. b |
| 2. a | 4. e | 6. d | 8. g |

Activity 2

- Elicit adverbs of frequency such as *sometimes* and *always* and time expressions such as *every day*, *once a month*, etc.
- Write the example answers in the speech bubbles on the board. Show students how they can adapt them with other adverbs of frequency, time expressions, and activities.
- Have students make pairs and do the activity. As students work, walk around the class to offer help as necessary.

ANSWERS

Answers will vary.

Activity 3

- Focus attention on the example in the speech bubble. Model the activity by telling the class one activity you consider healthy or unhealthy and how often you do it.
- Have students make pairs and do the activity.
- Then have students tell the class about their partners.

ANSWERS

Answers will vary.

EXTRA IDEA

- Have students write down on a sheet of paper what they ate and drank yesterday. Students should also indicate whether they cooked the food themselves, bought precooked meals, or ate at a restaurant. Have students compare their lists with a partner.
- If appropriate for your class, have students pass the sheets around the classroom. The class can vote to determine the healthiest food choices.
- Alternatively, you can have students make a list of their activities. Students can vote for the person with the healthiest lifestyle.

SMART CHOICE ONLINE

Remind students that there are extra vocabulary practice activities on Online Practice.

CONVERSATION

The goal of this section is to present and practice the target vocabulary and grammar of the unit in a typical conversation.

Note: Access the video of the conversation on the Teacher Resource Center or on the Classroom Presentation Tool.

WARM-UP

Books closed. Ask questions about what students do to keep fit. Elicit activities such as *play tennis*, *go jogging*, etc. Write these on the board.

Activity 1

- Books open. Focus attention on the picture. Ask questions such as *Where are the people? What are they doing?* Elicit answers.
- Focus attention on the model conversation.
- Have students read the conversation silently, without doing the activity.
- Have students fill in the blanks on their own.
- Watch the video. Allow time for students to change incorrect answers. Then check answers.
- Watch the video again. Pause after each line of the conversation and have students repeat. Be sure to correct pronunciation and intonation.
- Have students make pairs and practice the conversation. Make sure pairs change roles so they practice each part.

ANSWERS

1. b 2. a 3. c

VARIATION

- Books closed. Before students do the activity in the book, play the video with the sound off. Ask students to describe what the people are doing in the video. Write students' responses on the board. For example: *Amy is talking to Maria.*
- Books open. Play the video with the sound on for students to check their predictions.

Activity 2

- Focus attention on the chart. Explain that the chart is color-coded and numbered. So items in the first column, for example, can be substituted into the first box in the conversation. Demonstrate this with *movies*. Point out the other colors and numbers, their corresponding columns in the chart, and boxes in the conversation.
- Explain any vocabulary in the chart that students might not be familiar with. Then elicit other words or phrases that can go in each column. Explain that students can practice with their own ideas as well as those in the book.
- Have students make pairs and practice the conversation. Make sure pairs change roles so they practice each part. As students work, walk around the class to check progress and offer help as necessary.

Conversation Tip

Focus attention on the example in the Conversation Tip box. Explain that in the conversation, Maria provides the reason why she cannot accept Amy's invitation. (... *I have to study.*) This explanation makes her reply seem much more friendly than just saying *No*.

EXTRA IDEA

In groups, have students make a list of good reasons to refuse an invitation and reasons that might not be as polite. For example, *I have to study for a test* is a good reason. However, *I want to wash my hair* may not be as polite. Then have each group share their list with the class.

Activity 3

- Focus attention on the instructions for Student A and Student B. Explain that students follow these to make their own conversation.
- Model the role play with two students. Show students how they can use their own ideas, using the conversation in Activity 1 for help. For example:
Student A I'm going to the mall. Do you want to come?
Student B I can't, because I have to pick up a book at the library.
Student A We can stop at the library on the way to the mall.
Student B OK.
- Have students practice the role play.
- Have students video their role plays using a cell phone.
- Then have students show their videos to others and offer feedback to one another.

VARIATION

If you are unable to use cell phones in class, students can take turns performing their conversations for the class.

EXTENSION

If you and your students use a Learning Management System or a Social Learning Platform, have students share their videos. Together with the class, decide on criteria that students can use to give feedback to each other. For example, *Student A speaks naturally. Student B speaks clearly.* etc. You can use a scale from 1 to 5.

TEACHER RESOURCE CENTER

Print Unit 6 Video Worksheet from the Teacher Resource Center for additional in-class video practice.

SMART CHOICE ONLINE

Remind students that there are extra conversation practice activities on Online Practice.

LANGUAGE PRACTICE

The goal of this section is to present and practice the target grammar: *should* and *have to*.

- Books closed. Explain the difference between *should* and *have to*. *Should* is used for suggestions. *Have to* is used for obligations, or actions that must be done.
- Take out your wallet. Look through it and ask *Is this enough to buy lunch and dinner?* while writing an adequate amount of money on the board. Elicit the answer *Yes*. Write a smaller amount on the board. Repeat the procedure and elicit *Maybe*. Say *I should go to the bank*. Write an even smaller amount on the board. Ask if you have enough money, elicit *No*, and say *I have to go to the bank*.
- Books open. Focus attention on the Language Practice box. Write the example sentences on the board. Point out the negative forms, *You shouldn't* and *You don't have to*. Explain that *don't have to* means something is not necessary. Give examples, such as *You don't have to pay to sit in the park*. Explain that *shouldn't* is used for suggestions in the negative. For example: *You shouldn't smoke*. We use *shouldn't* to say something is a bad idea. We use *should* to say that something is a good idea.
- Direct students to page 119 of the Grammar Reference for more information and practice.

TEACHER RESOURCE CENTER

Launch Unit 6 PowerPoint™ slides on the Teacher Resource Center for additional grammar presentation and practice.

Activity 1

- Explain that students need to match the two columns to make logical sentences. Then focus on the items. Preteach any words students might not be familiar with.
- Focus attention on the example. Then have students complete the activity on their own.
- Check answers by having individual students read the complete sentences to the class.

ANSWERS

1. e 2. a 3. d 4. c 5. b

Activity 2

- Explain that students need to complete the sentences with *should*, *shouldn't*, *have to*, *has to*, *don't have to*, or *doesn't have to*.
- If necessary, do the first item with the class as an example. Elicit why *should* is the correct option to complete the sentence. (Because it is a good idea, it is advisable to sleep seven or eight hours a night to be healthy.)
- Have students complete the activity on their own.
- Have students check their answers with a partner. Then check answers with the class.

ANSWERS

1. should 3. shouldn't 5. has to
2. don't have to 4. don't have to

Activity 3

- Focus attention on the healthy lifestyle vocabulary items on page 36. Elicit other ideas, such as *walking*, *doing yoga*, and *going on vacation*.
- Then have students work on their own to list five suggestions for a healthy lifestyle using *should*, *shouldn't*, *have to*, or *don't have to*.
- Focus on the speech bubbles. Show how to change the example conversation by replacing *exercise* with *eat healthy food*, for example.
- Have students make pairs and discuss their suggestions with their partner. As students work, walk around the class to offer help as necessary.

EXTENSION

Ask students to tell the class about one of their partner's suggestions and whether they agree with it or not, giving reasons.

TEACHER RESOURCE CENTER

Print Unit 6 Worksheet 1 from the Teacher Resource Center for additional in-class speaking practice.

PRONUNCIATION

The goal of this section is to focus on the reduction of *has to* and *have to*.

Activity 1

- Focus attention on the instructions and the sentences. Model the examples for students to notice the reduced and unreduced sounds.
- Then play the recording.

Activity 2

Play the recording. Have students repeat the sentences. Make sure they say the reduced sounds.

SMART CHOICE ONLINE

Remind students that there are extra grammar practice activities on Online Practice.

LISTENING

The goal of this section is to practice listening for the main idea, to practice listening for specific information, and to introduce some new vocabulary.

Activity 1

- This activity introduces three new vocabulary items: *meditation*, *ping pong*, *t'ai chi*.
- Focus attention on the three photos and model the pronunciation of the new vocabulary items.
- Then ask the class *How can these activities keep you healthy?* Elicit several answers.

POSSIBLE ANSWERS

Meditation can help you relax.
Ping pong can be a fun way to exercise.
T'ai chi can help your balance.

Activity 2

- Focus attention on the picture. Have students describe what they see. Explain that students will listen to two conversations between Erin and Brian and a health expert.
- Focus attention on the six statements. Have students read them silently.
- Play the recording and have students do the activity. Then check answers.

ANSWERS

- | | | |
|----------|----------|----------|
| 1. True | 3. False | 5. False |
| 2. False | 4. False | 6. False |

EXTENSION

Have students correct the false sentences.

Activity 3

- Focus attention on the instructions and the sentences. Explain that this activity has two parts. First, students will listen to the conversations again and complete the advice with *should* or *shouldn't*. Then they will write whether the advice is for Brian, Erin, or both.
- Play the recording again. If necessary, pause the recording after relevant passages to give time for students to write their answers.
- Have students check their answers with a partner. Then check answers with the class.

ANSWERS

- | | |
|------------------|-----------------|
| 1. should; B | 4. should; BO |
| 2. shouldn't; B | 5. shouldn't; E |
| 3. shouldn't; BO | |

Activity 4

- Focus on the instructions. Explain that students will listen to a later conversation between Erin and Brian. Then focus attention on the picture of Erin and Brian next to Activity 3. Have students describe what they see.
- Preview the sentence starters and answer choices. Explain any words students might not be familiar with.
- Play the recording and have students choose the correct ending to complete each sentence. Then check answers.

ANSWERS

- | | | | | | |
|------|------|------|------|------|------|
| 1. b | 2. b | 3. a | 4. a | 5. b | 6. a |
|------|------|------|------|------|------|

Activity 5

- Focus attention on the questions. Explain that students should tell their group what they do or should do to be fit.
- Have students make groups and discuss their ideas.
- Have students report their group's conclusions to the class.

ANSWERS

Answers will vary.

EXTRA IDEA

- Have students work in groups and describe a type of fitness class or exercise. For example: *When you do t'ai chi, you have to do the movements very slowly. You should pay attention to your breathing.* etc.
- Allow students time to think about a type of exercise or fitness class individually. Then have students describe the exercise to their group.
- Alternatively, students could describe the class without saying the name of the exercise. The group tries to guess which exercise the student is describing.

TEACHER RESOURCE CENTER

Print Unit 6 Worksheet 2 from the Teacher Resource Center for additional in-class speaking practice.

SMART TALK

Teaching notes for the Smart Talk activity begin on page T-94.

SMART CHOICE ONLINE

Remind students that there is an extra video activity on Online Practice.

READING

The goal of this section is to practice reading comprehension.

Activity 1

Focus attention on the title of the article. Ask *What ideas might be in the action plan?* Elicit answers.

ANSWERS

Answers will vary.

Activity 2

- Focus attention on the numbered lines in the text. Ask students what is missing on those lines. (The text subtitles or paragraph titles.)
- Focus attention on the list of subtitles in the box. Elicit or explain any words students might not be familiar with. Then explain that students should write four of the subtitles above the corresponding paragraph. Elicit or explain that the main idea of the subtitle should match the main idea of the paragraph.
- Have students read the text and complete the activity on their own.
- Check answers. Have students identify key words or phrases in each paragraph that helped them choose the correct title.
- If students need extra support with the reading, play the recording to the class. Then have students stop you when there is a word they don't understand. Have other students provide the answers by paraphrasing, drawing, or miming.

ANSWERS

2. d 3. a 4. e 5. b
- c. *Take a vacation* is not used.

VARIATION

Before students read the article, have them predict which subtitle is not used.

EXTRA IDEA

- Elicit adverbs of frequency (*always, usually, sometimes, hardly ever, never*, etc.) and write them on the board.
- Have students describe how often they do the things in Activity 2. For example: *I hardly ever take a vacation.*

Activity 3

- Focus attention on the extracts from the text and the questions. Have students find the first extract in the text. Elicit the answer to the question.
- Have students do the activity on their own. Have students check their answers with a partner. Then check answers with the class.

ANSWERS

1. A list of the good things that you do, that happen to you, or that people say about you
2. Doing something new is difficult.
3. Following famous people on social media
4. A mistake

CHALLENGE WORDS

- Focus attention on the words in blue in the text and explain that these are challenge vocabulary items.
- Write each sentence containing blue words on the board.
- If these challenge words haven't been defined by this point, ask students to use the context of the sentence to guess the definition of each one and then check their guesses in a dictionary. Elicit and write the correct definitions on the board.
- Have students create new sentences for each challenge item and share them with the class.

Activity 4

- Focus attention on the list of suggestions in the text in Activity 1.
- Have students work in groups to discuss which of the suggestions they think is the best. Remind them to explain their opinions.
- Then have the groups list other ideas to improve self-esteem.
- Have the groups share with the class their views on which is the best idea in the text.
- Then have the groups share any other ideas they listed with the class. Write them on the board.

ANSWERS

Answers will vary.

EXTRA IDEA

- Have students look at the list of extra suggestions the class listed in Activity 4. Explain that this is now a list of subtitles.
- Give pairs or groups of students one of the subtitles. Ask them to write a paragraph for the suggestion.
- If possible, combine the students' paragraphs into one text with all their suggestions and share with the class.

WRITING

Teaching notes for the Writing section are on page T-110.

SPEAKING

The goal of this section is to practice the language in the unit in an enjoyable, meaningful, and personalized way.

Activity 1

- Focus attention on the questions in the test. Ask *Have you ever taken a test like this?* Elicit responses.
- Review the questions. Preteach any words or phrases students might not be familiar with. For example: *headache, concentrate*, etc.
- Have students write two additional questions. If necessary, elicit one or two examples before students do this individually.

Activity 2

- Have students make pairs. Explain that students should ask each other the questions in the test and mark their partner's answers in the form.
- Focus attention on the example conversation in the speech bubbles. Ask several students *Do you go to bed after midnight?* Elicit answers and extra information. Write them on the board.
- Have students do the activity. Encourage them to give extra information when answering the questions. As students work, walk around the class to check progress and offer help as necessary.

Activity 3

- Elicit expressions for giving opinions, agreeing and disagreeing, and giving advice. For example: *I think ... , you should ... , I agree ... , I disagree ...*, etc. Write them on the board.
- Focus attention on the example conversation in the speech bubbles. Show students how they can be used with their own ideas. Write on the board: *You shouldn't watch TV so much.* Then erase *watch TV* and replace it with *eat unhealthy food*, for example.
- Elicit examples of extra information students could use to explain their answers. Write these on the board.
- Have students do the activity in pairs. As they work, walk around the class to check progress and offer help as necessary.

EXTRA IDEA

- Have students write other tests similar to the one in Activity 1 about different topics. For example: *Are you a responsible student? Are you green?* (environmentally aware), etc. Encourage students to write 5–8 questions on the topic.
- Then have students walk around the class, asking other students their questions.

EXTRA IDEA

- Elicit symptoms, such as *stomachache, headache, runny nose*, etc. Write them on the board. Then elicit remedies for these symptoms.
- Have students make pairs and role-play going to the doctor. Students should take turns playing the roles of doctor and patient. The patient should describe his or her symptoms. The doctor should ask for more information and give advice.

Activity 4

- Have students go online to find information on how to avoid or reduce stress. Tell students they usually find this information on health-related or lifestyle websites.
- Have students write a text with the information or present it to the class.
- Remind students that they can also share the information they find on the Discussion Board on Online Practice. You might also want to ask them to use the Discussion Board for the next unit's Warm-Up activity.

TEACHER RESOURCE CENTER

Print Unit 6 Test from the Teacher Resource Center for an end-of-unit assessment.

VIDEO

The goal of this section is to review, practice, and expand the language presented in Units 4–6 in a fun and challenging way, by using an authentic video and providing more comprehension and speaking practice.

Note: Access the video on the Classroom Presentation Tool or on the Teacher Resource Center.

WARM-UP

Books closed. Ask *In your opinion, what is the best season to have a wedding? Why?* Elicit answers.

Activity 1

- Books open. Focus attention on the pictures. Ask *Who are these people? What are they doing?* Elicit answers such as *They are the groom and the bride at a wedding. They are getting married. They are the guests. They are dancing.*
- Then ask *What do people usually do to prepare for a wedding in your country?* Have students discuss the question in pairs.
- Have the pairs share their answers with the class.

Culture Tip

Ask students *Have you ever heard of the Cocos Islands? What do you know about them?* Elicit answers. Then have students read the Culture Tip silently. Check understanding.

Activity 2

- Focus attention on the instructions and the items. Explain that students are going to watch the video about a wedding on the Cocos Islands and number the items in the order they are mentioned.
- Play the video. Have students do the activity on their own. If necessary, play the video again for students to change any incorrect answers.
- Have students check their answers with a partner. Then check answers with the class.

ANSWERS

1. c 2. a 3. f 4. d 5. b 6. e

Activity 3

- Focus attention on the instructions and the statements. Elicit or explain the meaning of any words students might not be familiar with.
- Explain that students are going to watch the video again and decide if the statements are true or false. Then they are going to watch the video one more time and correct the false information.
- Play the video and have students write *T* or *F* next to each statement. Then play the video again for students to correct the false statements. If necessary, pause the video after the relevant parts to give students time to write the correct information.
- Have students check their answers with a partner. Then check answers with the class.

ANSWERS

- True
- False. Two hundred years ago, ...
- False. Siti's brother-in-law ...
- False. The supermarket doesn't have much food ...
- True
- False. The women cook ...
- False. After the wedding, ...
- True

Activity 4

- Focus attention on the first item. Point out that students who have been to a wedding should answer the first set of questions. Those who haven't should answer the second set. Focus on the second item. Elicit or explain the meaning of *customs*.
- Have students discuss the questions in groups. As they work, walk around the class to check progress and offer help as necessary.

EXTENSION

Have the groups share some of the interesting wedding customs they discussed with the class.

SMART CHOICE ONLINE

Remind students that there are extra conversation and video activities on Online Practice.

READING

The goal of this section is to review, practice, and expand the language presented in Units 4–6, by using a reading text and providing more comprehension and speaking practice.

Activity 1

- Focus attention on the instructions and ask *What is the text about?*
- Have students read the text quickly and then discuss with a partner what it is about. Then check answers.

POSSIBLE ANSWER

It is about questions and concerns people have about weddings.

Activity 2

- Focus attention on the text. Ask *Who wrote the questions in the text?* Elicit the names *Emma, Oliver, and Jake*.
- Focus on the instructions and the sentences. Explain that students should read the text and then complete each statement with the correct name.
- Have students read the text and do the activity on their own. Then check answers.
- If students need more support with the reading, play the recording to the class. Then have students stop you when there is a word they don't understand. Have other students explain the word by paraphrasing, drawing, or miming.

ANSWERS

1. Oliver 2. Emma 3. Jake 4. Emma 5. Oliver

EXTENSION

Have students write three more statements like the ones in Activity 2 on a piece of paper. Then have students exchange their statements with a partner and complete each other's sentences with *Emma, Jake, or Oliver*.

EXTRA IDEA

- Elicit some of the wedding traditions mentioned in the text in Activity 1 and write them on the board. For example: *The bride usually wears white. The guests shouldn't wear white. The couple goes on a honeymoon after the wedding. Before the wedding, the couple sends a list of gifts they would like to receive. The wedding guests usually give a gift at the wedding reception after the ceremony.*
- Have students tell a partner, a group, or the class which traditions are the same in their culture and which are different. Encourage them to give more information about the differences. For example: *In my culture, the bride usually wears red, pink, or purple clothes.*

Activity 3

- Focus attention on the questions and the example answer. Have a student read it to the class.
- Have students discuss the questions in pairs. As students work, walk around the class to check progress and offer help as necessary.
- Have the pairs share their views on any of Jess's advice they don't agree with and what they think the person should do instead.

ANSWERS

Answers will vary.

EXTRA IDEA

- Have students work in pairs or in groups to think of other problems related to weddings or some other special event (such as a birthday or New Year's party), and ask Jess King about them.
- Then have the pairs or groups exchange questions and answer each other's questions with some advice.

SMART CHOICE ONLINE

Remind students that there is an extra reading activity on Online Practice.

Remind students that there is a progress test on Online Practice for a self-assessment of Units 4–6.

TEACHER RESOURCE CENTER

Print Midterm Test from the Teacher Resource Center for an assessment of Units 1–6.

07

There are too many stores!

SPEAKING
Complaints / Shopping
GRAMMAR
too, enough, many, much
LISTENING
Shopping habits
READING
Unusual shopping mall article

Vocabulary: accessories, clothing, electronics, jewelry, shoes; cheap, expensive, inexpensive, overpriced, reasonable; contemporary, old-fashioned, stylish, trendy; convenient, stressful, tempting

Conversation: Making complaints

Language Practice: *too/not enough; too many/too much*

Pronunciation: Word stress in complaints

Listening: Interviews about shopping habits

Smart Talk: An information gap activity about famous markets

Reading: An article about a different kind of shopping mall

Writing: A blog post about your favorite place to shop

Speaking: A board game about shopping

VOCABULARY

The goal of this section is to present and practice the target vocabulary: things to buy.

WARM-UP

- Books closed. Elicit kinds of stores and write them on the board. For example: *supermarket, convenience store*, etc.
- Then ask *What's your favorite place to shop?* Elicit several answers.
- If students contributed to the Warm-Up Discussion Board as part of the Online Practice, look at their comments now with the class.

Activity 1

- Books open. Focus attention on the pictures. Check to see which words the students already know.
- Model the target vocabulary items: *accessories, clothing*, etc.
- Have students complete the activity on their own.
- Play the recording. Allow time for students to change incorrect answers. Then check answers.

ANSWERS

1. b 2. c 3. e 4. d 5. a

Activity 2

- Focus on the pictures in Activity 1. Elicit the names of items and write them on the board. For example: *pants, rings, necklaces, bracelets, scarf*, etc.
- Explain that students need to give their opinion about the prices and styles of the items in the pictures, using the adjectives listed.
- Focus on the adjectives. Explain or elicit their meanings. Then model their pronunciation and have students repeat.
- Focus attention on the example conversation. Model it with a student.
- Have students do the activity in pairs. As students work, walk around the class to help with pronunciation.
- Then have some pairs present their conversation about one of the items to the class.

Activity 3

- Focus attention on the questions and the example conversation. Explain that students should tell a partner about a type of store they like and a type of store they hate or don't like very much.
- Model the conversation with a student. Replace the verb and type of store with your own information.
- Have students do the activity in pairs. Then ask students to tell the class which stores their partners love or hate.

VARIATION

Have students explain why they like or hate that kind of store.

Vocabulary Tip

- Focus attention on the Vocabulary Tip box. Explain that putting words into thematic groups, such as *rings* and *bracelets* under *jewelry* in the example, can help students remember the words.
- Write the two thematic categories in the tip and the words under them in two columns on the board. Then write the adjectives from Activity 2 in two other columns. Elicit the category for each column and write them above the adjectives.
- Then ask students to suggest other categories for the words on the page.

SMART CHOICE ONLINE

Remind students that there are extra vocabulary practice activities on Online Practice.

CONVERSATION

The goal of this section is to present and practice the target vocabulary and grammar of the unit in a typical conversation.

Note: Access the video of the conversation on the Teacher Resource Center or on the Classroom Presentation Tool.

WARM-UP

Books closed. Ask questions about shopping, such as *Do you think shopping is fun? How often do you go to a mall or department store? Do you like shopping for other people?* Elicit several answers.

Activity 1

- Books open. Focus attention on the model conversation.
- Preteach words and phrases students might not be familiar with. For example: *crowded, line, not at all*, etc.
- Have students read the conversation silently, without doing the activity.
- Have students fill in the blanks on their own.
- Watch the video. Allow time for students to change incorrect answers. Then check answers.
- Watch the video again. Pause after each line of the conversation and have students repeat. Be sure to correct pronunciation and intonation.
- Have students make pairs and practice the conversation. Make sure pairs change roles so they practice each part.

ANSWERS

1. a 2. c 3. b 4. d

VARIATION

- If you cannot watch the video in class, play the recording instead for students to check their answers.
- Play the video (or recording) again before students practice the conversation. Pause after each line of the conversation, and have students repeat.
- When students are familiar with the conversation, have them close their books. Pause the video before Ricardo's lines and have students say his lines. Repeat this procedure for Patrick's lines.

Activity 2

- Focus attention on the chart. Explain that the chart is color-coded and numbered. So items in the first column, for example, can be substituted into the first box in the conversation. Demonstrate this with *noisy*. Point out the other colors and numbers, their corresponding columns in the chart, and boxes in the conversation.
- Elicit other words or phrases that can go in each column. Explain that students can practice with their own ideas as well as those in the book.
- Have students make pairs and practice the conversation. Make sure pairs change roles so they practice each part.

EXTRA IDEA

Have students play a word association game. Say one of the vocabulary items from Activity 2. For example: *noisy*. Have students write down as many words as they can that relate to this word.

Activity 3

- Focus attention on the instructions for Student A and Student B. Explain that students follow these to make their own conversation.
- Model the role play with two students. Show students how they can use their own ideas, using the conversation in Activity 1 for help. For example:

Student A *Did you have a good time at the mall yesterday?*

Student B *No. It was very crowded.*

Student A *Oh, that's too bad. Did you buy anything?*

Student B *Yes, I bought a scarf.*

- Have students practice the role play.
- Then have students video their role plays using a cell phone.
- Have students show their videos to others and offer feedback to one another.

VARIATION

If you are unable to use cell phones in class, students can take turns performing their conversations for the class.

EXTENSION

If you and your students use a Learning Management System or a Social Learning Platform, have students share their videos. Together with the class, decide on criteria that students can use to give feedback to each other. For example, *Student A speaks naturally. Student B speaks clearly.* etc. You can use a scale from 1 to 5.

TEACHER RESOURCE CENTER

Print Unit 7 Video Worksheet from the Teacher Resource Center for additional in-class video practice.

SMART CHOICE ONLINE

Remind students that there are extra conversation practice activities on Online Practice.

LANGUAGE PRACTICE

The goal of this section is to present and practice the target grammar: *too* / *not enough*, *too many* / *too much*.

- Books closed. Write on the board:
The mall is very crowded.
The mall is too crowded.
- Explain that *very crowded* and *too crowded* are pretty similar, except that *too crowded* has a negative meaning. It means “more than is good.”
- Books open. Write the sentences from the Language Practice box on the board. Explain that *not enough* has a negative meaning and means the opposite of *too* and *too much/many*. It means “less than is good or needed.”
- Point out that *enough* usually comes before a noun and after an adjective. For example: *There isn't enough food.* *I'm not warm enough.*
- Too many* is used with plural count nouns. For example: *too many people*, *too many things*. *Too much* is used with noncount nouns. For example: *too much food*, *too much trouble*. *Too* is used on its own before adjectives. For example: *too busy*.
- Direct students to page 120 of the Grammar Reference for more information and practice.

TEACHER RESOURCE CENTER

Launch Unit 7 PowerPoint™ slides on the Teacher Resource Center for additional grammar presentation and practice.

Activity 1

- Focus attention on the five sentences. Explain that students need to fill in the blanks with *too*, *too much*, or *too many*.
- Focus on the example. Elicit why *too many* is the correct expression to complete the sentence. (It is followed by a plural count noun, *electronics stores*.)
- Have students complete the activity on their own.
- Have students check answers with a partner. Then check answers with the class.

ANSWERS

- | | | |
|-------------|-------------|-------------|
| 1. too many | 3. too | 5. too many |
| 2. too | 4. too much | |

Activity 2

- Explain that students need to fill in the blanks with *too much*, *too many*, or *not enough*. Then write the first sentence on the board and elicit the expression to complete it.
- Focus on the other sentences. Elicit or explain the meaning of words students might not be familiar with.
- Have students complete the activity on their own. Then check answers.

ANSWERS

- | | | |
|---------------|-------------|----------------|
| 1. not enough | 3. too many | 5. too many, |
| 2. not enough | 4. too much | not ... enough |

VARIATION

Before students complete the sentences, have them identify whether the blanks in each sentence come before or after adjectives, adverbs, count nouns, or noncount nouns.

EXTENSION

Have students look around the classroom and make statements using *too*, *too much*, *too many*, and *not enough*. For example: *There are not enough windows.* *There are too many chairs.* *It isn't bright enough.*

Activity 3

- Write the conversation on the board. Elicit what type of word should go into each blank: adjective, singular/plural count noun, or noncount noun?
- Have students complete the conversation with their own ideas. Then have students practice their conversation with a partner. Make sure pairs change roles so they practice each part.
- Then have the pairs present one of their conversations to the class.

ANSWERS

Answers will vary.

PRONUNCIATION

The goal of this section is to focus on word stress in complaints.

Activity 1

Model the examples. Have students notice the type of words that are stressed (*too*, *not*, nouns, adjectives). Then play the recording.

Activity 2

Play the recording again. Have students practice saying the examples in Activity 1.

SMART CHOICE ONLINE

Remind students that there are extra grammar practice activities on Online Practice.

LISTENING

The goal of this section is to practice listening for the main idea, to practice listening for specific information, and to introduce some new vocabulary.

Activity 1

- This activity introduces three new vocabulary items: *convenient*, *stressful*, *tempting*.
- Focus on the comments. Model the pronunciation of the vocabulary items in bold and have students repeat.
- Have students match the words in bold to their definitions. Then check answers.
- Have students work in pairs and discuss which statements are true for them. Then have students share their responses with the class.

ANSWERS

1. c 2. a 3. b

EXTENSION

- Write the comments on the board. Then focus attention on the three people in the pictures. Have students guess who made each comment and justify their choices. Write the name of the people mentioned by most students next to each comment on the board.
- Tell students they will be able to confirm their guesses after they listen to the recordings.

Activity 2

- Focus attention on the pictures of James, Sofia, and Gok. Explain that students will listen to them talking about their shopping preferences. Then focus attention on the chart. Explain that students should put a check mark under the correct name.
- Play the recording and have students do the activity. Then check answers.

ANSWERS

1. Sofia 3. Sofia 5. James
2. James 4. Gok

EXTENSION

- Ask students to note down the information in the conversations that justify their answers.
- Play the recording again. Have students listen and write the key words and phrases that justify their answer to each question.

Activity 3

- Focus attention on the three questions. Have students read them silently.
- Play the recording again. If necessary, pause the recording after each conversation to give time for students to write their answers. Then check answers.

ANSWERS

1. Sometimes there are too many people, and he never has enough time.
2. Someone got his credit card details and spent a lot of money with it.
3. His best friend thinks he buys too much stuff online.

EXTENSION

If students made guesses about who said each comment in Activity 1, check their guesses now, before doing the next activity. (1. Gok; 2. James; 3. Sofia)

Activity 4

- In this activity, students listen to a conversation between the interviewer, Gok, and Sofia.
- Preview the statements. Elicit or explain the meaning of words or phrases students might not be familiar with. For example: *people-watching*, *store assistants*.
- Play the recording. Have students choose *True* or *False*. Then check answers.

ANSWERS

- | | | |
|----------|----------|----------|
| 1. False | 3. False | 5. False |
| 2. True | 4. False | |

EXTRA IDEA

- Have students rewrite sentences 1–4 in Activity 4 to make a *Find someone who ...* activity.
- Have students write questions such as *Do you enjoy people-watching at the mall? Do you like store assistants talking to you?* etc. on a piece of paper.
- Have students walk around the classroom and ask other students the questions until they find someone who answers *Yes* to each question.

TEACHER RESOURCE CENTER

Print Unit 7 Worksheet 1 from the Teacher Resource Center for additional in-class speaking practice.

SMART TALK

Teaching notes for the Smart Talk activity begin on page T-96.

SMART CHOICE ONLINE

Remind students that there is an extra video activity on Online Practice.

READING

The goal of this section is to practice reading comprehension.

Activity 1

Focus attention on the photos. Ask *What can you see?* Elicit answers from the class.

ANSWERS

Answers will vary.

Activity 2

- Have students read the article individually and match the numbers to what they refer to. Then check answers.
- If students need extra support with the reading, play the recording to the class. Then have students stop you when there is a word they don't understand. Have other students provide the answers by paraphrasing, drawing, or miming.

ANSWERS

1. e 2. d 3. a 4. b 5. f 6. c

VARIATION

- Have students summarize the article by noting down all the information with numbers. For example: *Eskilstuna is 100 kilometers from Stockholm. Retuna Shopping Mall is the world's first mall for secondhand shopping. Sweden recycles 99% of household waste.* etc.
- Have students compare their answers with a partner. Then check answers with the class.

Activity 3

- Focus attention on the questions. Explain any words students might not be familiar with.
- Have students answer the questions on their own.
- Have students check answers with a partner. Then check answers with the class.

ANSWERS

1. It's the world's first mall for secondhand goods.
2. No, it isn't. It is in Eskilstuna, a town 100 kilometers west from Stockholm, the capital.
3. They sell clothes, furniture, bicycles, books, pottery, toys, and other things.
4. Less than 1 percent.

CHALLENGE WORDS

- Focus attention on the words in blue in the article and explain that these are challenge vocabulary items.
- Write each sentence containing blue words on the board.
- If these challenge words haven't been defined by this point, ask students to use the context of the sentence to guess the definition of each one and then check their guesses in a dictionary. Elicit and write the correct definitions on the board.
- Have students create new sentences for each challenge item and share them with the class

EXTENSION

- Write some false statements about the article on the board. For example: *Eskilstuna is east of Stockholm. Astrid Karlsson has never been to the Retuna mall. The mall usually sells broken things.* etc.
- Have students work in pairs to correct the statements. Then check answers.

Activity 4

- Focus attention on the question. Share your opinion with the class as an example answer.
- Have students do the activity in groups. As students work, walk around the class to check progress and offer help as necessary.
- Have students summarize their groups' opinions for the class. For example: *Most of us think it's a good idea because ...*

WRITING

Teaching notes for the Writing section are on page T-111.

SPEAKING

The goal of this section is to practice the language in the unit in an enjoyable, meaningful, and personalized way.

Activity 1

- Focus attention on the instructions. Point out that students will need a coin and a marker, such as an eraser, a coin, or a hairpin, to move on the board.
- Focus attention on the game board. Model the questions for the students.
- Focus attention on the first question and the example conversation. Model it with a student. Point out that the first speaker should ask follow-up questions to get more information. Elicit some follow-up questions students could ask and write them on the board. For example, for question 2: *How often do you shop there? Do you like shopping there? Why/Why not?*
- Have students play the game in pairs. Encourage them to write notes so that they remember the information about their partner for Activity 2.
- As students play the game, walk around the class to check progress and offer help as necessary.

Activity 2

- Have students make groups by joining another pair. Explain that students will now take turns telling the information about their partners they found out in Activity 1 and compare their information.
- Focus attention on the example conversation. Model it with two students.
- Have students do the activity in groups.

EXTENSION

Have a student from each group report their findings to the class. Write the information on the board. Then have the class complete these sentences to summarize the results:

1. Most of us like / don't like shopping at malls.
2. Most of us usually shop at _____.
3. Most of us like to shop _____.
4. Most of us prefer to shop alone / with other people.
5. Most of us have / haven't spent too much money shopping.
6. Most of us have / haven't had problems buying things.
7. Most of us often buy _____.
8. Most of us think that the worst thing about shopping is _____.
9. Most of us shop online _____.

EXTRA IDEA

Have students play the game again with new partners, but this time making their own questions.

Activity 3

- Have students go online to find tips for a good shopping experience. Suggest that students can search for *shopping tips*, for example. If necessary, explain that they can usually find this information on consumer websites or lifestyle magazines online.
- Have students write a text with the information or present it to the class.
- Remind students that they can also share the information they find on the Discussion Board on Online Practice. You might also want to ask them to use the Discussion Board for the next unit's Warm-Up activity.

TEACHER RESOURCE CENTER

Print Unit 7 Worksheet 2 from the Teacher Resource Center for additional in-class speaking practice.

Print Unit 7 Test from the Teacher Resource Center for an end-of-unit assessment.

08

Wanted: People who can sing

SPEAKING
Describing preferences
GRAMMAR
Relative clauses
LISTENING
Voicemail messages
READING
Interview tips article

Vocabulary: amusing, generous, helpful, outgoing, patient, polite, serious, smart; energetic, knowledgeable, reliable

Conversation: Talking about job requirements

Language Practice: Defining relative clauses (subject)

Pronunciation: Word stress and content words

Listening: Voicemail messages and phone conversation about house-sitting

Smart Talk: An information gap activity about people's interests

Reading: An article about interview tips

Writing: An email about you and your preferences

Speaking: A survey about personal qualities

VOCABULARY

The goal of this section is to present and practice the target vocabulary: personality.

WARM-UP

- Books closed. Write on the board: *Personality*. Elicit adjectives to describe personality, such as *nice, funny, friendly*, and write them on the board.
- Have students work in pairs to answer the question *How do your friends describe you?*
- Then have students share their partner's responses with the class. Add any new adjectives to those on the board so that students can use them later.
- If students contributed to the Warm-Up Discussion Board as part of the Online Practice, look at their comments now with the class.

Activity 1

- Books open. Focus attention on the photos. Have students describe what they see.
- Model the target vocabulary items: *amusing, smart, etc.*
- Focus on the example. Explain that students will fill in the blanks with an adjective that describes the personality of the person in the photo. Point out that they should circle the three words they don't use.
- Have students complete the activity on their own.
- Play the recording. Allow time for students to change incorrect answers. Then check answers.
- Elicit the meaning of the three words left out by using them in sentences that illustrate their meanings, such as: *She's very patient with children. She's never angry. / Their sons have very good manners and are very polite. / He's not a very serious person. He's always telling jokes.*

ANSWERS

- | | | |
|-------------|------------|------------|
| 1. generous | 3. smart | 5. amusing |
| 2. outgoing | 4. helpful | |

The words *patient, polite*, and *serious* were not used.

EXTENSION

Have students give examples of fictional characters who have each characteristic. For example: *I think Harry Potter is smart and generous.*

Activity 2

- Focus attention on the instructions and the example conversation in the speech bubbles. Have two students model the conversation.
- Have students work in pairs to discuss the people in their families. As students work, walk around the class to check progress and offer help as necessary.

Activity 3

- Focus attention on the example conversation. Model it with a student.
- Have students make groups and describe famous people. As students work, walk around the class to offer help as necessary.
- CULTURE NOTE:** Atsushi Tamura is a famous Japanese comedian and actor.

EXTRA IDEA

Have students play a guessing game. Have students describe a classmate's personality to a group or the class without saying the person's name. The other students try to guess who is being described.

SMART CHOICE ONLINE

Remind students that there are extra vocabulary practice activities on Online Practice.

CONVERSATION

The goal of this section is to present and practice the target vocabulary and grammar of the unit in a typical conversation.

Note: Access the video of the conversation on the Teacher Resource Center or on the Classroom Presentation Tool.

WARM-UP

Books closed. Ask students *Have you ever looked for a job online? What kind of job was it?* Elicit answers.

Activity 1

- Books open. Focus attention on the model conversation.
- Preteach words and phrases students might not be familiar with. For example: *summer job, How's it going?, wait a sec, summer camp, that's you, for sure, Absolutely.*
- Have students read the conversation silently, without doing the activity.
- Have students fill in the blanks on their own.
- Watch the video. Allow time for students to change incorrect answers. Then check answers.
- Watch the video again. Pause after each line of the conversation and have students repeat. Be sure to correct pronunciation and intonation.
- Have students make pairs and practice the conversation. Make sure pairs change roles so they practice each part.
- **CULTURE NOTE:** In the US, many students get *summer jobs* during their summer vacation. These are usually temporary jobs at places such as clothing stores and fast food restaurants. Some college students also work at *summer camps*, which are places that provide recreational and/or educational activities for children and teenagers during the summer vacation.

ANSWERS

1. c 2. a 3. d 4. b

VARIATION

- Books closed. Before students do the activity in the book, play the video with the sound off. Ask students to describe what the people are doing in the video.
- Books open. Play the video with the sound on for students to check their predictions.

Activity 2

- Focus attention on the chart. Explain that the chart is color-coded and numbered. So items in the first column, for example, can be substituted into the first box in the conversation. Demonstrate this with *teenagers*. Point out the other colors and numbers, their corresponding columns in the chart, and boxes in the conversation.
- Check understanding of the words and phrases in the chart. Then elicit other words or phrases that can go in each column. Explain that students can practice with their own ideas as well as those in the book.
- Have students make pairs and practice the conversation. Make sure pairs change roles so they practice each part.

Conversation Tip

- Focus attention on the example in the Conversation Tip box. Explain that we can show support in our response to someone by using positive language and stressing words to show emotion. For example: *Absolutely!* (= Yes) or *Great!* are said with emphatic stress and rising intonation in order to show support.
- Ask students to find other responses in the conversation in Activity 1 that show support. (*Well, that's you for sure! You can do that! You never forget! Absolutely. More than anyone I know!*) Then play the video (or the recording) of the conversation again and have students notice the word stress in the expressions.

Activity 3

- Focus attention on the instructions for Student A and Student B. Explain that students follow these to make their own conversation.
- Model the role play with two students. Show students how they can use their own ideas, using the conversation in Activity 1 for help. For example:
Student A This job looks interesting.
Student B What is it?
Student A It's a family that wants a babysitter. They want people who are good with children.
Student B That's you for sure! You are great with children. They love you.
- Have students practice the role play.
- Then have students video their role plays using a cell phone.
- Have students show their videos to others and offer feedback to one another.

VARIATION

If you are unable to use cell phones in class, students can take turns performing their conversations for the class.

EXTENSION

If you and your students use a Learning Management System or a Social Learning Platform, have students share their videos. Together with the class, decide on criteria that students can use to give feedback to each other. For example, *Student A speaks naturally. Student B speaks clearly.* etc. You can use a scale from 1 to 5.

TEACHER RESOURCE CENTER

Print Unit 8 Video Worksheet from the Teacher Resource Center for additional in-class video practice.

SMART CHOICE ONLINE

Remind students that there are extra conversation practice activities on Online Practice.

LANGUAGE PRACTICE

The goal of this section is to present and practice the target grammar: defining relative clauses (subject).

- Books closed. Explain that when we describe something, we often need to define or specify what we are talking about. We can do this by using a relative clause. Write the following on the board:

Dave works for a company. It makes computers.

Then delete the word *it* and rewrite the sentences using *that* or *which*:

Dave works for a company that makes computers.

Explain that the relative clause *that makes computers* specifies which company the speaker is referring to.

- Write the following on the board:

I met a girl. She knows your brother.

Replace *she* with *who* and rewrite the sentence:

I met a girl who knows your brother.

- Books open. Focus attention on the Language Practice box. Explain that we use *who* or *that* for people and *which* or *that* for things.
- Direct students to page 121 of the Grammar Reference for more information and practice.
- LANGUAGE NOTE:** In American English, speakers are more likely to use *that* in a relative clause to identify or define a thing.

TEACHER RESOURCE CENTER

Launch Unit 8 PowerPoint™ slides on the Teacher Resource Center for additional grammar presentation and practice.

Activity 1

- Focus on the four items and check understanding. Explain that students need to make logical sentences by matching their first part on the left with the relative clauses on the right. Read the complete first sentence to the class as an example.
- Have students complete the activity on their own.
- Check answers by having different students read the complete sentences to the class.

ANSWERS

1. d 2. c 3. a 4. b

EXTENSION

- Have students identify the relative clauses in Activity 1 that can take *who* as well as *that*. (c, d) Ask students to explain why d can also take *who*. (It refers to *people*.)
- Then have students identify the relative clauses that can take *which* as well as *that*. (a, b) Ask students to explain why b can also take *which*. (It refers to a thing: *gifts*.)

Activity 2

- Focus attention on the sentences. Explain that students need to use a relative clause to combine the sentences.
- Focus on the example. Make sure students understand that the pronoun *He* in the second sentence is replaced with *who* to make a relative clause.
- Have students complete the activity on their own.
- Have students check their answers with a partner. Then check answers with the class.

ANSWERS

- He's a very generous person who/that gives his time to everyone.
- We met at the new café that/which has paintings by local artists on the walls.
- I interviewed two people for the job who/that were very smart.
- It's a summer camp that/which has classes for very young children.

Activity 3

- Focus attention on the instructions and the incomplete sentences. Explain that, first, students will complete the sentences with their own ideas. Then they will take turns sharing their ideas in pairs and saying whether or not they agree with their partner's ideas.
- Focus attention on the first sentence starter and the example in the speech bubble. Then elicit another possible relative clause to complete the sentence. For example: *A good friend is someone who always helps you.*
- Have students do the activity in pairs. As students work, walk around the class to offer help as necessary.

PRONUNCIATION

The goal of this section is to focus on word stress and content words.

Activity 1

- Model the examples. Explain that key information, such as *like* (verb), *movies* (noun), and *funny* (adjective), is usually stressed in sentences.
- Play the recording. Have students notice the stressed words.

Activity 2

Have students listen to the examples again and repeat the sentences. Make sure they stress the correct words.

SMART CHOICE ONLINE

Remind students that there are extra grammar practice activities on Online Practice.

LISTENING

The goal of this section is to practice listening for the main idea, to practice listening for specific information, and to introduce some new vocabulary.

Activity 1

- This activity introduces three new vocabulary items: *energetic, knowledgeable, reliable*.
- Focus attention on the instructions and the message. Elicit or explain the meaning of the noun *house-sitter* and the verb *house-sit* (to take care of someone's house while they are away). Then ask *What kinds of things do house-sitters do?* Elicit answers such as *water plants, collect the mail, take care of pets*, etc.
- Have students read the message and find the three adjectives that Connie uses to describe herself and which can describe a good house-sitter.
- Have students check their answers with a partner. Then check answers with the class.
- Then check understanding of the adjectives by asking students to use them in sentences that illustrate their meanings.

ANSWERS

energetic, knowledgeable, reliable

EXTENSION

Ask students to read Connie's message and, based on the information in the text, describe her using more adjectives. Ask them to justify their answers if necessary. For example: *She's young. She's adventurous, because she likes to travel.* etc.

Activity 2

- Focus attention on the instructions and the items. Explain that students will listen to three voicemail messages for Connie and write the initial of the person's name next to the topic each person mentioned.
- Play the recording and have students write *A*, *C*, or *L* next to each topic. Then check answers.

ANSWERS

1. L 2. C 3. A 4. A 5. C 6. L

Activity 3

- Focus attention on the five statements and check understanding. Explain that students will listen to the messages again and mark each sentence as true or false.
- Play the recording again and have students do the activity. Then check answers.

ANSWERS

1. False 2. True 3. False 4. False 5. False

EXTENSION

Ask students to correct the false statements. For example, *Anita and her husband are planning to drive across the US.* Then check answers.

EXTRA IDEA

- Write the following sentences on the board:
 1. Anita's cleaner is nice but not very _____.
 2. Chuck's horses are _____.
 3. Lucy's dogs are _____, _____, _____, _____.
- Explain that you are going to play the recording again for students to listen for the adjectives used to describe the people and the animals in the sentences.
- Play the recording again. Then check answers (1. reliable, 2. energetic, 3. lovely, quiet, well behaved, fun) and understanding of the adjectives.

Activity 4

- Explain that students will now listen to a phone conversation between Connie and Lucy, and choose the correct answers to the questions about it.
- Preview the questions and answer choices. Explain any words or phrases students might not be familiar with.
- Play the recording. Then check answers.

ANSWERS

1. b 2. a 3. b 4. a 5. b

EXTRA IDEA

- Have students use Connie's message in Activity 1 as a model to write their own profile for a house-sitter website. Ask students to describe what they study or do, their personalities, their likes and dislikes, and their experience house-sitting and taking care of animals.
- Have students share their descriptions with a partner. Then ask students to read their partner's description and tell them which of the three people in Activity 2 (Anita, Chuck, or Lucy) they think their partner could house-sit for.

TEACHER RESOURCE CENTER

Print Unit 8 Worksheet 1 from the Teacher Resource Center for additional in-class speaking practice.

SMART TALK

Teaching notes for the Smart Talk activity begin on page T-98.

SMART CHOICE ONLINE

Remind students that there is an extra video activity on Online Practice.

READING

The goal of this section is to practice reading comprehension.

Activity 1

- Have students read the article quickly.
- Ask *Is this article from a textbook, a magazine, or a newspaper?* Ask students to explain why they think the text comes from one of these sources. (For example: the topic of the text, the language style, the design, etc.) Elicit answers.

ANSWER

b. a magazine

Activity 2

- Ask *Have you ever been to an interview or interviewed someone? What was the interview for?* Elicit answers.
- Then focus attention on the paragraph headings, *First impressions are crucial*, etc. Make sure students understand their meaning. Ask *Which one do you think is the most important for an interview?* Elicit responses.
- **KEY VOCABULARY:** A *first impression* is an idea or feeling you get about someone when you first meet them. In the context of this article, *do your homework* means to study or research information when preparing for an event or situation. *Evidence* is facts or objects that make you believe something is true.

ANSWERS

Answers will vary.

Activity 3

- Focus attention on the highlighted words in the article. Explain that students will use these words to fill in the blanks in Activity 3.
- Have students read the article individually and complete the sentences. Then check answers.
- If students need extra support with the reading, play the recording to the class. Have students stop you when there is a word they don't understand. Have other students provide the answers by paraphrasing, drawing, or miming.

ANSWERS

- | | | |
|---------------|--------------|------------|
| 1. impressed | 4. ambitious | 7. pastime |
| 2. crucial | 5. punctual | |
| 3. passionate | 6. avoid | |

EXTENSION

Have students write new sentences using the words in Activity 3. For example, *I was very impressed with her work.*

EXTENSION

- Write some comprehension questions about the article on the board. For example: *What should you do when you meet an interviewer? What kind of information should you know about the company before you go to an interview? What kinds of questions should you ask the interviewer? What kind of evidence can you bring to the interview to support your application?*
- Have students answer the questions on their own. Then have them check their answers with a partner. Check answers with the class.

Activity 4

- Focus attention on the question and the example suggestions in the speech bubbles. Have two students read the suggestions to the class.
- Have students work in groups to come up with more suggestions for a successful interview. As the groups work, walk around the class to offer help as necessary.
- Have the groups tell their suggestions to the class. Write them on the board. Then have the class vote for the best suggestions.

EXTRA IDEA

- Have students write notes or a text about the best or worst interview they have ever had. Then have students share their stories with the class.
- Have the class vote for the best interview stories.

WRITING

Teaching notes for the Writing section are on page T-111.

SPEAKING

The goal of this section is to practice the language in the unit in an enjoyable, meaningful, and personalized way.

WARM-UP

Books closed. Elicit some of the personal qualities students learned in this unit. Write these on the board. If necessary, have students look back on the previous pages of the unit.

Activity 1

- Books open. Focus attention on the list of qualities. Go over each item and elicit the corresponding adjective. For example: a *sense of humor*—*funny*, *athleticism*—*athletic*, etc. Write them on the board.
- Focus attention on the last two lines of the survey. Have students add two qualities to their list. Then have students rank all of the items on the list according to their opinion.

Activity 2

- Focus attention on the instructions. Explain that students should compare how they ranked the qualities on the list and tell their partner why.
- Model the example conversation with a student. Then have students do the activity in pairs. As they work, walk around the class and offer help as necessary.

EXTENSION

Have students give more information about their preferences in the survey. Have them explain their answers. For example, for *artistic talent*: *I like someone who can play the guitar. I like people who are good singers, because I love karaoke.*

Activity 3

- Have students discuss their answers in groups.
- Have each group vote to determine the five characteristics they think are the most important.

EXTENSION

Have the groups tell the class the five qualities they consider the most important, in order of importance. Write the groups' lists on the board. Then tally the qualities the class considers the most important.

EXTRA IDEA

- Have students write lists of personal qualities for other situations. For example: *What's important when you are interviewing for a job?* Elicit words such as *experience*, *qualifications*, etc.
- Then have students repeat Activity 3, sharing their opinions about the characteristics of a successful job applicant.

EXTRA IDEA

Have students write a paragraph about their dream date. Students can include information about their date's personality, as well as describe what they want to do or where they want to go on the date.

Activity 4

- Have students go online to find information about famous couples, how they met, and what attracted them to each other. The couples can be real people or characters from movies or books. Suggest students can search for *famous couples*, *met*, and *attracted*. Alternatively, they can think of a famous couple and search for those specific names and the questions *How did [name] and [name] meet?* *What attracted [name] to [name]?*
- Have students write a text with the information or present it to the class.
- Remind students that they can also share the information they find on the Discussion Board on Online Practice. You might also want to ask them to use the Discussion Board for the next unit's Warm-Up activity.

VARIATION

Have students search for information on how non-celebrity couples have met. Suggest students can usually find this information in the wedding section of some newspapers or news websites.

TEACHER RESOURCE CENTER

Print Unit 8 Worksheet 2 from the Teacher Resource Center for additional in-class speaking practice.

Print Unit 8 Test from the Teacher Resource Center for an end-of-unit assessment.

09

What were you doing?

SPEAKING
Narrating past events
GRAMMAR
Past continuous
LISTENING
Describing accidents
READING
Dramatic events article

Vocabulary: break an arm, break your nose, bruise a leg, cut your head, dislocate a finger, get a black eye, lose a tooth, sprain an ankle; canoeing, jet-skiing, waterskiing

Conversation: Talking about injuries and events in the past

Language Practice: The past continuous

Pronunciation: Linked sounds with /y/

Listening: Descriptions of accidents

Smart Talk: An information gap activity about injuries and accidents

Reading: An article about a child who drove a car

Writing: A paragraph about something that happened to you

Speaking: Telling stories about dramatic events

VOCABULARY

The goal of this section is to present and practice the target vocabulary: injuries.

WARM-UP

- Books closed. Elicit names of sports, including extreme sports. Then ask *What do you think is the most dangerous sport?* Elicit responses. Encourage students to explain their answers.
- If students contributed to the Warm-Up Discussion Board as part of the Online Practice, look at their comments now with the class.

Activity 1

- Books open. Focus attention on the picture. Have students describe what they see. Check to see which injuries the students already know.
- Model the target vocabulary items: *cut his head, get a black eye*, etc.
- Have students complete the activity on their own.
- Play the recording. Allow time for students to change incorrect answers. Then check answers.
- LANGUAGE NOTE:** A bruise around the eye is called *a black eye*. Bruises on other parts of the body are often described as being black and blue, as in *His leg was black and blue*.

ANSWERS

- | | | | |
|------|------|------|------|
| 1. c | 3. e | 5. b | 7. f |
| 2. g | 4. h | 6. d | 8. a |

EXTRA IDEA

As students do the activity, have them put a check mark next to the pictures of injuries they have suffered.

Activity 2

- If necessary, review the present perfect before doing the activity.
- Focus attention on the picture in Activity 1. Ask *Have you ever broken your arm?* Elicit several responses. Then ask those students who answered *Yes: How did it happen?*
- Focus attention on the example conversation in the speech bubbles. Have two students model it for the class.
- Have students make pairs and do the activity. As students work, walk around the class to check progress and offer help as necessary.

EXTENSION

- Have students report their partners' answers to the class.
- Tally the injuries and reasons on the board to show which were the most common.

Vocabulary Tip

- Focus attention on the example in the Vocabulary Tip box. Explain that, by connecting new language to something they already know and remember, such as a brother's accident, students can remember new vocabulary items and expressions more successfully.
- Have students practice the tip using other expressions from this page or earlier units.

SMART CHOICE ONLINE

Remind students that there are extra vocabulary practice activities on Online Practice.

CONVERSATION

The goal of this section is to present and practice the target vocabulary and grammar of the unit in a typical conversation.

Note: Access the video of the conversation on the Teacher Resource Center or on the Classroom Presentation Tool.

WARM-UP

Books closed. Pretend that you have broken your arm or hurt your leg. Then elicit questions people usually ask when they meet someone who has had an accident. For example: *What happened? Are you OK?*

Activity 1

- Books open. Focus attention on the model conversation.
- Preteach words and phrases students might not be familiar with. For example: *crash into*, etc.
- Have students read the conversation silently, without doing the activity.
- Have students fill in the blanks on their own.
- Watch the video. Allow time for students to change incorrect answers. Then check answers.
- Watch the video again. Pause after each line of the conversation and have students repeat. Be sure to correct pronunciation and intonation.
- Have students make pairs and practice the conversation. Make sure pairs change roles so they practice each part.
- **LANGUAGE NOTE:** *Little sister* refers to someone's younger sister. *Little* is usually used when the person is still young; *younger* is more common when the person is an adult.

ANSWERS

- | | | | |
|------|------|------|------|
| 1. c | 2. d | 3. a | 4. b |
|------|------|------|------|

VARIATION

- Books closed. Before students do the activity in the book, play the video with the sound off. Ask students to describe what the people are doing and talking about in the video.
- Books open. Focus on the model conversation. Play the video with the sound on to check students' predictions, check answers, and model the conversation.

Activity 2

- Focus attention on the chart. Explain that the chart is color-coded and numbered. So items in the first column, for example, can be substituted into the first box in the conversation. Demonstrate this with *shoulder*. Point out the other colors and numbers, their corresponding columns in the chart, and boxes in the conversation.
- Explain or elicit the meaning of any words students might not be familiar with. Then elicit other words or phrases that can go in each column. Explain that students can practice with their own ideas as well as those in the book.
- Have students make pairs and practice the conversation. Make sure pairs change roles so they practice each part.

Activity 3

- Focus attention on the instructions for Student A and Student B. Explain that students follow these to make their own conversation.
- Model the role play with two students. Show students how they can use their own ideas, using the conversation in Activity 1 for help. For example:

Student A *Oh no! What happened?*

Student B *I broke my arm.*

Student A *How did you do that?*

Student B *I was ice skating and I fell.*

Student A *I'm sorry. I know it hurts. I broke my arm when I was a child.*

Student B *You did? How did it happen?*

- Have students practice the role play.
- Then have students video their role plays using a cell phone.
- Have students show their videos to others and offer feedback to one another.

VARIATION

If you are unable to use cell phones in class, students can take turns performing their conversations for the class.

EXTENSION

If you and your students use a Learning Management System or a Social Learning Platform, have students share their videos. Together with the class, decide on criteria that students can use to give feedback to each other. For example, *Student A speaks naturally. Student B speaks clearly.* etc. You can use a scale from 1 to 5.

EXTRA IDEA

- Have students review the pronunciation activity on page 52, in Unit 8, and how the important content words in each sentence are stressed.
- Then focus attention on the model conversation on page 57. Have students practice again while stressing the important words, such as nouns, verbs, and adjectives. For example: *I broke my arm.*

TEACHER RESOURCE CENTER

Print Unit 9 Video Worksheet from the Teacher Resource Center for additional in-class video practice.

SMART CHOICE ONLINE

Remind students that there are extra conversation practice activities on Online Practice.

LANGUAGE PRACTICE

The goal of this section is to present and practice the target grammar: the past continuous.

- Books closed. Write the following on the board.
I played soccer in high school.
I broke my leg.
I was playing soccer when I broke my leg.
- Explain that we use the simple past to describe repeated actions in the past (*I played soccer in high school*) or a past action of short duration (*I broke my leg*). We often use the past continuous to describe a longer, continuous action in the past that was interrupted by another action. Explain that the action *I was playing soccer* was interrupted by *I broke my leg*. Explain that the second action is in the simple past.
- Explain that the past continuous is formed with:
was/were + verb + -ing.
- Books open. Focus attention on the Language Practice box. Read the first statement and ask: *Which is the longer action?* Elicit *I was jogging in the park*. Ask *Which is the interrupting action?* Elicit *I hurt my knee*. Explain that the longer action is in the past continuous.
- Focus attention on *when* and *while*. Explain that *when* is usually used to describe the shorter action, and *while* is used to describe the longer action. Write on the board:
While I was watching TV, my friend called.
I was watching TV when my friend called.
Explain that these sentences have the same meaning.
- Direct students to page 122 of the Grammar Reference for more information and practice.
- LANGUAGE NOTE:** In conversation, speakers sometimes use *when* with the longer action. When actions are of the same longer length, we can use the past continuous for both. For example: *I was cleaning my room while she was sleeping.*

TEACHER RESOURCE CENTER

Launch Unit 9 PowerPoint™ slides on the Teacher Resource Center for additional grammar presentation and practice.

Activity 1

- Focus attention on the two columns and the example. Explain that students need to make logical sentences by matching the two clauses. Then read the complete first sentence to the class.
- Have students complete the activity on their own.
- Check answers by having different students read the complete sentences to the class.

ANSWERS

1. e 2. a 3. d 4. b 5. c

EXTENSION

Have students rewrite each sentence, using *when* instead of *while*, or *while* instead of *when*. For example, the first sentence becomes: *I was playing soccer when I sprained my ankle.*

Activity 2

- Explain that students should complete the sentences with the simple past or the past continuous form of the verb in parentheses.
- Focus on the sentences. Elicit or explain the meaning of words students might not be familiar with. If necessary, do the first item with the class as an example. Then have students do the activity on their own.
- Have students check their answers with a partner. Then check answers with the class.

ANSWERS

- | | |
|-------------------------|-----------------------|
| 1. burned, was lighting | 3. were crossing, hit |
| 2. was running, bit | 4. fell, was walking |

Activity 3

- Focus attention on the Useful Language box. Explain any vocabulary as necessary.
- Focus on the first sentence starter and the example conversation. Model the conversation with a student.
- Have students work on their own and complete the sentences with information about themselves.
- Then have students talk about the information with a partner. Encourage them to use the expressions from the Useful Language box and to ask and answer follow-up questions, such as *Where did you go?*
- As students work, walk around the class to check progress and offer help as necessary.

ANSWERS

Answers will vary.

TEACHER RESOURCE CENTER

Print Unit 9 Worksheet 1 from the Teacher Resource Center for additional in-class speaking practice.

PRONUNCIATION

The goal of this section is to focus on linked sounds with /y/.

Activity 1

Model the examples. Then play the recording.

Activity 2

Play the recording again. Have students practice saying the examples in Activity 1.

SMART CHOICE ONLINE

Remind students that there are extra grammar practice activities on Online Practice.

LISTENING

The goal of this section is to practice listening for the main idea, to practice listening for specific information, and to introduce some new vocabulary.

Activity 1

- This activity introduces three new vocabulary items: *canoeing, jet-skiing, waterskiing*.
- Focus attention on the three photos and the words in the box. Model the pronunciation of the new items and have students repeat.
- Have students write the words under the correct photos. Then check answers.

ANSWERS

A. waterskiing B. canoeing C. jet-skiing

EXTENSION

Ask students *Have you ever tried these activities? Did you get hurt?* Elicit responses.

Activity 2

- Focus attention on the photos in Activity 1. Explain that students will listen to three conversations with people talking about accidents. They should write the number of the conversation in which each activity is mentioned on the corresponding photo.
- Play the recording and have students do the activity. Then check answers.

ANSWERS

A. 2 B. 3 C. 1

Activity 3

- Focus attention on the six questions and the answer choices. Preteach any words students might not be familiar with. For example: *shower, instructor*. Explain that students will listen to the three conversations again and choose the correct answers.
- Play the recording again and have students do the activity. Then check answers.

ANSWERS

1. c 2. c 3. c 4. b 5. a 6. a

EXTRA IDEA

Have students write sentences with the past continuous and the simple past to describe what happened to Ana, Max, and Amy. For example: *Ana fell while she was getting out of the shower.*

Activity 4

- Focus attention on the instructions. Explain that now students will listen to Ana, Max, and Amy talking to different people at a later date.
- Focus attention on the chart. Review the questions in the headings.
- Play the recording. If necessary, pause after each conversation to give time for students to write the answers. Then check answers.

ANSWERS

Ana: a doctor; arm hurts; get an X-ray

Max: a manager; wrist hurts; go home and rest

Amy: canoeing instructor; is a little scared of going into the canoe; go with someone more experienced

SMART TALK

Teaching notes for the Smart Talk activity begin on page T-100.

SMART CHOICE ONLINE

Remind students that there is an extra video activity on Online Practice.

READING

The goal of this section is to practice reading comprehension.

Activity 1

- Focus attention on the photo. Ask questions such as *What's wrong with the car? What do you think happened? What is the story about?*
- **CULTURE NOTE:** This is a true story. The event occurred in 2009.

POSSIBLE ANSWER

The story is about a six-year-old boy who drove a car to school.

Activity 2

- Focus attention on the instructions and the sentences. Explain that students should put the six statements in the order the events happened.
- Have students read the article individually and put the events in order. Tell students not to be concerned if they do not understand every word. Then check answers.
- If students need more support with the reading, play the recording for the class. Have students stop you when there is a word they don't understand. Have other students provide the answers by paraphrasing, drawing, or miming.

ANSWERS

1. b 2. d 3. e 4. f 5. a 6. c

Activity 3

- Focus attention on the statements. Read them to the class and check understanding.
- Have students do the activity on their own. Then check answers.

ANSWERS

1. False 2. True 3. False 4. False 5. False

EXTENSION

Have students rewrite the false statements in Activity 3 to make them true. For example: *The boy's mom didn't know he was driving the car.*

CHALLENGE WORDS

- Focus attention on the words in blue in the article and explain that these are challenge vocabulary items.
- Write each sentence containing blue words on the board.
- If these challenge words haven't been defined by this point, ask students to use the context of the sentence to guess the definition of each one and then check their guesses in a dictionary. Elicit and write the correct definitions on the board.
- Have students create new sentences for each challenge item and share them with the class.

Activity 4

Books closed. Have students make pairs and take turns telling the story. Encourage students to help if their partner hesitates too long.

VARIATION

- Have students sit in a circle, in groups.
- Have a student tell one detail of the story. Then the next student provides another detail. Have students continue until they have told everything they can remember.

WRITING

Teaching notes for the Writing section are on page T-112.

SPEAKING

The goal of this section is to practice the language in the unit in an enjoyable, meaningful, and personalized way.

WARM-UP

Books closed. Ask *What's the most exciting thing that ever happened to you?* Elicit answers. Encourage other students to ask follow-up questions.

Activity 1

- Books open. Focus attention on the pictures and the topics of the questions.
- Focus on the questions. Model them for the class. Preteach words and phrases students might not be familiar with. For example: *witness a crime, perform, audience, reaction*.
- Focus attention on the first question, *Have you ever seen or met a famous person?* Elicit answers.
- Elicit key words that students might need to talk about each topic and write them on the board. For example: types of accident, types of crime, etc.
- Have students choose one of the four main questions and think about the answers to the follow-up questions. Allow students to write notes for Activity 2. As students work, walk around the class to offer help as necessary.

EXTENSION

- Have students draw a comic strip to illustrate their experiences. Refer to Unit 12 Smart Talk on page 95 as an example of a comic strip before starting the activity.
- Encourage students to write captions beneath their illustrations. For example:
1: *I was going up to the stage to get my diploma*
2: *when I fell down!*
3: *While I was trying to get back up, ...*

Activity 2

- Focus attention on the example in the speech bubble. Explain that students will talk about their experience using the answers to the follow-up questions in Activity 1. The other students in the group should ask for more details.
- If necessary, model the activity by telling students about something that happened to you. Have students ask you follow-up questions.
- Have students make groups and talk about their experiences. Suggest that students take notes about their classmates' stories so that they can use them in Activity 3.
- **CULTURE NOTE:** Neymar da Silva Santos Júnior is a famous Brazilian soccer player.

Activity 3

- Focus attention on the example in the speech bubble. Model it to the class, completing the second sentence with information from the example in Activity 2. (*She was having coffee when he walked in.*)
- Have students tell the class about a classmate's experience.

EXTENSION

- Have students write an account of one of their classmates' experiences.
- Elicit questions such as *Who was she with? What day was it?* Write them on the board.
- Encourage students to answer these questions to guide their writing.

EXTRA IDEA

Have students say or write chain stories. Start out by saying or writing on the board: *I was going to school when ...* Then have a student complete the sentence. For example: *... I saw a friend on the subway.* Have other students continue the story.

Activity 4

- Have students go online to find out about an interesting recent news story. Suggest that they search on news websites.
- Have students write a text with the information or present it to the class.
- Remind students that they can also share the information they find on the Discussion Board on Online Practice. You might also want to ask them to use the Discussion Board for the next unit's Warm-Up activity.

TEACHER RESOURCE CENTER

Print Unit 9 Worksheet 2 from the Teacher Resource Center for additional in-class speaking practice.

Print Unit 9 Test from the Teacher Resource Center for an end-of-unit assessment.

VIDEO

The goal of this section is to review, practice, and expand the language presented in Units 7–9 in a fun and challenging way, by using an authentic video and providing more comprehension and speaking practice.

Note: Access the video on the Classroom Presentation Tool or on the Teacher Resource Center.

WARM-UP

Books closed. Ask *Do you enjoy wearing costumes? Why or why not?* Elicit answers.

Activity 1

- Books open. Focus attention on the woman in the pictures. Ask *What is Sophie wearing in the first picture? What do you think she is doing in the second picture?* Elicit answers. Encourage students to guess and have fun with the activity.
- Focus attention on the instructions. Ask *What kind of person do you think Sophie is?* Have students discuss their answers in pairs. Encourage them to justify their answers.
- Have students share their answers with the class. Write the adjectives they use on the board.

Activity 2

- Focus attention on the question and the answer choices. Elicit or explain the meaning of words students might not be familiar with.
- Play the video. Have students choose what the video is about. Then check answers.

ANSWER

- b. What Sophie learned from the experience of making a costume

EXTENSION

Have students explain the reasons for their answers.

Culture Tip

- Ask students *Have you ever heard of the term cosplay? What do you know about it?* Elicit answers.
- Then have students read the Culture Tip silently. Check understanding.

Activity 3

- Focus attention on the sentences and the answer choices. Elicit or explain the meaning of words students might not be familiar with.
- Play the video again. Have students choose the correct option to complete each sentence. If necessary, play the video one more time for students to change any incorrect answers. Then check answers.
- CULTURE NOTE:** Twi'lek is a fictional species from the movie series *Star Wars* whose members have different skin colors and tentacles coming out of their heads. Comic Con is a convention hosted in cities all over the world in which comic book fans gather together to meet creators, experts, and each other. CosDay /kaz dei/ is a convention that focuses on Japanese youth culture, including anime, manga, and cosplay. Gamescom is an annual trade fair for video games in Cologne, Germany.

ANSWERS

1. c 2. b 3. a 4. c 5. b 6. c 7. a

Activity 4

- Focus attention on the questions and the example answer. Have a student read the example answer to the class.
- Allow students some time to think about their answers. Then have them share their answers in groups.
- As students work, walk around the class to check progress and offer help as necessary.

EXTENSION

Have students share the most interesting information from their group with the class.

SMART CHOICE ONLINE

Remind students that there are extra conversation and video activities on Online Practice.

READING

The goal of this section is to review, practice, and expand the language presented in Units 7–9, by using a reading text and providing more comprehension and speaking practice.

Activity 1

- Focus attention on the picture and the title. Ask *What do you think the story is about?* Have students answer the question in pairs. Then elicit answers.
- **LANGUAGE NOTE:** The title of the text plays with the idea of a *run* (or *race*) that is *fun* and a *fun run*, which is a friendly race in which runners participate for enjoyment or to raise funds rather than for competition.

POSSIBLE ANSWER

The story is about a race where everyone dresses up like an animal.

Activity 2

- Focus attention on the questions. Preteach words and phrases students might not be familiar with. For example: *campus, rent, fall over, break a bone.*
- Have students read the story individually and answer the questions. Then check answers. Encourage students to give more information and not only answer *Yes* or *No*. Make sure students understand that the black eyes mentioned in the last sentence of the text are not injuries, but the typical “black eyes” of a panda.
- If students need more support with reading, play the recording. Then have students stop you when there is a word they don’t understand. Have other students explain the word by paraphrasing, drawing, or miming.
- **KEY VOCABULARY:** In the US, an *elementary school* typically includes the first four or six grades and caters for students from ages 6 to 11. To *raise money for a charity* means to collect donations for a cause. *Welfare* is the general health, happiness, and safety of a person, animal, or group. In the story, *not having too much success* means having trouble doing something.

ANSWERS

1. No, they didn’t. They met in elementary school.
2. No, he doesn’t. He hates dressing up.
3. Yes, he was. He didn’t have enough time to make a costume.
4. Yes, he did. He loves pandas, and the costume was the right size and a reasonable price.
5. No, he wasn’t. The monkey and the zebra in front of him fell over first.
6. No, they didn’t. There was just a sprained ankle and some cuts and bruises.

Activity 3

- Focus attention on the questions. If necessary, model the task by answering the questions with your own information.
- Allow students time to think about their answers. Then have them share their answers with a partner. Remind them to give more information when answering the questions.
- As students work, walk around the class to check progress and offer help as necessary.

EXTENSION

Have students report one of their partner’s answers to the class. Ask them to give as many details as possible.

SMART CHOICE ONLINE

Remind students that there is an extra reading activity on Online Practice.

Remind students that there is a progress test on Online Practice for a self-assessment of Units 7–9.

10 | I used to sing.

SPEAKING
Past habits
GRAMMAR
used to
LISTENING
Family histories
READING
Biographical article

Vocabulary: athletics, choir, drama club, math club, orchestra, science club; elementary school, high school, junior high school, middle school, primary school, summer school; climbing trees, collecting stamps, making models

Conversation: Talking about past habits

Language Practice: *used to*

Pronunciation: Linking and vowel reduction in *used to*

Listening: Interviews about family history

Smart Talk: An information gap activity about celebrities before they were famous

Reading: A biographical article about Lady Gaga

Writing: An online comment about parents/grandparents' past habits

Speaking: A survey about childhood habits

VOCABULARY

The goal of this section is to present and practice the target vocabulary: school types, activities, and clubs.

WARM-UP

- Books closed. Write the following on the board: *elementary school, middle school, high school*. Then ask *What was your favorite time at school?* Elicit answers. Then ask *Did you have a favorite year? Which was it?* Elicit answers.
- If students contributed to the Warm-Up Discussion Board as part of the Online Practice, look at their comments now with the class.

Activity 1

- Books open. Focus attention on the different kinds of schools. Model the vocabulary for the class. Then elicit answers to the question.
- CULTURE NOTE:** In some parts of the US, students attend a middle school after elementary school. It usually includes grades 5 or 6 through 8. In other areas, students go to a junior high, which usually includes grades 7 through 8 or 9.

ANSWERS

Answers will vary.

Activity 2

- Focus attention on the photos. Check to see which activities and clubs the students already know.
- Model the target vocabulary items: *choir, athletics*, etc.
- Have students complete the activity on their own.
- Play the recording. Allow time for students to change incorrect answers. Then check answers.

ANSWERS

1. d 2. e 3. c 4. a 5. f 6. b

EXTENSION

Have students work in pairs or groups to write a list of other school activities, such as *art club, robotics club*, etc.

Activity 3

- Focus attention on the instructions and the example conversation. Model it with a student. Then show students how they can replace *junior high* in the first speech bubble with another type of school from Activity 1, and *in the drama club* in the second speech bubble with another term from Activity 2. Elicit some follow-up questions students can ask. For example: *What kind of music did you sing? What sports did you play?*
- Have students do the activity in pairs. As students work, walk around the class to offer help as necessary.
- LANGUAGE NOTE:** In most schools, there is only one of each type of club, so we say *We were in the drama club*. However, there are often multiple sports teams, and sometimes more than one choir or orchestra. In these cases, we say *I was in a choir*, but *I was in the jazz choir*. We say *I was involved in athletics*, but *I was in the track and field team*.

ANSWERS

Answers will vary.

SMART CHOICE ONLINE

Remind students that there are extra vocabulary practice activities on Online Practice.

CONVERSATION

The goal of this section is to present and practice the target vocabulary and grammar of the unit in a typical conversation.

Note: Access the video of the conversation on the Teacher Resource Center or on the Classroom Presentation Tool.

WARM-UP

Have students describe the picture. Then ask *Do you play an instrument? Do you like singing?* Elicit answers.

Activity 1

- Focus attention on the model conversation.
- Preteach words and phrases students might not be familiar with. For example: *not anymore, competitions, etc.*
- Have students read the conversation silently, without doing the activity.
- Have students fill in the blanks on their own. Point out that they should use the same word to fill in the blue boxes in the third and fourth lines of the conversation.
- Watch the video. Allow time for students to change incorrect answers. Then check answers.
- Watch the video again. Pause after each line of the conversation and have students repeat. Be sure to correct pronunciation and intonation.
- Have students make pairs and practice the conversation. Make sure pairs change roles so they practice each part.

ANSWERS

1. b	2. a	3. d	4. c
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VARIATION

- Books closed. Before students do the activity in the book, play the video with the sound off. Ask students to guess what the people are doing and talking about the video. Write students' responses on the board. For example: *Ricardo is playing the guitar.*
- Books open. Focus on the model conversation. Follow the teaching notes for Activity 1, playing the video with the sound on (or the recording) to check students' predictions, check answers, and model the conversation.

Activity 2

- Focus attention on the chart. Explain that the chart is color-coded and numbered. So items in the first column, for example, can be substituted into the first box in the conversation. Demonstrate this with *singer*. Point out the other colors and numbers, their corresponding columns in the chart, and boxes in the conversation.
- Elicit other words or phrases that can go in each column. Explain that students can practice with their own ideas as well as those in the book.
- Have students make pairs and practice the conversation. Remind them that they should use the word in column 2 twice, in the third and fourth lines of the conversation. Make sure pairs change roles so they practice each part.
- **CULTURE NOTE:** In some cultures, it is inappropriate to praise yourself or even accept praise. In the United States, it is acceptable to do so.

EXTRA IDEA

Have students demonstrate what they are good at. For example, singing, drawing, dancing. Have other students ask questions, such as *When did you learn to do that?*

Conversation Tip

- Focus attention on the tip and the example in the Conversation Tip box. Then focus on the conversation in Activity 1 and ask students to find the line in which Ricardo repeats part of what Maria said before correcting the information.
- As another example, have students modify Ricardo's reply to Maria's question *Do you play a lot?* using the strategy presented in the tip. (*A lot? Not anymore.*)

Activity 3

- Focus attention on the instructions for Student A and Student B. Explain that students should follow these to make their own conversation.
- Model the role play with two students. Show students how they can use their own ideas, using the conversation in Activity 1 for help. For example:
Student A Were you in the drama club at school?
Student B No, I wasn't. I was in the band.
Student A Really? What instrument did you play?
Student B I played the trumpet.
Student A Oh... Were you good?
Student B Good? Not really. We were OK.
- Have students practice the role play.
- Then have students video their role plays using a cell phone.
- Have students show their videos to others and offer feedback to one another.

VARIATION

If you are unable to use cell phones in class, students can take turns performing their conversations for the class.

EXTENSION

If you and your students use a Learning Management System or a Social Learning Platform, have students share their videos. Together with the class, decide on criteria that students can use to give feedback to each other. For example: *Student A speaks naturally. Student B speaks clearly.* etc. You can use a scale from 1 to 5.

TEACHER RESOURCE CENTER

Print Unit 10 Video Worksheet from the Teacher Resource Center for additional in-class video practice.

SMART CHOICE ONLINE

Remind students that there are extra conversation practice activities on Online Practice.

LANGUAGE PRACTICE

The goal of this section is to present and practice the target grammar: *used to*.

- Books closed. Write the following on the board:
I used to play basketball in high school. Now I don't.
I didn't use to play tennis in high school. Now I do.
Explain that we use *used to* to describe something in the past that took place over an extended period of time and is not true now.
Ask *Did I play basketball in high school?* Elicit *Yes*. Then ask *Do I play it now?* Elicit *No*. Ask *Did I play tennis in high school?* Elicit *No*. Then ask *Do I play it now?* Elicit *Yes*.
- Explain that the difference between *used to* and the simple past is that *used to* always refers to a situation that has changed between the past and now.
- Books open. Focus attention on the Language Practice box. Point out the question form, *Did ... use to*, and the negative form, *didn't use to*. Make sure students notice that the verb is *use*, and not *used*, in these forms.
- Make sure students notice that *use to*, *used to*, and *didn't use to* are followed by the base form of the main verb.
- Point out the example with *never*. Explain that *never* can be used with the affirmative form of *used to* in order to make the sentence negative.
- Direct students to page 123 of the Grammar Reference for more information and practice.

TEACHER RESOURCE CENTER

Launch Unit 10 PowerPoint™ slides on the Teacher Resource Center for additional grammar presentation and practice.

Activity 1

- Focus attention on the two conversations. Explain that students need to complete them with *use to*, *used to*, or *didn't use to* and a verb from the box. Point out that some of the verbs will be used more than once. Do the first sentence on the board as an example.
- Have students complete the activity on their own. Then check answers.

ANSWERS

- use to play, didn't use to have, use to do/play, used to spend
- use to play, didn't use to play, use to do, used to sing

EXTRA IDEA

Have students practice the conversations in pairs. Encourage them to have fun and to say the lines with emotion.

Activity 2

- Focus attention on the incomplete sentences. Explain that students need to complete them with information about themselves.
- Focus on the example conversation. Model it with a student, replying to the student's question and asking another follow-up question.
- Focus attention on item 4. Make sure students notice that they need to write a noun (or a gerund) in the first blank. In the second blank, they can write *do* or *love* + a pronoun. If necessary, give an example, such as: *I never used to like spinach, but now I love it.*
- Have students complete the sentences on their own and then compare their information with a partner. Encourage students to ask follow-up questions.

POSSIBLE ANSWERS

- take piano lessons
- ride our bikes around the neighborhood
- eat vegetables
- classical music, love it

EXTENSION

Have students tell the class something interesting they learned about their partner in Activity 2.

TEACHER RESOURCE CENTER

Print Unit 10 Worksheet 1 from the Teacher Resource Center for additional in-class speaking practice.

PRONUNCIATION

The goal of this section is to focus on linking and vowel reduction in *used to*.

Activity 1

Model the examples. Explain that *used to* sounds like *use to* because the final *d* in *used* sounds like a *t* and links to the *t* in *to*. Then play the recording.

Activity 2

Play the recording again. Have students practice saying the examples in Activity 1.

SMART CHOICE ONLINE

Remind students that there are extra grammar practice activities on Online Practice.

LISTENING

The goal of this section is to practice listening for the main idea, to practice listening for specific information, and to introduce some new vocabulary.

Activity 1

- This activity introduces three new vocabulary items: *climbing trees*, *collecting stamps*, *making models*.
- Focus attention on the three photos. Model the new vocabulary items and have students repeat.
- Then ask *Do you do any of these activities? Did your parents or grandparents use to do any of them?* Elicit answers.

ANSWERS

Answers will vary.

Activity 2

- Focus on the instructions and the questions. Explain that students will listen to Carl interview his father and his grandfather and answer the questions.
- Play the recording and have students answer the questions.
- If necessary, play the recording again for students to change any incorrect answers.
- Have students check their answers with a partner. Then check answers with the class.

ANSWERS

1. in Italy 2. 49 years 3. 52 and 79

Activity 3

- Focus attention on the questions and the answer options. Explain or elicit the meaning of words or phrases students might not be familiar with.
- Play the recording and have students do the activity. Then check answers.

ANSWERS

1. b 2. b 3. c 4. b 5. c

EXTENSION

- Ask students to work in pairs and explain why the other choices in each item are wrong. For example, in item 1, Carl's father moved to *New York City* and then to *California* after they lived in *New Jersey* (correct answer). In item 2, Carl's father *watched cartoons*, but *on TV*, not *on his phone*. He didn't have a computer, so he couldn't *play computer games*. etc.
- If necessary, play the audio again before checking answers.

Activity 4

- Explain that now students will listen to a conversation between Carl and his grandmother.
- Focus on the statements. Elicit or explain the meaning of words and phrases students might not be familiar with. For example: *village*, *only child*, *left school*, *housework*, etc.
- Explain that students should first mark the statements as true or false. Then they should rewrite the false statements to make them true.
- Play the recording for students to write *T* or *F*. Then play the recording again for students to rewrite the false statements.
- Have students check their answers with a partner. Then check answers with the class.
- **KEY VOCABULARY:** In the context of this conversation, the expression *get into trouble* means doing things for which you might be punished or criticized.

ANSWERS

1. False. They met when they were children. They lived in the same village.
2. False. Silvana didn't use to walk to school with boys when she was a child.
3. True
4. False. She was the only girl in the family. She had three brothers.
5. False. Girls used to leave school at 13 or 14 in those days.
6. True

EXTRA IDEA

- Write the following on the board:
Carl's grandmother says, "... we didn't use to have washing machines, dishwashers, vacuum cleaners."
- Ask students to discuss with a partner what type of housework they think Carl's grandmother had to do. Then have students share their ideas with the class. For example: *She had to do the laundry (by hand), do the dishes, clean the house (sweep the floors, dust the furniture).*

TEACHER RESOURCE CENTER

Print Unit 10 Worksheet 2 from the Teacher Resource Center for additional in-class speaking practice.

SMART TALK

Teaching notes for the Smart Talk activity begin on page T-102.

SMART CHOICE ONLINE

Remind students that there is an extra video activity on Online Practice

READING

The goal of this section is to practice reading comprehension.

Activity 1

Focus attention on the photos. Ask *Who is this? What do you know about her?* Elicit answers.

ANSWERS

Answers will vary.

Activity 2

- Focus attention on the questions. Elicit or explain the meaning of words students might not be familiar with. For example: *stage name, fans, tour*.
- Have students read the article and answer the questions.
- Have students check their answers with a partner. Then check answers with the class.
- If students need more support with the reading, play the recording to the class. Then have students stop you when there is a word they don't understand. Have other students provide the answers by paraphrasing, drawing, or miming.
- **KEY VOCABULARY:** A *stage name* is a name that actors, singers, and other performers use instead of their real names.
- **CULTURE NOTE:** A *girls' school* is a school attended only by young women.

ANSWERS

1. Her stage name was inspired by "Radio Ga Ga", which is a song by the British band Queen.
2. She used to work as a waitress in a diner.
3. She donated money to earthquake victims in Haiti.
4. She had to cancel the concert because she had a cold. She bought pizza for some of her fans.
5. She always takes a purple cup and saucer with her on tour.

EXTENSION

- Have students work in pairs and write three more questions about the article. Then have students exchange questions with another pair.
- Have the pairs exchange the questions and answers back and check the other students' answers.

CHALLENGE WORDS

- Focus attention on the words in blue in the article and explain that these are challenge vocabulary items.
- Write each sentence containing blue words on the board.
- If these challenge words haven't been defined by this point, ask students to use the context of the sentence to guess the definition of each one and then check their guesses in a dictionary. Elicit and write the correct definitions on the board.
- Have students create new sentences for each challenge item and share them with the class.

Activity 3

- Focus attention on the instructions and the questions. Check understanding.
- Focus attention on the example conversation. Ask two students to model it.
- Have students work in groups to answer the questions. Encourage them to give more details about the things they did or to explain why they didn't do the other things.
- As students work, walk around the class to check progress and offer help as necessary.

EXTENSION

Have students report to the class something interesting that one of the people in their group used to do.

EXTRA IDEA

- Have students work in pairs or groups to write a list of things their classmates might not know about a famous person.
- Then have the pairs or groups of students read their list to the class without saying the person's name. Have the class guess who the famous person is.

WRITING

Teaching notes for the Writing section are on page T-112.

SPEAKING

The goal of this section is to practice the language in the unit in an enjoyable, meaningful, and personalized way.

Activity 1

- Focus attention on the survey and the question starter in its title, *Who used to ...*.
- Go over the items with the class and model them for the students.
- Focus attention on the *your choice* items. Explain that students should add one item to each category. Elicit ideas of activities people usually do as a child or a teenager.
- Have students complete the survey on their own. As students work, walk around the class to offer help as necessary.

Activity 2

- Focus attention on the example conversation. Model it for the class. Show students how they can replace *collect things* with other items in the survey.
- Point out that students should ask follow-up questions to get more information.
- Have students walk around the class, asking their questions to as many classmates as possible. Remind them to write down the names of the students who used to do each activity.
- As students work, walk around the class to check progress and offer help as necessary.

Activity 3

- Write the examples in speech bubbles on the board. Show how they can be changed. Write on the board: *Daniel used to have a pet snake*. Elicit information from an individual student to replace *Daniel* and *have a pet snake* with a different name and activity.
- Have students make groups. Then have students tell their group the most interesting facts they learned about one of their classmates. Remind the listeners to comment on the information.

EXTENSION

- After students have discussed their information in groups, have each group choose the most interesting facts they learned and tell the class about it.
- Then have a show of hands to find out which student used to do the most interesting things.

EXTRA IDEA

- Have students describe why they don't do some things anymore. If appropriate, have them use the past continuous to describe negative events that made them quit a hobby. For example: *I was playing soccer when I hurt my leg*.
- Review the past continuous in the Language Practice box on page 58, in Unit 9, if necessary.

Activity 4

- Have students go online to find out about a movie star and what he/she used to do when younger. Suggest that they can look at the website for a news or entertainment organization, an online encyclopedia, or the movie star's official website.
- Have students write a text with the information or present it to the class.
- Remind students that they can also share the information they find on the Discussion Board on Online Practice. You might also want to ask them to use the Discussion Board for the next unit's Warm-Up activity.

TEACHER RESOURCE CENTER

Print Unit 10 Test from the Teacher Resource Center for an end-of-unit assessment.

11

You'll save money if ...

SPEAKING
Speculating
GRAMMAR
Zero and first conditionals
LISTENING
Single-use plastics
READING
News articles about the environment

Vocabulary: cardboard tray, plastic bag, plastic cups, plastic spoons, plastic straws, plastic water bottle, reusable bag, reusable cup; plastic waste, recyclable plastic, single-use plastic

Conversation: Speculating about use of plastic

Language Practice: Zero and first conditionals

Pronunciation: Word stress in conditional sentences

Listening: An interview about single-use plastic

Smart Talk: An information gap activity about houses made of plastic bottles

Reading: News articles about the environment

Writing: An email about local environmental issues

Speaking: A survey about environmental-friendly behavior

VOCABULARY

The goal of this section is to present and practice the target vocabulary: recycling.

WARM-UP

- Books closed. Write the following on the board: *plastic*. Then ask *What things are made of plastic?* Elicit several answers and write them on the board. Then ask *What plastic things did you use today?* Elicit answers.
- If students contributed to the Warm-Up Discussion Board as part of the Online Practice, look at their comments now with the class.

Activity 1

- Books open. Focus attention on the picture. Check to see which vocabulary items the students already know.
- Model the target vocabulary: *plastic cups, plastic bag, etc.*
- Focus attention on the instructions and the example. Then have students complete the activity on their own.
- Play the recording. Allow time for students to change incorrect answers. Then check answers.

ANSWERS

1. b 2. f 3. e 4. g 5. c 6. d 7. a 8. h

Activity 2

- Focus attention on the instructions and the four questions. Explain any words students might not be familiar with, such as *green, takeout, or recycle*.
- Focus attention on the example discussion. Model the conversation with a student. Then have the student ask you the question. Answer it with different information.
- Have students discuss the questions in groups. As they work, walk around the class to offer help as necessary.

EXTENSION

Have students note down the answers to the questions and then report the results of their group to the class. For example: *3 of us use plastic cups in coffee shops or takeout restaurants, 1 of us takes his own reusable cup to coffee shops and restaurants, etc.* Tally the results for each question on the board to assess how green the students in the class are.

Vocabulary Tip

- Focus attention on the Vocabulary Tip box. Explain that listing words that are frequently used together can help students improve their vocabulary and accuracy.
- Elicit, as examples, more words that are used together with *plastic*: *plastic cup, plastic bag, plastic box, etc.*

SMART CHOICE ONLINE

Remind students that there are extra vocabulary practice activities on Online Practice.

CONVERSATION

The goal of this section is to present and practice the target vocabulary and grammar of the unit in a typical conversation.

Note: Access the video of the conversation on the Teacher Resource Center or on the Classroom Presentation Tool.

WARM-UP

Focus on the picture. Ask *Where are they? What are they doing?* Elicit answers. Then ask *When you buy coffee at a coffee shop, do you bring your own reusable cup?* Elicit answers.

Activity 1

- Focus attention on the model conversation.
- Preteach words and phrases students might not be familiar with. For example: *barista, make waste, come on, Here you go*, etc.
- Have students read the conversation silently, without doing the activity.
- Have students fill in the blanks on their own. Point out that they should use the same word to fill in the orange boxes in the first and sixth lines of the conversation.
- Watch the video. Allow time for students to change incorrect answers. Then check answers.
- Watch the video again. Pause after each line of the conversation and have students repeat. Be sure to correct pronunciation and intonation.
- Have students make pairs and practice the conversation. Make sure pairs change roles so they practice each part.
- **LANGUAGE NOTE:** In the sentence *I do worry about it*, the helping verb *do* is used for emphasis. In this context, it means *really*.

ANSWERS

1. c 2. d 3. b 4. a

VARIATION

- Books closed. Before students do the activity in the book, play the video with the sound off. Ask students to describe what the people are doing in the video. Write students' responses on the board. For example: *Lily is ordering coffee*.
- Books open. Focus on the model conversation. Play the video with the sound on. Have students check their predictions.

VARIATION

- If you cannot watch the video in class, play the recording instead for students to check their answers.
- Play the video (or recording) again before students practice the conversation. Pause after each line of the conversation and have students repeat.
- When students are familiar with the conversation, have them close their books. Pause the video before Lily's lines and have students say her lines. Repeat the procedure for Carlos's lines.

Activity 2

- Focus attention on the chart. Explain that the chart is color-coded and numbered. So items in the first column, for example, can be substituted into the first box in the conversation. Demonstrate this with *tea*. Point out the other colors and numbers, their corresponding columns in the chart, and boxes in the conversation.
- Check understanding of the words and phrases in the chart. Then elicit other words or phrases that can go in each column. Explain that students can practice with their own ideas as well as those in the book.
- Have students make pairs and practice the conversation. Remind them that they should use the word in column 1 twice, in the first and sixth lines of the conversation. Make sure pairs change roles so they practice each part.

Activity 3

- Focus attention on the instructions for Student A and Student B. Explain that students should follow these to make their own conversation.
- Model the role play with two students. Show students how they can use their own ideas, using the conversation in Activity 1 for help. For example:
Student A Hi. I'll take this T-shirt, please.
Student B Sure. Here you go.
Student A I don't need this plastic bag. I don't use these plastic bags because they are not recyclable.
Student B OK. Sorry for that.
- Have students practice the role play.
- Then have students video their role plays using a cell phone.
- Have students show their videos to others and offer feedback to one another.

VARIATION

If you are unable to use cell phones in class, students can take turns performing their conversations for the class.

EXTENSION

If you and your students use a Learning Management System or a Social Learning Platform, have students share their videos. Together with the class, decide on criteria that students can use to give feedback to each other. For example: *Student A speaks naturally. Student B speaks clearly*. etc. You can use a scale from 1 to 5.

TEACHER RESOURCE CENTER

Print Unit 11 Video Worksheet from the Teacher Resource Center for additional in-class video practice.

SMART CHOICE ONLINE

Remind students that there are extra conversation practice activities on Online Practice.

LANGUAGE PRACTICE

The goal of this section is to present and practice the target grammar: zero and first conditionals.

- Books closed. Write the following on the board:
If you use plastic cups, you make more waste.
If people bring their own cups, you won't have to use any.
- Explain that these sentences are “conditional” ones. The “result” in the main clause depends on the “condition” in the clause starting with *if*.
- Focus on the first sentence. Explain that we use the zero conditional to talk about events and results that are always true. Elicit or explain that we use the simple present in the *if* clause and the simple present in the result clause.
- Focus on the second sentence. Explain that we use the first conditional for possible events in the future when one event depends on another. Elicit or explain that we use the simple present in the *if* clause and *will* + verb in the result clause. Point out that we use the simple present in the *if* clause even though the clause has a future meaning.
- Then write the following on the board:
If every barista does the same as you, things may/might get better!
- Explain that we can use *may* or *might* instead of *will* in the result clause of first conditionals. These modal verbs indicate less certainty about the future.
- Books open. Focus attention on the Language Practice box. Go over the example sentences. Point out that, when the *if* clause is at the beginning of the sentence, it is followed by a comma.
- Direct students to page 124 of the Grammar Reference for more information and practice.

TEACHER RESOURCE CENTER

Launch Unit 11 PowerPoint™ slides on the Teacher Resource Center for additional grammar presentation and practice.

Activity 1

- Focus attention on the two columns. Explain that students need to match the *if* clauses to the main clauses to make conditional sentences. Preteach any words students might not be familiar with.
- Write the complete first sentence on the board as an example. Ask students what type of conditional sentence it is and why. (It is a zero conditional sentence, as both clauses use the simple present. The sentence expresses a fact.)
- Have students complete the activity on their own. Then check answers.

ANSWERS

1. d 2. c 3. a 4. b

Activity 2

- Focus attention on the instructions and the sentences. Preteach any words students might not be familiar with.
- Complete the first sentence with the class as an example. Ask *Is the sentence about a fact or about a future result?* (a future result) Then elicit the correct verb and form to complete the sentence. (*won't catch*)

- Have students complete the activity on their own.
- Have students check their answers with a partner. Then check answers with the class.

ANSWERS

1. won't catch 2. won't need 3. will get 4. will buy

Activity 3

- Focus attention on the instructions and the sentences. Preteach any words students might not be familiar with. If necessary, do the first item with the class as an example.
- Have students complete the sentences on their own. Point out that more than one modal verb might be possible.
- Have students compare their answers with a partner. Then check answers with the class.

ANSWERS

1. ask, might/will agree
2. continue, may/might destroy
3. will/might/may, improve, agree
4. don't do, might/may/will not survive

TEACHER RESOURCE CENTER

Print Unit 11 Worksheet 1 from the Teacher Resource Center for additional in-class speaking practice.

PRONUNCIATION

The goal of this section is to focus on word stress in conditional sentences.

Activity 1

- Focus on the instructions and the example. Elicit the types of words that are usually stressed (nouns, adjectives, verbs, adverbs, negative words). Point out that, if the word has more than one syllable, students should underline the most stressed syllable.
- Play the recording and have students do the activity. Then play the recording again for students to change any incorrect answers.
- Have students check answers with a partner. Then check answers with the class.

ANSWERS

1. If you don't take an umbrella, you'll get wet.
2. If class starts on time, we'll miss the beginning.
3. You'll catch the bus if you leave now.
4. I might see my sister if I go home tomorrow.

Activity 2

Play the recording again. Have students practice saying the sentences in Activity 1.

SMART CHOICE ONLINE

Remind students that there are extra grammar practice activities on Online Practice.

LISTENING

The goal of this section is to practice listening for the main idea, to practice listening for specific information, and to introduce some new vocabulary.

Activity 1

- This activity introduces three new vocabulary items: *plastic waste*, *single-use plastic*, *recyclable plastic*.
- Focus attention on the three phrases. Model them and have students repeat. Then focus on the definitions and check understanding.
- Have students match the phrases to the definitions on their own.
- Check answers. Then ask *Which phrase refers to something green?* Elicit answers.

ANSWERS

1. b 2. a 3. c

The phrase *recyclable plastic* refers to something green.

Activity 2

- Explain that students will listen to an interview about single-use plastic and correct the statements about it. Then focus attention on the statements. Preteach any words students might not be familiar with.
- Play the recording and have students correct the statements. If necessary, play the recording again for students to change any incorrect answers.
- Have students check answers with a partner. Then check answers with the class.

ANSWERS

1. People are creating mountains of garbage.
2. If you eat fish, you probably eat plastic.
3. There will be eight million metric tons of plastic in our oceans by 2025.
4. In the US, people buy one million plastic water bottles every minute.
5. Plastic is useful; the biggest problem is single-use plastic.
6. The average American uses more than 500 sandwich bags a year.

Activity 3

- Focus attention on the excerpts from the interview. Elicit the word or kind of word (noun, adjective, verb, etc.) that can fill each blank.
- Play the recording and have students do the activity. If necessary, play the recording again for students to change any incorrect answers. Then check answers.

ANSWERS

- | | | | |
|------------|------------|------------|----------------|
| 1. problem | 4. plastic | 7. message | 10. everywhere |
| 2. problem | 5. recycle | 8. clear | 11. oceans |
| 3. simple | 6. message | 9. buy | |

Activity 4

- Explain that now students will listen to the second part of the interview and check the things Dr. White talks about.
- Focus attention on the items. Explain or elicit the meaning of any words students might not be familiar with.
- Play the recording. Have students do the activity on their own. Then check answers.

ANSWERS

reusable shopping bags, stainless steel straws, reusable water bottles

EXTENSION

Play the second part of the interview again and have students write notes on what Dr. White says about each of the items mentioned. Then check answers.

EXTRA IDEA

- Have students work in groups to discuss and propose other suggestions to reduce single-use plastic.
- Have the groups share their ideas with the class.

Activity 5

- Focus attention on the question. Explain that students will work in groups to list examples of recycling initiatives in their neighborhood, town, or city.
- Focus attention on the example conversation. Model it with a student.
- Have students do the activity in groups. As students work, walk around the class to offer help as necessary.
- Have the groups report to the class the examples of recycling initiatives mentioned in their discussion.

EXTENSION

Have the class create a directory of recycling initiatives in town. They could list the ones they discussed in their groups in Activity 5 and/or research other initiatives.

TEACHER RESOURCE CENTER

Print Unit 11 Worksheet 2 from the Teacher Resource Center for additional in-class speaking practice.

SMART TALK

Teaching notes for the Smart Talk activity begin on page T-104.

SMART CHOICE ONLINE

Remind students that there is an extra video activity on Online Practice.

READING

The goal of this section is to practice reading comprehension.

Activity 1

Focus attention on the photos. Ask students what they see. Then ask *What do you think the texts are about?* Elicit answers.

ANSWERS

Answers will vary.

VARIATION

Have students look at the headlines instead to predict what the texts are about.

Activity 2

- Focus attention on the questions. Explain or elicit the meaning of words students might not be familiar with.
- Have students read the texts and answer the questions on their own.
- Have students check their answers with a partner. Then check answers with the class.
- If students need extra support with the reading, play the recording to the class. Then have students stop you when there is a word they don't understand. Have other students provide the answers by paraphrasing, drawing, or miming.

ANSWERS

1. You take two photos.
2. You ask friends to take the challenge.
3. If someone asks you to take the challenge, you have to do it.
4. Trees provide a home for some animals, clean the air, and produce oxygen.
5. Choosing a location with no people.

CHALLENGE WORDS

- Focus attention on the words in blue in the texts and explain that these are challenge vocabulary items.
- Write each sentence containing blue words on the board.
- If these challenge words haven't been defined by this point, ask students to use the context of the sentence to guess the definition of each one and then check their guesses in a dictionary. Elicit and write the correct definitions on the board.
- Have students create new sentences for each challenge item and share them with the class.

Activity 3

- Focus attention on the instructions and the topics. Model the example for the class and, if necessary, give one more example using another topic.
- Have students tell their group about any green initiatives they know about. Then have the groups share the information with the class.

ANSWERS

Answers will vary.

EXTRA IDEA

Encourage students to take the #trashtag challenge and report what they did to the class.

EXTRA IDEA

- Have students find other challenges online. For example: not buying new clothes for a year.
- Have students write a description of the challenge and share it with the class.

WRITING

Teaching notes for the Writing section are on page T-113.

SPEAKING

The goal of this section is to practice the language in the unit in an enjoyable, meaningful, and personalized way.

Activity 1

- Focus attention on the questionnaire. Explain or elicit the meaning of any words or phrases students might not be familiar with.
- Have students answer the questions on their own. Then have them compare their answers with a partner, by taking turns asking and answering the questions.

EXTENSION

Have students get together with another pair and report what they do in a similar way and what they do differently.

VARIATION

Have students ask and answer the questions in pairs. Ask them to explain their answers. For example: *I walk to class because I don't have a car. I never use public transportation because there are no buses or trains near my place.* etc.

Activity 2

- Focus attention on the question. Explain that students are going to discuss anything in their town or city that makes it difficult for them to do things that are good for the environment. Point out that they can use some of the topics in the questionnaire in Activity 1 or their own ideas.
- Focus attention on the example answer in the speech bubble. Model it for the class. If necessary, give one more example using another topic from the questionnaire. For example: *I want to take public transportation to work, but there is no subway station near my home.*
- Have students talk about the problems in groups. As students work, walk around the class to check progress and offer help as necessary.

EXTENSION

- Have the groups choose one problem they discussed and suggest a solution for it.
- Then have the groups present the problem and the solution to the class.

Activity 3

- Have students go online to find out about a green project in their town or city. Suggest that they can look at the town/city website or local news sites.
- Have students write a text with the information or present it to the class.
- Remind students that they can also share the information they find on the Discussion Board on Online Practice. You might also want to ask them to use the Discussion Board for the next unit's Warm-Up activity.

TEACHER RESOURCE CENTER

Print Unit 11 Test from the Teacher Resource Center for an end-of-unit assessment.

12

You could be a lifeguard.

SPEAKING
Future plans

GRAMMAR
Modals for possibility, speculation, and deduction

LISTENING
Careers and studying abroad

READING
Volunteering on vacation

Vocabulary: bus driver, doorman, lifeguard, park ranger, receptionist, sales clerk, server, tour guide; audio production, fashion design, space engineering

Conversation: Talking about possible summer jobs

Language Practice: Modals for possibility, speculation, and deduction

Pronunciation: Reduction of *must be*, *can't be*, and *might be*

Listening: A radio show about study and career plans

Smart Talk: An information gap activity about future plans

Reading: An article about volunteer vacations

Writing: An email about living and traveling in your country

Speaking: A discussion game about future plans

VOCABULARY

The goal of this section is to present and practice the target vocabulary: summer jobs.

WARM-UP

- Books closed. Elicit some examples of summer jobs and write them on the board. Then ask students *Have you ever had a summer job?* Elicit answers and add new examples to the list on the board.
- If students contributed to the Warm-Up Discussion Board as part of the Online Practice, look at their comments now with the class.

Activity 1

- Books open. Focus attention on the picture. Check to see which occupation words the students already know.
- Model the target vocabulary items: *sales clerk*, *lifeguard*, etc.
- Have students complete the activity on their own.
- Play the recording. Allow time for students to change incorrect answers. Then check answers.

ANSWERS

- | | | | |
|------|------|------|------|
| 1. e | 3. a | 5. b | 7. h |
| 2. g | 4. d | 6. f | 8. c |

Activity 2

- Focus attention on the example conversation. Model it with a student. Explain that students can ask different questions using the occupations in Activity 1. If possible, they should use one of the jobs in the answer as well.
- Have students do the activity in pairs. As students work, walk around the class to check progress and offer help as necessary.
- Have a few pairs perform their conversation for the class.

Activity 3

- Focus attention on the questions and on the example discussion. Explain that students are going to discuss the good and the bad things about working in a hotel. Allow students some time to think about their answers.
- Divide the board in two columns and write *Good* and *Difficult* at the top of each column. Then ask the class the first question: *What are the good things about working in a hotel?* Elicit answers and write them under *Good* on the board. Repeat the procedure with the second question.

VARIATION

Have students discuss the questions in pairs or small groups before sharing their ideas with the class.

EXTRA IDEA

Have students work in pairs to discuss the good and bad things about one of the jobs in Activity 1. Then have the pairs present their lists to the class.

SMART CHOICE ONLINE

Remind students that there are extra vocabulary practice activities on Online Practice.

CONVERSATION

The goal of this section is to present and practice the target vocabulary and grammar of the unit in a typical conversation.

Note: Access the video of the conversation on the Teacher Resource Center or on the Classroom Presentation Tool.

WARM-UP

Focus attention on the picture. Ask *Who do you think is worried about something—Adam or Amy? What do you think he or she is worried about?* Elicit answers.

Activity 1

- Focus attention on the model conversation.
- Preteach words and phrases students might not be familiar with. For example: *rent, poor you, have no idea, rest*, etc.
- Have students read the conversation silently, without doing the activity.
- Have students fill in the blanks on their own.
- Watch the video. Allow time for students to change incorrect answers. Then check answers.
- Watch the video again. Pause after each line of the conversation and have students repeat. Be sure to correct pronunciation and intonation.
- Have students make pairs and practice the conversation. Make sure pairs change roles so they practice each part.
- **LANGUAGE NOTE:** *Poor you* is used to show sympathy. We say *I have no idea* when we want to emphasize that we don't know something.

ANSWERS

1. d 2. c 3. a 4. b

VARIATION

- Books closed. Before students do the activity in the book, play the video with the sound off. Ask students to describe what the people are doing in the video.
- Books open. Play the video with the sound on for students to check their predictions.

Activity 2

- Focus attention on the chart. Explain that the chart is color-coded and numbered. So items in the first column, for example, can be substituted into the first box in the conversation. Demonstrate this with *a walk*. Point out the other colors and numbers, their corresponding columns in the chart, and boxes in the conversation.
- Elicit other words or phrases that can go in each column. Explain that students can practice with their own ideas as well as those in the book.
- Have students make pairs and practice the conversation. Make sure pairs change roles so they practice each part.

Conversation Tip

- Focus attention on the example in the Conversation Tip box. Explain that when Amy says, "You must be very worried," in the third line of the conversation, she's showing she understands that Adam is worried.

- Write the following on the board:

You must be _____.

Then tell students some news, such as *I won a prize!*, *I lost my wallet!*, etc. Ask students to respond with the sentence on the board and an adjective that reflects how you probably feel. For example: *You must be so happy. You must be really worried.* etc.

Activity 3

- Focus attention on the instructions for Student A and Student B. Explain that students follow these to make their own conversation.
- Model the role play with two students. Show students how they can use their own ideas, using the conversation in Activity 1 for help. For example:
Student A Do you want to come to the movies with us?
Student B Oh, sorry. I can't. I'm looking for a summer job.
Student A That's OK. I understand. You must be worried.
Student B I am. But I don't know what I could do. Do you have any suggestions?
Student A Well, you're good with people. You could get a job as a server.
- Have students practice the role play.
- Then have students video their role plays using a cell phone.
- Have students show their videos to others and offer feedback to one another.

VARIATION

If you are unable to use cell phones in class, students can take turns performing their conversations for the class.

EXTENSION

If you and your students use a Learning Management System or a Social Learning Platform, have students share their videos. Together with the class, decide on criteria that students can use to give feedback to each other. For example, *Student A speaks naturally. Student B speaks clearly.* etc. You can use a scale from 1 to 5.

TEACHER RESOURCE CENTER

Print Unit 12 Video Worksheet from the Teacher Resource Center for additional in-class video practice.

SMART CHOICE ONLINE

Remind students that there are extra conversation practice activities on Online Practice.

LANGUAGE PRACTICE

The goal of this section is to present and practice the target grammar: modals for possibility, speculation, and deduction.

- Write the sentences from the Language Practice box on the board. Focus attention on the modal verbs. Explain that we can use *may*, *might*, *could*, *can't*, *must (not)* + verb to talk about possible things, speculate, and express deductions.
- Explain that, when we speculate, we wonder what is happening to cause a present situation. When we deduce, we use information to guess or draw a conclusion based on facts.
- Point out that in the sentences with *must (not)*, the speaker is almost sure the information is (not) true. In the sentences with *might (not)*, *may (not)*, and *could*, the speaker is less sure it is true, but thinks it is possible. And in the sentences with *can't*, the speaker thinks it is not possible.
- Direct students to page 125 of the Grammar Reference for more information and practice.

TEACHER RESOURCE CENTER

Launch Unit 12 PowerPoint™ slides on the Teacher Resource Center for additional grammar presentation and practice.

Activity 1

- Focus attention on the example. Ask students *What modal verb was used to indicate possibility? (could)* Explain that students should read the other sentences carefully and then suggest jobs the people could do using the ability. Remind them to use *could* in their sentences.
- Have students complete the activity on their own. Then check answers.

POSSIBLE ANSWERS

1. He could get a job as a lifeguard.
2. She could become a translator.
3. He could get a job as a chef.
4. She could become a bus driver.
5. He could be a tour guide.

Activity 2

- Explain that students need to complete the conversations with *must be*, *might be*, or *can't be*, depending on the level of certainty indicated by the context.
- If necessary, do the first item with the class as an example. Ask *Is Speaker B almost certain or not so certain?* (almost certain) Then ask *Does Speaker B think she is or isn't at the concert?* (isn't) Finally, elicit the correct verbs to complete the sentence: *can't be*. Then ask a pair of students to read the complete conversation.
- Have students complete the activity on their own. Remind them to read the conversations carefully to understand the context.
- Have students compare their answers with a partner. Then check answers with the class. Ask how certain the speaker of each sentence is.

ANSWERS

1. can't be
2. must be
3. might be
4. can't be

Activity 3

- Focus attention on the sentences and the example conversation. Explain that students should take turns responding to the statements using a sentence with *can't be* and another that justifies their deduction.
- Have two students model the example conversation for the class. If necessary, model it with another student and modify the justification as another example.
- Have students do the activity in pairs. As students work, walk around the class to check progress and offer help as necessary.
- Have pairs perform their conversation for the class.

POSSIBLE ANSWERS

1. It can't be after midnight. The sun is still out!
2. He can't be the bus driver. I saw him working at the coffee shop.
3. She can't be a student. She was teaching a class.
4. He can't be a lifeguard. He can't swim at all!

TEACHER RESOURCE CENTER

Print Unit 12 Worksheet 1 from the Teacher Resource Center for additional in-class speaking practice.

PRONUNCIATION

The goal of this section is to focus on the reduction of *must be*, *can't be*, and *might be*.

Activity 1

- Model the examples. Explain that *must be*, *can't be*, and *might be* are often reduced and sound like one word. Then play the recording for students to listen for the reduced forms.
- Play the recording again. Have students practice saying the examples.

SMART CHOICE ONLINE

Remind students that there are extra grammar practice activities on Online Practice.

LISTENING

The goal of this section is to practice listening for the main idea, to practice listening for specific information, and to introduce some new vocabulary.

Activity 1

- This activity introduces three new vocabulary items: *audio production*, *fashion design*, *space engineering*.
- Focus attention on the three photos and have students describe what they see.
- Model the new vocabulary items and have students repeat. Then ask *Do you think these careers are interesting?* Elicit answers and ask students to explain their reasons.

ANSWERS

Answers will vary.

Activity 2

- Explain that students will listen to three students talking on a radio show.
- Focus attention on the chart. Explain that students need to listen and complete the chart with what the people are currently studying and the countries where they want to study in the future.
- Play the recording and have students do the activity.
- Have students compare answers with a partner. Then check answers with the class.
- **CULTURE NOTE:** Star City is the name of an area near Moscow, in Russia, where the Yuri Gagarin Cosmonaut Training Center is located.

ANSWERS

1. Jim: engineering / space technology; Russia or China
2. Megan: information technology / audio production; England or the US
3. Richard: fashion design; Italy or France

Activity 3

- Focus attention on the six sentences. Explain that students will listen to the show again and decide if the statements are true or false.
- Elicit or explain the meaning of words students might not be familiar with.
- Play the recording again and have students do the activity. Then check answers.

ANSWERS

- | | | |
|----------|----------|----------|
| 1. False | 3. True | 5. False |
| 2. True | 4. False | 6. True |

Activity 4

- Explain that students will now listen to a second part of the radio show, in which other people call in to give advice to the three students interviewed in the first part.
- Preview the questions. Preteach *organized*.
- Play the recording. Pause after each conversation to give students time to write the answers. If necessary, play the recording again for students to change any incorrect answers.
- Have students check answers with a partner. Then check answers with the class.

ANSWERS

1. She lives in Boston. She's studying space technology.
2. Her college organized it.
3. He studied audio production in London.
4. The music scene in London is awesome.
5. She works in a fashion house in San Francisco.
6. There are great fashion designers in Japan.

EXTENSION

- Write other comprehension questions on the board. For example:
What does Nancy say about learning Chinese?
What is a negative thing Sam says about London?
Where did Anita live in Japan?
- Have students listen again and answer the questions.

SMART TALK

Teaching notes for the Smart Talk activity begin on page T-106.

SMART CHOICE ONLINE

Remind students that there is an extra video activity on Online Practice.

READING

The goal of this section is to practice reading comprehension.

Activity 1

- Focus attention on the pictures. Have students describe what they see.
- Ask *What do you know about sharks and giant tortoises?* Elicit several answers.

ANSWERS

Answers will vary.

Activity 2

- Focus attention on the questions. Elicit or explain the meaning of words students might not be familiar with.
- Have students read the article and answer the questions.
- Have them compare their answers with a partner. Then check answers with the class. As you check each answer, ask in which paragraph students found the information.
- If students need extra support with the reading, play the recording to the class. Then have students stop you when there is a word they don't understand. Have other students provide the answers by paraphrasing, drawing, or miming.

ANSWERS

1. Fiji
2. Partly because of tourism.
3. Because of pollution and global warming. Sharks eat plastic waste and swim in water that is warmer than normal.
4. To help build more schools and libraries.

Activity 3

- Focus on the instructions and the items. Do the first item with the class as an example. Have students find the quoted passage (*before you book it*) in lines 3–4 of the text. Ask them to read the text around the passage to understand what the *it* refers to. Then elicit the answer to the question.
- Have students do the activity on their own. Then check answers.

ANSWERS

1. a ticket
2. the Galapagos Islands
3. the plants and animals in the Galapagos Islands that are in danger
4. the scientists working on ways to protect reef sharks
5. tagging sharks
6. people in Ghana

CHALLENGE WORDS

- Focus attention on the words in blue in the article and explain that these are challenge vocabulary items.
- Write each sentence containing blue words on the board.
- If these challenge words haven't been defined by this point, ask students to use the context of the sentence to guess the definition of each one and then check their guesses in a dictionary. Elicit and write the correct definitions on the board.
- Have students create new sentences for each challenge item and share them with the class.

EXTRA IDEA

- Have students work in pairs to write three false statements about the text. For example: *The Galapagos Islands are in North America.*
- Have each pair join another pair to exchange and correct the false statements. For example: *The Galapagos Islands are in South America.*

Activity 4

- Focus attention on the questions. If necessary, give an example with your own opinion. For example: *I like the project in Ghana best because I think libraries are very important for a community.*
- Have students tell their group which project they like the best and why. As students work, walk around the class to check progress and offer help as necessary.

EXTENSION

Have students tell the class which was the most popular project in their group and why.

WRITING

Teaching notes for the Writing section are on page T-113.

SPEAKING

The goal of this section is to practice the language in the unit in an enjoyable, meaningful, and personalized way.

WARM-UP

Books closed. Ask *Do you usually make plans for the next year at the end of the year? What kinds of plans do you make?*

Activity 1

- Books open. Focus attention on the instructions and the game board. Explain that one student will roll the dice and move to that number square. The other student will ask the first one the question in the square and then a follow-up question. Then students should change roles.
- Focus attention on the game board. Go over the phrases and check understanding.
- Focus attention on the example conversation in the speech bubbles. Ask students which square the question is about. (Number 2.) Then ask two students to model the conversation for the class.
- Have students make pairs and play the game. Tell them to ask and answer at least three questions each. If they have to move beyond the last square, they should go back to square 1.
- As students work, walk around the class to check progress and offer help as necessary. Suggest students take notes of their partner's answer so that they can use these for Activity 2.

EXTRA IDEA

Brainstorm new phrases with the class and write them on the board. Have students play the game with these new ideas.

Activity 2

Have students form a group with another pair and share their partner's answers. Encourage students to ask follow-up questions.

Activity 3

- Have students go online to find out about interesting volunteer programs in their country. Suggest they can search for key phrases such as *volunteer* and *volunteer opportunities* and the name of their country.
- Have students write a text with the information or present it to the class.
- Remind students that they can also share the information they find on the Discussion Board on Online Practice.

TEACHER RESOURCE CENTER

Print Unit 12 Worksheet 2 from the Teacher Resource Center for additional in-class speaking practice.

Print Unit 12 Test from the Teacher Resource Center for an end-of-unit assessment.

VIDEO

The goal of this section is to review, practice, and expand the language presented in Units 10–12 in a fun and challenging way, by using an authentic video and providing more comprehension and speaking practice.

Note: Access the video on the Classroom Presentation Tool or on the Teacher Resource Center.

WARM-UP

Books closed. Ask *What kinds of fuel are used in your country?* Elicit answers such as *gas, diesel, coal, ethanol*, etc. Write them on the board.

Activity 1

- Books open. Focus attention on the pictures. Ask *What country do you think this is? What are they doing in the picture on the right?* Elicit answers.
- Focus attention on the instructions. Ask *What do you think the machine on the right does?* Have students discuss the question in pairs.
- Have students share their answers with the class. Write the students' guesses on the board. Tell them they will be able to check their answers after they watch the video.

ANSWERS

Answers will vary.

Culture Tip

- Ask students *What are biofuels? What do you know about them?* Elicit answers.
- Then have students read the Culture Tip silently. Check understanding.

Activity 2

- Focus on the instructions and the summary. Elicit or explain the meaning of words students might not be familiar with, such as *factory, convert, public transportation, children's home*, etc.
- Play the video. Have students circle the correct words to complete the summary.
- Have students check their answers with a partner. Then check answers with the class.
- **CULTURE NOTE:** A *children's home* is an institution that cares for children who have been separated from their parents or have no parents. The informal greeting *Susaday* is used to say "hello" in Cambodia.

ANSWERS

1. factory 2. cooking oil 3. drives 4. Cambodia

Activity 3

- Focus on the questions. Elicit or explain the meaning of words students might not be familiar with. Ask *What are some examples of fossil fuels?* Elicit answers such as *gas, coal*, etc.
- Play the video again. Have students answer the questions. If necessary, play the video one more time for students to change any incorrect answers.
- Have students check their answers with a partner. Then check answers with the class.

ANSWERS

1. Stories about green issues and green technology
2. They come from renewable sources, are easier to make, are cheaper, and create much less pollution.
3. Two hours
4. 2,500 / Over 2,000 kilometers
5. A list of steps / instructions

EXTENSION

- Write a list of green-related words on the board, including those in the video. For example: *reusable, renewable, energy-efficient*, etc.
- Play the video again and have students check the words mentioned.
- Then have students work in groups or as a class to explain the meaning of each word on the list.
- Leave the words on the board so that students can use them in Activity 4.

Activity 4

- Focus attention on the instructions and the transportation words. Explain that students should work individually to rank the means of transportation from best to worst for the environment, according to their own opinion.
- Model the example conversation with a student and write it on the board. Elicit how students can change the conversation to talk about the other words on the list.
- Have students discuss their answers and opinions with a partner. Encourage them to give reasons.

EXTENSION

Have the pairs report to the class what they agreed or disagreed about in their discussion in Activity 4.

SMART CHOICE ONLINE

Remind students that there are extra conversation and video activities on Online Practice.

READING

The goal of this section is to review, practice, and expand the language presented in Units 10–12, by using a reading text and providing more comprehension and speaking practice.

Activity 1

- Focus attention on the picture. Have students describe what they see.
- Focus on the instructions and the title of the text. Ask *What advice do you think you will read in the text?*
- Have students discuss the question in pairs. Then have them share their ideas with the class.

POSSIBLE ANSWER

The article gives advice about how to travel in a more green, eco-friendly way.

Activity 2

- Focus on the phrases in the box. Explain that students need to complete the blanks in the article headings with five of the phrases in the box. Point out that they do not need to use two of the phrases.
- Have students read the article and do the activity on their own. Then check answers.
- If students need more support with the reading, play the recording for the class. Then have students stop you when there is a word they don't understand. Have other students explain the word by paraphrasing, drawing, or miming.

ANSWERS

1. where you go
2. how you travel
3. when you travel
4. what you take
5. where you stay

The two phrases not used: *why you travel, who you take*

Activity 3

- Focus attention on the question and the example answer. Have a student read the example to the class.
- Have students tell their group which advice in the article they follow when they go on vacation. Encourage them to ask for and give more information.
- As students work, walk around the class to check progress and offer help as necessary.

EXTENSION

Have students report to the class which of the tips the people in their group follow.

EXTENSION

Have students tell the group what else they could do to travel in a more eco-friendly way. For example: *Maybe I could take a volunteer vacation and help clean some beaches.*

EXTRA IDEA

Have students work in groups to write tips on how school clubs and activities could be more eco-friendly or do things to help the environment. For example: *the orchestra could play to raise money for green initiatives, the science club could research more eco-friendly substances, the drama club could write a play about recycling, etc.*

SMART CHOICE ONLINE

Remind students that there is an extra reading activity on Online Practice.

Remind students that there is a progress test on Online Practice for a self-assessment of Units 10–12.

TEACHER RESOURCE CENTER

Print Final Test from the Teacher Resource Center for an assessment of Units 7–12.

UNIT 1

Activity 1

- Split the class into pairs. Assign roles to each student—one student is A, the other is B. The information for Student A is on page 84 of the book. The Student B information is on page 96.
- Focus attention on the chart and the list of questions. Explain that Student A and Student B have different questions to ask and answer. Have students read their questions.
- Preteach any vocabulary students may have difficulty understanding or pronouncing.
- Have students work on their own to write a question in the *Your choice* item in the chart. Then have them write answers to all the questions in the *You* column.

ANSWERS

Answers will vary.

VARIATION

Before starting the activity, elicit useful words for each of the questions in the activity. For example: *Where did you go on your first vacation?* (the beach/the mountains/Cancún, etc.)

Activity 2

- Write the model conversation on the board. Explain that students need to complete the chart by asking their partner the questions. Point out that students should write their partner's answers in the *Your partner* column.
- Model the example conversation with a student. Show students how to substitute the text with their own information.
- Have students do the activity in pairs.

ANSWERS

Answers will vary.

SMART TALK UNIT 1 How are you different?

Student A

- Complete the chart with information about you. Then add your own question.

QUESTIONS	YOU	YOUR PARTNER
1 What places do you like going to on vacation? (beach/mountains/cities etc.)		
3 Do you like traveling alone or in a group?		
5 Where did you go on your first vacation?		
7 (Your choice) _____ _____ _____		

- PAIR WORK** Ask your partner the questions. Agree or disagree with your partner's answers. Then answer your partner's questions.

A What places do you like going to on vacation?

B I like beach vacations.

A So do I! / Really? I don't. I like going to cities.

- GROUP WORK** Complete these sentences to compare you and your partner. Then tell your group.

1. My partner likes _____, and so do I / but I don't.

2. My partner doesn't like _____, and neither do I / but I do.

3. My partner's favorite place for a vacation is _____, and mine is _____.

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Activity 3

- Write the three sentences with blanks on the board. Explain that, first, students are going to work in pairs and ask each other questions in order to complete the sentences with information that is true for them. Point out that the statements should be about vacations and travel.
- Model the first item with a student by asking questions about vacations. For example: *Do you like going to the beach on vacation?* If the student answers *Yes, I do*, respond with *So do I* or *I don't*.

Then write *going to the beach* in the blank on the board and circle either *and so do I* or *but I don't*, according to your response.

- Elicit possible questions for the other items. For example: *What don't you like doing on vacation?* *What is your favorite place for a vacation?*
- Have students work in pairs to complete the statements.
- Then have students make groups and report the information about their partners and themselves to the group.

ANSWERS

Answers will vary.

SMART TALK UNIT 1 *How are you different?*

Student B

1 Complete the chart with information about you. Then add your own question.

QUESTIONS	YOU	YOUR PARTNER
2 What do you like doing best on vacation? (going to the beach, visiting famous places, etc.)		
4 What don't you like doing on vacation?		
6 What's your favorite way to travel? (plane, train, car, etc.)		
8 (Your choice) _____ _____ _____		

2 PAIR WORK Ask your partner the questions. Agree or disagree with your partner's answers. Then answer your partner's questions.

B What do you like doing best on vacation?

A I like going to the beach.

B So do I! / Really? I don't. I like visiting famous places.

3 GROUP WORK Complete these sentences to compare you and your partner. Then tell your group.

1. My partner likes _____, and so do I / but I don't.
2. My partner doesn't like _____, and neither do I / but I do.
3. My partner's favorite place for a vacation is _____, and mine is _____.

EXTENSION

Have students ask and answer follow-up questions. For example: *Why do you like traveling alone? Do you get bored?*

EXTRA IDEA

- Have students write four new questions about a different topic in the chart in Activity 1. For example, food.
- Then have students do Activity 2 again using their new questions.

UNIT 2

Activity 1

- Split the class into pairs. Assign roles to each student—one student is A, the other is B. The information for Student A is on page 85 of the book. The Student B information is on page 97.
- Focus attention on the chart and the list of activities. Explain that Student A and Student B have different activities to ask about. Have students read the list on their own and add two activities.
- Focus attention on the example conversation. Show students how the conversation relates to the items in the chart. Then do another example. Ask a student *Do you like watching movies on your computer?* Elicit an answer such as *No, it's very boring*, or *Yes, it's OK*.
- Have students ask each other their questions and complete the charts with their partner's information. As students work, walk around the class to check progress and offer help as necessary.
- LANGUAGE NOTE:** Although the phrases *watching movies* and *going to concerts* look plural, they are singular and can be replaced by the pronoun *it*, not *they*. For *watching movies*, for example, we say *It's boring*, not *They're boring*.

ANSWERS

Answers will vary.

VARIATION

Before starting the activity, elicit useful phrases students can use, such as *I prefer*, *I like*, *I enjoy*, etc.

Activity 2

- Focus attention on the example conversation. Ask a student *What do you like doing after class?* Then ask the follow-up question *Why?*
- Have students do the activity in pairs. Remind them to ask follow-up questions.
- Then have students tell the class about their partner's likes and dislikes.

ANSWERS

Answers will vary.

UNIT 2 What's interesting and what's boring?

Student A



1 PAIR WORK Ask your partner questions to complete the chart. Add two activities to the list.

A Do you like watching movies in a movie theater?

B No, it's boring. I prefer watching them on my computer.

	1 very boring	2 boring	3 OK	4 interesting / exciting	5 very interesting / exciting
1 Watching movies in a theater					
2 Going to live concerts					
3 Going to live sports events					
4 Chatting to people online					
5 Hanging out at shopping malls					
6 Having parties with family					
7 (Your choice)					
8 (Your choice)					



2 PAIR WORK Ask and answer questions about what you and your partner like doing at the following times. Then tell the rest of the class about your partner's likes and dislikes.

What do you like doing ...

- after class?
- on the weekend?
- in the summer?
- on vacation?
- when it's raining?
- alone?
- with your friends?
- with your family?

What do you like doing after class?

I like spending time online.

Why?

It's relaxing.

VARIATION

- After the pairs of students have finished asking and answering the questions, have them get together with one or two other pairs. Ask them to share the information about their partners with the group, and note down the similar answers. For example: *Ana and Maria like spending time online after class. Jon and Bruno like to go to the beach in the summer.* etc.
- Have students report their likes and dislikes to the group. Then have each group share their similarities with the class.

EXTENSION

- Have students work in pairs to add three phrases to the list. For example: *in the morning*, *when it's cold*, *before going to bed*, etc.
- Have the pairs ask and answer questions using the new phrases.

EXTRA IDEA

Have students write short paragraphs about where they spend their free time. Have them select one of the activities in the chart in Activity 1 to write about. For example, *watching movies in a theater*. Have students write about the movie theater where they usually go and provide reasons why. For example: *It's never crowded. It's near my house. It's cheaper than other movie theaters.*

UNIT 2 *What's interesting and what's boring?*

Student B

1 PAIR WORK Ask your partner questions to complete the chart. Add two activities to the list.

B Do you like watching movies on your computer?

A No, it's boring. I prefer going to movie theaters.

	1 very boring	2 boring	3 OK	4 interesting / exciting	5 very interesting / exciting
1 Watching movies on your computer					
2 Watching music videos					
3 Watching live sports on TV					
4 Texting your friends					
5 Hanging out in cafes					
6 Visiting family members					
7 (Your choice)					
8 (Your choice)					

2 PAIR WORK Ask and answer questions about what you and your partner like doing at the following times. Then tell the rest of the class about your partner's likes and dislikes.

What do you like doing ...

- after class?
- on the weekend?
- in the summer?
- on vacation?
- when it's raining?
- alone?
- with your friends?
- with your family?

What do you like doing after class?

I like watching music videos.

Why?

It's relaxing.

UNIT 3

Activity 1

- Split the class into pairs. Assign roles to each student—one student is A, the other is B. The information for Student A is on page 86 of the book. The Student B information is on page 98.
- Write questions 1 (from page 86) and 2 (from page 98) on the board. Ask students question 1, *Have you ever played volleyball?* Elicit answers. Then elicit follow-up questions, such as *Did you play it in school? When did you play it? Did you like it?* Repeat the procedure for question 2.
- Focus attention on the questions in the book. Elicit or explain the meaning of any words students might not be familiar with, such as *long-haul flight* or *all-night party*. Explain that students should write their answers on the *You* line.
- Have students do the activity on their own. Encourage students to give extra information.

ANSWERS

Answers will vary.

Activity 2

- Focus attention on the example conversation in speech bubbles. Show students how the example relates to the first question in Activity 1. Explain that this time students should ask their partner the questions and write the information on the *Your partner* line. Point out that they should ask follow-up questions for more information.
- Have students make pairs and take turns asking their questions. As students work, walk around the class to offer help as necessary.

ANSWERS

Answers will vary.

VARIATION

Have students stand up and mingle around the classroom, asking and answering the questions to find a classmate who answers *yes* to each question.

UNIT 3 Have you ever ... ?

Student A

- 1** Answer the questions about you. Try to give extra information!

1	Have you ever played volleyball?
You: _____	
Your partner: _____	
3	Have you ever spent the night in the hospital?
You: _____	
Your partner: _____	
5	Have you ever taken a long-haul flight?
You: _____	
Your partner: _____	
7	Have you ever climbed a really high mountain?
You: _____	
Your partner: _____	
9	Have you ever eaten Chinese food?
You: _____	
Your partner: _____	



- 2 PAIR WORK** Ask and answer questions to complete the information about your partner. Ask for details.

Have you ever played volleyball?

Yes, I have. I played on vacation last year.

Really? Where did you play?

On a beach. It was fun!



EXTENSION

Ask students to choose something interesting they learned about their partner to share with the class.

EXTENSION

Have students write a short paragraph describing the experience they have enjoyed the most or the least. Then have students read their text to the class. Have other students vote for the most interesting story.

EXTRA IDEA

- Have students write three sentences about interesting experiences they have had. One of the sentences should be false. For example: *I have been in an earthquake. I have met the queen of England. I have seen a famous actor.*
- Have students read their statements to the class. The other students guess whether the statements are true or false.

UNIT 3 *Have you ever ... ?*

Student B

1 First answer the questions about you. Add extra information.

2 Have you ever been bungee-jumping?

You: _____

Your partner: _____

4 Have you ever been to an all-night party?

You: _____

Your partner: _____

6 Have you ever gotten sick in a car, bus, boat, or plane?

You: _____

Your partner: _____

8 Have you ever played baseball?

You: _____

Your partner: _____

10 Have you ever eaten something really strange?

You: _____

Your partner: _____

2 PAIR WORK Now ask and answer questions to complete the information about your partner. Ask for details.

Have you ever been bungee-jumping?

Yes, I have.

Really? Where did you do it?

On vacation in New Zealand.



UNIT 4

Activity 1

- Split the class into pairs. Assign roles to each student—one student is A, the other is B. The information for Student A is on page 87 of the book. The Student B information is on page 99.
- Focus attention on the list of topics in the quiz. Explain that Student A and Student B have different topics to ask about.
- Preteach any words and phrases students might not be familiar with.
- Have students work on their own to complete the *You* column with their information and opinions.
- Then have students ask each other questions about the topics in their quizzes and write their partner's information in the *Your partner* column.

ANSWERS

Answers will vary.

Activity 2

- Have each pair of students join another pair and compare their answers to the questions.
- Then have each group report to the class any interesting answers or any similar answers they share.

EXTENSION

- Have students write additional topics for the quiz on a sheet of paper. Make sure they write phrases using the superlative.
- Have students walk around the class, ask three other students their questions, and write down their answers.
- Have students share some of the information they found out with the class.

UNIT 4 The superlative quiz

Student A

- 1 Complete the chart with your information and opinion about each topic. Then ask your partner.

What was your best subject at school?

Math. What was yours?



Topics	You	Your partner
1 My best school subject		
3 Most boring place in our city		
5 Most talented friend		
7 Best places to eat in our town		
9 Most boring TV show		
11 Most difficult thing about English		
13 Best sports team in this country		
15 Most interesting day of my life		



2 GROUP WORK Share and compare your answers with another pair.

EXTRA IDEA

- Have students research some of the topics in the quiz. For example, students can research which is considered the most interesting/boring place in their city, the best/worst place to eat in their town, the most interesting/boring TV show, the best/worst sports team in the country.
- Have students present what they found to the class and explain why the places, teams, etc. are considered the best/worst/etc.

EXTRA IDEA

- Ask students if they know of anyone who holds a world record for something. For example, someone who has done something best/fastest, etc.
- Have students go online and search for three world records they find interesting.
- Then have students present what they found to the class.

UNIT 4 *The superlative quiz*

Student B

- 1** Complete the chart with your information and opinion about each topic. Then ask your partner.

What was your worst subject at school?

History. What was yours?



Topics	You	Your partner
2 My worst school subject	_____	_____
4 Most interesting place in our city	_____	_____
6 Funniest friend	_____	_____
8 Worst places to eat in our town	_____	_____
10 Most interesting TV show	_____	_____
12 Easiest thing about English	_____	_____
14 Worst sports team in this country	_____	_____
16 Most boring day of my life	_____	_____



- 2** **GROUP WORK** Share and compare your answers with another pair.

UNIT 5

Activity 1

- Split the class into pairs. Assign roles to each student—one student is A, the other is B. The information for Student A is on page 88 of the book. The Student B information is on page 100.
- Focus attention on the facts and question prompts. Explain that Student A and Student B have different facts and questions to ask.
- Allow students time to read their facts and prepare their questions on their own. Then have students take turns asking their questions and answering their partner's questions with the information they have.
- CULTURE NOTE:** Qu Yuan is pronounced /tʃu ju'an/.

ANSWERS

Student A's questions

- Are there only teams from China?
- What is the reason for the race?
- How many people are (there) in a boat?
- Are there dragon boat races in other countries?

Student B's questions

- When does the Hong Kong Dragon Boat Festival take place?
- How long ago did dragon boat racing start?
- What do dragon boats look like?
- Is there a prize for the winner?

VARIATION

Have students predict the answers before they ask their partner.

Activity 2

- Focus attention on the instructions and the photos on the page. Explain that students should use the photos and the facts they learned about the festival in Activity 1 to describe the races and the people. If necessary, elicit some example sentences, such as *The boats are colorful. The people are strong and athletic.* etc.
- Have students work in pairs to take turns describing the races and the people. Then have pairs share their descriptions with the class.

Smart Talk Student A

UNIT 5 Dragon boats

Student A



1 PAIR WORK Read the facts about the Hong Kong dragon boat races. Take turns asking questions and answering your partner's questions.

Factfile

- The Hong Kong Dragon Boat Festival takes place on the fifth day of the fifth month of the Chinese lunar calendar. This is usually in June.
- only / teams / from China?
- Dragon boat racing started 2,500 years ago!
- What / reason for / race?
- Dragon boats are long and narrow and have a dragon head and tail.
- How many people / in / boat?
- There isn't a prize but the winning team brings good luck to their village or community.
- dragon boat races / other countries?



2 PAIR WORK Discuss the idea of dragon boat races. Describe the races and the people in the boats.



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EXTENSION

- Ask students *Would you like to attend the dragon boat festival? Would you like to participate in a dragon boat race? Why or why not?*
- Have students discuss the questions in pairs. Then have students report their partner's answers to the class.

EXTENSION

- Write the following questions on the board:
What do you think the people in the dragon boats have to do ...
... before the race?
... during the race?
... after the race?

If necessary, elicit some example answers, such as *They have to practice a lot before the race. They have to drink a lot of water during the race. They have to sleep after the race.* etc.

- Have students answer the questions in pairs or small groups. As students work, walk around the class to offer help as necessary.
- Have the pairs or groups share their ideas with the class.

EXTRA IDEA

- Ask students *Are there any sports or competitions that originally come from your country?* Give examples such as *sumo* (Japan).
- Have students discuss the questions in pairs or small groups.
- Then have students share their ideas with the class.

UNIT 5 *Dragon boats*

Student B

- 1 PAIR WORK** Read the facts about the Hong Kong dragon boat races. Take turns asking questions and answering your partner's questions.

Factfile

- 1 When / Hong Kong Dragon Boat Festival / take place?
- 2 There are teams from lots of other countries.
- 3 How long ago / dragon boat racing / start?
- 4 The race is in memory of a poet called Qu Yuan (340–278 BCE).
- 5 What / dragon boats / look like?
- 6 There are between ten and 50 people in the boat, and also a drummer.
- 7 prize / winner?
- 8 There are also dragon boat races in South Korea, Japan, and Singapore, and in the USA, Great Britain, and Germany.



- 2 PAIR WORK** Discuss the idea of dragon boat races. Describe the races and the people in the boats.



UNIT 6

Activity 1

- Split the class into pairs. Assign roles to each student—one student is A, the other is B. The information for Student A is on page 89 of the book. The Student B information is on page 101.
- Focus attention on the pictures. Ask students to describe what they see.
- Focus attention on the statements. Explain that students should read them and mark the advice as right or wrong, according to their knowledge about the topics.
- Have students work individually to mark the statements as right or wrong—or if they don't know the answer.

ANSWERS

Answers will vary.

Activity 2

- Focus on the instructions. Explain that Students A and B have different information about the advice in Activity 1. They should take turns asking and answering the questions about each piece of advice to complete the information on their pages.
- Have students do the activity in pairs. As students work, walk around the class to offer help as necessary.
- When students have finished the activity, check answers as a class.

ANSWERS

Student A's answers

- You should eat normally before you exercise, but don't exercise immediately after eating. People think that, if they don't eat, they burn more fat when they exercise. This isn't true. Exercising on an empty stomach is like driving a car without gasoline.
- You should drink regularly during the day. Your body needs water to work properly.
- Regular exercise is very good, but exercising seven days a week isn't necessary. In fact, it's better to take a day or two off every week.

UNIT 6 Help! Is this true?

Student A

- Read the advice. Do you know if it's right or wrong? Check (✓) one of the boxes for each piece of advice.

	1 You should stretch before you exercise. ☐ Right ☐ Wrong ☐ I don't know
	2 You shouldn't eat before you exercise. ☐ Right ☐ Wrong ☐ I don't know
	3 You should wait for twelve hours between your evening meal and breakfast the next day. ☐ Right ☐ Wrong ☐ I don't know
	4 You should drink regularly during the day. ☐ Right ☐ Wrong ☐ I don't know
	5 You should work out in the morning. ☐ Right ☐ Wrong ☐ I don't know
	6 You should exercise seven days a week. ☐ Right ☐ Wrong ☐ I don't know

- PAIR WORK** Now read the information about 1, 3, and 5. Then answer your partner's questions and ask for information about 2, 4, and 6.

- Should you stretch before you exercise?
No. Stretching is not good before running or weight lifting. It's better to swing your arms and legs.
- Should you or shouldn't you eat before you exercise? _____
- Should you wait for twelve hours between your evening meal and breakfast the next day?
Definitely! This way, you eat during a twelve-hour period and you "fast" (don't eat) during a twelve-hour period.
- Should you drink regularly during the day? _____
- Should you work out in the morning?
For some people, morning exercise is good. But it isn't better than exercise in the afternoon or evening. People should exercise when they want to. But don't exercise just before bedtime!
- Should you exercise seven days a week? _____

- PAIR WORK** Discuss these questions.

- Did you learn anything new from this activity? What?
- Are you surprised by any of the answers? Which?
- Are you going to change your habits? How?

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Student B's answers

- No. Stretching is not good before running or weight lifting. It's better to swing your arms and legs.
- Definitely! This way, you eat during a twelve-hour period and you "fast" (don't eat) during a twelve-hour period.
- For some people, morning exercise is good. But it isn't better than exercise in the afternoon or evening. People should exercise when they want to. But don't exercise just before bedtime!

EXTENSION

Have students work in pairs to write three more pieces of advice about healthy lifestyles or exercising. Have them report their ideas to the class.

Activity 3

- Focus attention on the questions. Have students discuss them in pairs.
- Have students share their partner's responses with the class.

VARIATION

After the pairs of students have discussed the questions, have them join another pair and share their partner's responses with the group.

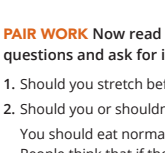
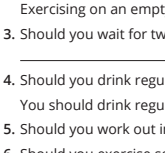
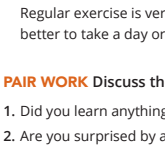
EXTRA IDEA

Have students think of bad or incorrect exercise or health advice that they have heard of. Have students discuss this bad or incorrect advice in groups. Then have the groups share the information with the class and create a list of what people should *not* do.

UNIT 6 Help! Is this true?

Student B

- 1** Read the advice. Do you know if it's right or wrong? Check (✓) one of the boxes for each piece of advice.

	1 You should stretch before you exercise. ☐ Right ☐ Wrong ☐ I don't know
	2 You shouldn't eat before you exercise. ☐ Right ☐ Wrong ☐ I don't know
	3 You should wait for twelve hours between your evening meal and breakfast the next day. ☐ Right ☐ Wrong ☐ I don't know
	4 You should drink regularly during the day. ☐ Right ☐ Wrong ☐ I don't know
	5 You should work out in the morning. ☐ Right ☐ Wrong ☐ I don't know
	6 You should exercise seven days a week. ☐ Right ☐ Wrong ☐ I don't know

- 2 PAIR WORK** Now read the information about 2, 4, and 6. Then answer your partner's questions and ask for information about 1, 3, and 5.

- Should you stretch before you exercise? _____
- Should you or shouldn't you eat before you exercise?
You should eat normally before you exercise, but don't exercise immediately after eating. People think that if they don't eat, they burn more fat when they exercise. This isn't true. Exercising on an empty stomach is like driving a car without gasoline.
- Should you wait for twelve hours between your evening meal and breakfast the next day? _____
- Should you drink regularly during the day?
You should drink regularly during the day. Your body needs water to work properly.
- Should you work out in the morning? _____
- Should you exercise seven days a week?
Regular exercise is very good, but exercising seven days a week isn't necessary. In fact, it's better to take a day or two off every week.

- 3 PAIR WORK** Discuss these questions.

- Did you learn anything new from this activity? What?
- Are you surprised by any of the answers? Which?
- Are you going to change your habits? How?

UNIT 7

Activity 1

- Split the class into pairs. Assign roles to each student—one student is A, the other is B. The information for Student A is on page 90 of the book. The Student B information is on page 102.
- Focus attention on the photos and texts. Explain that Student A and Student B have different information to read.
- Have students read their texts on their own. Explain that students should read carefully, as they will be asked questions about their texts later.
- If necessary, elicit or explain the meaning of words students might not be familiar with, such as *silk*, *spices*, *stalls*, *path*, and *vendors*.

Activity 2

- Explain that students need to ask questions about their partner's text in order to complete the sentences.
- Focus on the first sentence and the question in parentheses. Do the first item in Student A section and in Student B section with the class as examples.
- Have students do the activity in pairs. As students work, walk around the class to offer help as necessary.
- Check answers by having students read their completed sentences to the class.

ANSWERS

(Possible questions in parentheses)

Student A

- Bangkok, Thailand
(Where is the Chatuchak Weekend Market?)
- 8,000
(How many stalls are there?)
- 200,000
(How many people visit the market every day?)
- \$750,000
(How much do shoppers spend there every day?)
- early morning or evening
(When is the best time to visit?)
- cash
(What do the vendors accept as payment?)

UNIT 7 Shopper's paradise?

Student A

- 1 PAIR WORK** Read about Khan El Khalili Bazaar. Then answer your partner's questions.

KHAN EL KHALILI BAZAAR

Khan El Khalili is a *souk* in Cairo, Egypt. *Souk* is the Arabic word for market.

The market opened in 1382 when a prince named El-Khalili built it. At the beginning, they sold silk and spices from the Far East. Now you can buy anything. It's a good place to buy clothes, which are usually very cheap.

There are also some of Cairo's most interesting and oldest cafes, including the El-Fishawi, which opened in 1797.

Tourists love Khan El Khalili, but some local people think that it is now too crowded.



- 2 PAIR WORK** Ask your partner about Chatuchak Weekend Market.

- Chatuchak Weekend Market is the most famous market in _____. (Where is it?)
- There are more than _____ stalls. (How many ... ?)
- Every day more than _____ people visit the market.
- They spend about _____ there each day.
- The best time to visit is _____.
- The vendors only accept _____ as payment.



- 3 PAIR WORK** Do you know another interesting place to shop? Tell your partner.

VARIATION

If students have difficulty asking the questions, elicit the questions they need to ask from the class.

EXTRA IDEA

Have students work in groups to discuss which market they would like to visit. Have groups compile a list of the advantages and disadvantages of each place and then choose one place.

UNIT 7 *Shopper's paradise?*

Student B

- 1 PAIR WORK** Read about Chatuchak Weekend Market. Then answer your partner's questions.

CHATUCHAK WEEKEND MARKET

Chatuchak Weekend Market is the most famous market in Bangkok, Thailand. There are more than 8,000 stalls, and every day more than 200,000 people visit the market. They spend about \$750,000 there each day.

It seems too big, but don't worry! There's a path around the market, and then a system of smaller paths: Soi 1, Soi 2, etc. There's also a very good map to help you.

The best time to visit is early morning or evening because it gets very hot in the middle of the day.

And one more thing – take cash. The vendors don't accept credit cards.



- 2** Ask your partner about Khan El Khalili Bazaar.

- Khan El Khalili is a *souk* in _____.
(Where is it?)
- Souk* is the Arabic word for _____.
(What does *souk* mean?)
- Khan El Khalili opened in _____, when a prince built it.
- At the beginning, they sold _____ from the Far East.
- It's a good place to buy clothes because they are usually _____.
- You can drink coffee in Cairo's oldest _____ in the market.



- 3 PAIR WORK** Do you know another interesting place to shop? Tell your partner.

EXTRA IDEA

Ask students to write about a market that they would recommend to tourists visiting their country or city. Have students research details, such as when the market first opened, the number of visitors, and other interesting facts. Encourage students to write both positive and negative points about the place.

EXTRA IDEA

- Have students work in pairs to think about advice they would give to someone going to one of these markets. Students then write a short conversation.
- Write the following on the board as an example of how students can start the conversation:
A *Guess what! I'm going to Bangkok!*
B *You should go to the Chatuchak Weekend Market. It's very interesting.*

Activity 3

- Focus attention on the question and elicit some ideas. Write these on the board.
- Have students do the activity in pairs. As students work, walk around the class to offer help as necessary.
- Have students share their partner's information with the class.

VARIATION

Before starting the activity, write questions on the board to guide the students. For example:

Where is the place?

How many stores are there?

What kinds of stores are there?

How many people do you think go there every day?

What is interesting about it?

UNIT 8

Activity 1

- Split the class into pairs. Assign roles to each student—one student is A, the other is B. The information for Student A is on page 91 of the book. The Student B information is on page 103.
- Focus attention on the title of the activity. Ask *Where or how can people make connections with others who have similar interests?* Elicit answers.
- Focus attention on the photos and the information beneath them. Explain that Student A and Student B have different information about the people. Explain that students need to ask and answer questions to complete the information about each person.
- Focus on the example questions and answers with information about Danielle and Hans. Model them with a Student A and a Student B.
- Preteach any vocabulary students may have difficulty understanding or pronouncing.
- Have students do the activity in pairs. Then check answers.

ANSWERS

- Danielle: Studies Japanese and Mandarin Chinese; Interested in robots
- Hans: Studies Spanish and Portuguese; Interested in motorcycles
- Isabel: Studies Mandarin Chinese and Portuguese; Interested in extreme sports
- Adam: Studies Korean and Japanese; Interested in history
- Andrea: Studies German and French; Interested in extreme sports
- Bruce: Studies Mandarin Chinese and German; Interested in history
- Yukiko: Studies Korean and Mandarin Chinese; Interested in cars and motorcycles
- Antonio: Studies Japanese and Korean; Interested in robots

EXTENSION

After students do the activity, have them take note of similarities in the people's profiles. For example: *speaks Spanish: Danielle, Antonio; study Japanese: Danielle, Adam, Antonio; etc.*

UNIT 8 Making connections

Student A



1 PAIR WORK Ask and answer questions to complete the information.

A What languages does Danielle study?

B Japanese and Mandarin Chinese.

A What's she interested in?

B Robots.

Making connections

The website where you can connect with people who have similar interests

1 Danielle From the US Speaks English and Spanish Studies <u>Japanese and Mandarin Chinese</u> Interested in <u>robots</u>	2 Hans From Canada Speaks English and French Studies Spanish and Portuguese Interested in motorcycles	3 Isabel From Mexico Speaks Spanish and English Studies _____ Interested in _____
4 Adam From Great Britain Speaks English and German Studies _____ Interested in _____	5 Andrea From Brazil Speaks Portuguese and English Studies German and French Interested in extreme sports	6 Bruce From Australia Speaks English and Indonesian Studies Mandarin Chinese and German Interested in history
7 Yukiko From Japan Speaks Japanese and English Studies _____ Interested in _____	8 Antonio From Peru Speaks Spanish and English Studies Japanese and Korean Interested in robots	

2 PAIR WORK Who can each person connect with?

Danielle can practice Japanese with _____ and Chinese with _____, and she can talk about robots with _____.

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Activity 2

- Have students read the complete profiles silently.
- Then focus on the question and the incomplete example answer. Write the sentence with blanks on the board. Ask students *Who can Danielle practice Japanese with? Who can she practice Chinese with? Who can she talk about robots with?* Complete the example sentence on the board with the students' answers.
- Have students work in pairs to make connections between the people. Elicit answers by asking different pairs about the connections for each person.

POSSIBLE ANSWERS

Danielle can practice Japanese with Adam, Yukiko, and Antonio. She can practice Mandarin Chinese with Isabel, Bruce, and Yukiko. She can talk about robots with Antonio.

Hans can practice Spanish with Danielle, Isabel, and Antonio. He can practice Portuguese with Isabel and Andrea. He can talk about motorcycles with Yukiko.

Isabel can practice Mandarin Chinese with Danielle, Bruce, and Yukiko. She can practice Portuguese with Hans and Andrea. She can talk about or practice extreme sports with Andrea.

Adam can practice Korean with Yukiko and Antonio. He can practice Japanese with Danielle, Yukiko, and Antonio. He can talk about history with Bruce.

UNIT 8 Making connections

Student B

1 PAIR WORK Ask and answer questions to complete the information.

B What languages does Hans study?

A Spanish and Portuguese.

B What's he interested in?

A Motorcycles.

Making connections
 The website where you can connect with people who have similar interests

 1 Danielle From the US Speaks English and Spanish Studies Japanese and Mandarin Chinese Interested in robots	 2 Hans From Canada Speaks English and French Studies <u>Spanish and Portuguese</u> Interested in <u>motorcycles</u>	 3 Isabel From Mexico Speaks Spanish and English Studies Mandarin Chinese and Portuguese Interested in extreme sports
 4 Adam From Great Britain Speaks English and German Studies Korean and Japanese Interested in history	 5 Andrea From Brazil Speaks Portuguese and English Studies _____ Interested in _____	 6 Bruce From Australia Speaks English and Indonesian Studies _____ Interested in _____

2 PAIR WORK Who can each person connect with?

Danielle can practice Japanese with _____, and Chinese with _____, and she can talk about robots with _____.

 7 Yukiko From Japan Speaks Japanese and English Studies Korean and Mandarin Chinese Interested in cars and motorcycles	 8 Antonio From Peru Speaks Spanish and English Studies _____ Interested in _____
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Andrea can practice German with Adam and Bruce. She can practice French with Hans. She can talk about or practice extreme sports with Isabel.

Bruce can practice Mandarin Chinese with Danielle, Isabel, and Yukiko. He can practice German with Adam and Andrea. He can talk about history with Adam.

Yukiko can practice Korean with Adam and Antonio. She can practice Mandarin Chinese with Danielle, Isabel, and Bruce. She can talk about motorcycles with Hans.

Antonio can practice Japanese with Danielle, Adam, and Yukiko. He can practice Korean with Adam and Yukiko. He can talk about robots with Danielle.

EXTENSION

Have students work in pairs to discuss who they could connect with. For example, *I can practice German with Bruce.*

EXTRA IDEA

- Have students discuss the different ways people meet.
- Have students discuss the advantages and disadvantages of meeting new people online versus in person.

UNIT 9

Activity 1

- Split the class into pairs. Assign roles to each student—one student is A, the other is B. The information for Student A is on page 92 of the book. The Student B information is on page 104.
- Focus attention on the pictures and the information for each person. Explain that Student A and Student B have information about different people.
- Write the example conversations about Aya (on Student A page) and Sam (on Student B page) on the board. Explain that students should take turns asking and answering questions to complete the information about each person. Point out that Student A asks questions about 2, 3, 6, and 7, and that Student B asks questions about 1, 4, 5, and 8.
- Have students do the activity in pairs. As students work, walk around the class to check pronunciation and offer help as necessary.
- Check answers by asking different students to read the information for one person.

ANSWERS

- Aya broke her hand. She was riding her bicycle and she fell off.
- Sam lost a tooth. He was playing baseball and the ball hit him in the mouth.
- Mariella sprained an ankle. She was climbing a mountain and she tripped over a rock.
- Suki dislocated a finger. She was playing tennis and she hit her finger with her racket.
- James got a black eye. He was boxing with a friend at the gym, and his friend hit his eye.
- Tommy broke his nose. He was walking out of a room and the door closed.
- Roberto bruised his leg. He fell down when he was climbing a tree.
- Ana Pilar cut her finger. She was cutting some vegetables in the kitchen and she cut her finger.

UNIT 9 What happened?

Student A



1 PAIR WORK Ask and answer questions to complete the information.

B What's Aya's problem?

A She broke her hand.

1 Aya

Problem: broke her hand

What happened? She was riding her bicycle and she fell off.



3 Mariella

Problem: _____

What happened? _____



5 James

Problem: got a black eye

What happened? He was boxing with a friend at the gym. His friend hit his eye.



7 Roberto

Problem: _____

What happened? _____



B How did she do it?

A She was riding her bicycle and she fell off.

2 Sam

Problem: _____

What happened? _____



4 Suki

Problem: dislocated a finger

What happened? She was playing tennis. She hit her finger with her racket.



6 Tommy

Problem: _____

What happened? _____



8 Ana Pilar

Problem: cut her finger

What happened? She was cutting some vegetables in the kitchen. She cut her finger.



EXTRA IDEA

- Have students work individually to add details to one or more of the stories. For example: *It was Sunday morning and Aya was in the park, where she rides her bike every weekend. She is usually very careful, but this time, while she was riding her bike, a friend called her name. She turned to talk to her friend and fell off the bike. Then her hand started to hurt really badly. Her friend took her to the hospital, and she found out that her hand was broken.*
- Then have students tell their stories to a partner or a group. Have the partner or group ask follow-up questions to add more detail to the stories.

EXTRA IDEA

Have students mime the accidents in Activity 1 to a group or the class. Have students guess who they are describing and identify the activity and the injury.

EXTRA IDEA

- Divide the class into groups.
- Have students think of another activity and injury and then create one more picture illustrating the accident.
- Have students exchange pictures with another group and then write what they think happened in their story.
- Then have the groups show the pictures to the class and share their stories. Have the class vote on the best story.

UNIT 9 What happened?

Student B

1 PAIR WORK Ask and answer questions to complete the information.

A What's Sam's problem?

B He lost a tooth

1 Aya

Problem: _____

What happened? _____



3 Mariella

Problem: sprained an ankle

What happened? She was climbing a mountain. She tripped over a rock.



5 James

Problem: _____

What happened? _____



7 Roberto

Problem: bruised his leg

What happened? He fell down when he was climbing a tree.



A How did he do it?

B He was playing baseball.

2 Sam

Problem: lost a tooth

What happened? He was playing baseball and the ball hit him in the mouth.



4 Suki

Problem: _____

What happened? _____



6 Tommy

Problem: broke his nose

What happened? He was walking out of a room and the door closed.



8 Ana Pilar

Problem: _____

What happened? _____



UNIT 10

Activities 1 and 2

- Split the class into pairs. Assign roles to each student—one student is A, the other is B. The information for Student A is on page 93 of the book. The Student B information is on page 105.
- Focus attention on the photos and the *true/false* statements. Explain that Student A and Student B have different information. Explain that they need to ask their partner to check their answers.
- Focus attention on the first item on page 93. Have a Student A answer *True* or *False*. Then ask a Student B *Did tennis players Venus and Serena Williams use to write a tennis newsletter when they were younger? I think it's true.* Elicit *Yes, they did. It's true.* Repeat this procedure for the first item on page 105. Ask a Student A a question to check if the statement is true or false.
- Preview the vocabulary before beginning the activity. Preteach words students may have difficulty with. Then check if students know all of the celebrities. Elicit or provide information as needed.
- Have students do the activity in pairs.

ANSWERS

Student A

- True: Tennis players Venus and Serena Williams used to write a tennis newsletter when they were younger.
- True: Actor Daniel Radcliffe used to write poetry while he was filming the *Harry Potter* movies and he has published a book of poems.
- True: Movie director Quentin Tarantino used to work in a video store.
- True: Singer Madonna used to work in a donut shop in New York City.
- True: Actor Ashton Kutcher used to sweep cereal dust in a factory.
- False: Tennis player Roger Federer didn't use to play professional soccer.
- True: Actor Leonardo DiCaprio used to appear in TV ads for bubble gum.
- True: Fashion designer Victoria Beckham used to sing with a band called The Spice Girls.

UNIT 10 Before they were famous

Student A

- Mark the sentences *T* (true) or *F* (false). Guess the answers you don't know.

TRUE OR FALSE?

- Tennis players Venus and Serena Williams used to write a tennis newsletter when they were younger. ____
- Actor Daniel Radcliffe used to write poetry while he was filming the *Harry Potter* movies, and he has published a book of poems. ____
- Movie director Quentin Tarantino used to work in a video store. ____
- Singer Madonna used to work in a donut shop in New York City. ____
- Actor Ashton Kutcher used to work in a cereal factory. ____
- Tennis player Roger Federer used to play professional soccer. ____
- Actor Leonardo DiCaprio used to appear in TV advertisements for bubble gum. ____
- Fashion designer Victoria Beckham used to sing with a band called The Spice Girls. ____



Venus and Serena Williams

- PAIR WORK** Tell your partner your answers. Then use the information below to check your partner's answers.

- True: Actor John Cho used to teach English at a high school.
- True: Actor Charlize Theron used to take care of the animals on her parents' farm.
- True: Soccer player Neymar used to play for the Brazilian club Santos, the same team that Pelé played for.
- False: Singer Rihanna didn't use to speak French at home when she was a child.
- True: Ariana Grande used to eat meat, but now she's vegan.
- True: Japanese Empress Masako used to be a star athlete at school.
- True: Tennis player Rafael Nadal's uncle used to play soccer for Barcelona.
- True: Film star Emma Stone used to work in a bakery that made dog food.

- PAIR WORK** Do you know what other celebrities used to do before they were famous? Tell your partner.

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Student B

- True: Actor John Cho used to teach English at a high school.
- True: Actor Charlize Theron used to take care of the animals on her parents' farm.
- True: Soccer player Neymar used to play for the Brazilian club Santos, the same team that Pelé played for.
- False: Singer Rihanna didn't use to speak French at home when she was a child.
- True: Ariana Grande used to eat meat, but now she's vegan.
- True: Japanese Empress Masako used to be a star athlete at school.
- True: Tennis player Rafael Nadal's uncle used to play soccer for Barcelona.
- True: Film star Emma Stone used to work in a bakery that made dog food.

EXTENSION

When students have completed the activity, ask questions such as *Who used to do the most interesting thing? Are you surprised by what these people used to do?*

EXTRA IDEA

Assign each of the celebrities to one or more students. Ask them to research the celebrities after class and bring more information about what these celebrities used to do. Have students tell the class about the celebrity they researched.

UNIT 10 *Before they were famous*

Student B

- 1** Mark the sentences *T* (true) or *F* (false). Guess the answers you don't know.

TRUE OR FALSE?

- 1 Actor John Cho used to teach English at a high school. ____
- 2 Actor Charlize Theron used to take care of the animals on her parents' farm. ____
- 3 Soccer player Neymar used to play for the Brazilian club Santos, the same team that Pelé played for. ____
- 4 Singer Rihanna used to speak French at home when she was a child. ____
- 5 Ariana Grande used to eat meat, but now she's vegan. ____
- 6 Japanese Empress Masako used to be a star athlete at school. ____
- 7 Tennis player Rafael Nadal's uncle used to play soccer for Barcelona. ____
- 8 Film star Emma Stone used to work in a bakery that made dog food. ____



John Cho

- 2 PAIR WORK** Tell your partner your answers. Then use the information below to check your partner's answers.

1. True: Tennis players Venus and Serena Williams used to write a tennis newsletter when they were younger.
2. True: Actor Daniel Radcliffe used to write poetry while he was filming the *Harry Potter* movies, and he has published a book of poems.
3. True: Movie director Quentin Tarantino used to work in a video store.
4. True: Singer Madonna used to work in a donut shop in New York City.
5. True: Actor Ashton Kutcher used to sweep cereal dust in a factory.
6. False: Tennis player Roger Federer didn't use to play professional soccer.
7. True: Actor Leonardo DiCaprio used to appear in TV ads for bubble gum.
8. True: Fashion designer Victoria Beckham used to sing with a band called The Spice Girls.

- 3 PAIR WORK** Do you know what other celebrities used to do before they were famous? Tell your partner.

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Activity 3

Read the question to the class. Give students some time to think of what they know about some celebrities. Then have them share the information in pairs. Make sure students use the structure *used to* + verb.

VARIATION

Have students write additional *true/false* statements about what other celebrities used to do. Students can then take turns reading their statements to their partner and saying whether they are true or false.

EXTENSION

- Have students write sentences using *used to* and *now* about a famous person. For example: *She used to be in a famous TV series. She used to be married to a handsome actor. Now, she is in many comedies.* (Jennifer Aniston)
- Have students read their statements to the class for the other students to guess who the person is.

EXTRA IDEA

Have students play a memory game in groups or with the whole class. Have each student make a statement with *used to*. Then have students take turns trying to remember what other students in their group said.

UNIT 11

Activities 1 and 2

- Split the class into pairs. Assign roles to each student—one student is A, the other is B. The information for Student A is on page 94 of the book. The Student B information is on page 106.
- Focus attention on the pictures and texts. Explain that Student A and Student B have similar information about making houses from plastic bottles. However, some words are sometimes omitted from one of the photo captions and one of the texts.
- Focus attention on the question prompts in parentheses in the texts. Explain that students should use the prompts to ask questions to complete the preceding blank. Point out that Student B will ask Student A questions to complete the first photo caption and text A, and Student A will ask Student B the questions to complete the second caption and text B. If necessary, do the first item in each text with the class, as an example.
- Have students read their texts silently. Then have them do the activity in pairs. Point out that Student B should ask questions first. As students do the activity, walk around the class to offer help as necessary.
- Have students check their answers by reading the completed texts to their partners. Then check answers with the class.

ANSWERS

(Possible questions in parentheses)

Text A (Student B's questions)

- German
(What nationality is Andreas Froese?)
- more than 50
(How many houses has his company built?)
- 14,000
(How many plastic bottles does a typical house need?)
- a quarter of the cost of a normal home
(How much does a plastic bottle house cost?)
- Honduras
(In which country is El Zamorano?)
- sand
(What do the builders fill the bottles with?)

UNIT 11 Making houses from plastic bottles

Student A

- Read Text A to answer the questions from Student B.

A

More than 15 years ago, German ecologist and engineer Andreas Froese had an idea: Why not build homes with plastic bottles? His company has now built more than 50 houses around the world. A typical house needs 14,000 plastic bottles. It costs a quarter of the cost of a normal home. The Ecotec house in El Zamorano, in Honduras, is the most famous of his houses. It's very easy to build a plastic bottle house. The builders fill the bottles with sand; then they make a wall with them and put mud or cement between them. Plastic bottle walls are much stronger than brick walls.



- Now ask Student B questions 1–6 to complete text B.

B

¹ _____ (which country?) is another country where people are building homes with plastic bottles. In that country, they throw away ² _____ (how many?) plastic bottles every year. They are building ³ _____ (how many?) plastic bottle houses in the village of Yelwa. They need about ⁴ _____ (how many?) bottles to build a home, and the bottles must be the same size. Finding the right bottles is the most difficult part of the process! ⁵ _____ (who?) give bottles to the builders. The builders then fill the bottles with ⁶ _____ (what?).



- GROUP WORK** Talk about any buildings you know that use recycled materials. Would you live in a building made with recycled materials? Why or why not?

Text B (Student A's questions)

- Nigeria
(In which country are people building homes with plastic bottles?)
- five hundred million
(How many plastic bottles do they throw away every year?)
- 25
(How many plastic bottle houses are they building in Yelwa?)
- 14,000
(How many plastic bottles do they need to build a home?)
- hotels and restaurants
(Who gives bottles to the builders?)
- sand
(What do the builders fill the bottles with?)

VARIATION

If students need more help, elicit the complete questions for all the blanks with the class before students work in pairs.

EXTENSION

Have pairs discuss the similarities in their texts. For example, both texts mention that it takes about 14,000 plastic bottles to build a house and that the bottles are filled with sand.

Activity 3

- Focus on the instructions. Give students some time to think about their answers.
- Have students tell their groups about any buildings they know that use recycled materials and if they would live in these types of buildings. Remind them to justify their answers.

UNIT 11 *Making houses from plastic bottles*

Student B

1 Ask Student A questions 1–6 to complete text A.

A

More than 15 years ago, ¹ _____ (nationality?) ecologist and engineer Andreas Froese had an idea: Why not build homes with plastic bottles? His company has now built more than ² _____ (how many?) houses around the world. A typical house needs ³ _____ (how many?) plastic bottles. It costs ⁴ _____ (how much?) of the cost of a normal home. The Ecotec house in El Zamorano, in ⁵ _____ (which country?), is the most famous of his houses. It's very easy to build a plastic bottle house. The builders fill the bottles with ⁶ _____ (what?); then they make a wall with them and put mud or cement between them. Plastic bottle walls are much stronger than brick walls.



The Ecotec house in El Zamorano, in _____ (which country?)

2 Now read Text B to answer the questions from Student A.

B

Nigeria is another country where people are building homes with plastic bottles. In that country, they throw away five hundred million plastic bottles every year. They are building 25 plastic bottle houses in the village of Yelwa. They need about 14,000 bottles to build a home, and the bottles must be the same size. Finding the right bottles is the most difficult part of the process! Hotels and restaurants give bottles to the builders. The builders then fill the bottles with sand.



The first bottle home in the village of Yelwa, in Nigeria.



3 GROUP WORK Talk about any buildings you know that use recycled materials. Would you live in a building made with recycled materials? Why or why not?

VARIATION

Have students research about buildings that use recycled materials before doing the activity.

EXTENSION

Have students tell the class about any other buildings mentioned in their groups and if most people in their groups would live in these types of buildings or not. Ask them to explain the reasons.

EXTRA IDEA

- Have students write a text about a building that uses recycled materials. Ask them to produce a copy of the text with blanks replacing key information such as names and numbers.
- Have student exchange their texts with blanks with a partner. Then have them ask and answer questions to complete the texts.

UNIT 12

Activity 1

- Split the class into pairs. Assign roles to each student—one student is A, the other is B. The information for Student A is on page 95 of the book. The Student B information is on page 107.
- Focus attention on the pictures and the conversation in the speech bubbles. Explain that students have to ask and answer questions to complete the story. Student A has to ask questions to complete the sentences in pictures 2 and 3. Student B has to ask questions to complete the sentences in pictures 5, 6, and 7.
- If students need an example, focus attention on Student A's first blank. Ask *What is Tony going to do?* Ask a Student B to answer *He's going to look for a job*.
- Have students do the activity in pairs. Then check answers by asking different pairs of students to ask and answer one of the questions to the class.

ANSWERS

(Possible questions in parentheses)

Student A

- look for a job
(What is Tony going to do when he leaves college?)
- travel
(What might he do if he doesn't get a job?)
- Europe
(Where may he travel?)

Student B

- an environmental charity
(Who did Lisa apply for a job with?)
- go to South America
(If she gets the job, what will she do?)
- I'll help the charity build a hospital.
(What will she do there?)

EXTENSION

Have students tell a partner whose plans they think are more interesting and why.

UNIT 12 What are your plans?

Smart Talk Student A

Student A

- 1 PAIR WORK** Ask questions to find out about Tony's plans after college. Then answer questions about Lisa's plans.

A: What is Tony going to do?

B: He's going to _____



- 2 PAIR WORK** What are your study and / or work plans for next year? Tell your partner.

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Activity 2

- Focus attention on the question. Then have students tell their plans to a partner.
- As students work, walk around the class to offer help as necessary.

EXTENSION

Elicit from students what their partners' plans are. Write each plan on the board. Then have a vote to determine which student has the most interesting plans.

EXTRA IDEA

Have students give each other advice about their future plans. Focus first on the people in the book. Elicit advice such as *Tony should work first and make some money. If he doesn't make money, he can't travel*. Then have students give each other advice about their future plans.

UNIT 12 What are your plans?

Student B

1 PAIR WORK Answer questions about Tony's plans after college. Then ask questions to find out about Lisa's plans.

B What are Lisa's plans?



A She applied for a job with _____



2 PAIR WORK What are your study and / or work plans for next year? Tell your partner.

UNIT 1

The goal of this section is to practice likes and dislikes and agreeing and disagreeing in writing.

Activity 1

- Have students read Annie's email and Steve's reply. Ask students about where Annie and Steve like/don't like to go on vacation and what they like/don't like to do. For example: *Who likes to go to the beach? Who likes to watch people?*
- Have students write a similar reply to Annie's email on their own. Remind them to use the structures to agree and disagree if some of their likes/dislikes are the same as or the opposite of Annie's.

Activity 2

Have students make pairs and compare what they wrote to Annie. They can either read their emails aloud to each other or exchange their texts. Ask students to discuss how they are different.

EXTENSION

Have students report their differences and similarities to the class.

UNIT 2

The goal of this section is to practice writing a comment replying to questions about movies in a blog.

Activity 1

- Focus attention on the blog post. Explain or elicit the meaning of words students might not be familiar with. For example: *film studies, attitudes*, etc.
- Have students read the blog post. Then check comprehension by asking questions such as *Where is Anna studying? Why did she write the blog post?*
- Have students write a comment in reply to Anna's post. Make sure they introduce themselves, mention the country they are from, and answer Anna's questions.

WRITING

UNIT 1

- 1 Read the email from Annie to her friends. One of her friends has replied. Imagine you're another friend and write another reply.

Email



From: Annie Wood

To: Everyone

OK, everyone, listen up! I have a school project. I have to write about my friends, the things they like and don't like, and compare them to my likes and dislikes. So, I chose vacations as my topic. Can you read my notes and reply to it? Thanks! I love you all! – Annie

Vacations: Maybe because I live in a small town, when I'm on vacation, I want to go to a big city, like New York, Chicago, or Los Angeles. I don't like beaches, mountains, stuff like that. And when I'm in the city, I'm not interested in museums or art galleries. I'm interested in people. I love sitting in cafés and watching people.



Email



From: Steve Fergusson

To: Annie Wood

Hi, Annie!

Interesting project! Well, you and I are completely different. First of all, I live near Chicago, so I can go to the city any time I want. On vacation, I want to be on the beach. But you like watching people, right? So do I! I like sitting on the beach and also in a café.

Good luck with the project!

Steve

- 2 **PAIR WORK** Compare what you wrote with a partner. How are you different?

UNIT 2

- 1 Read this blog post from a student in the US. Then write a comment to reply. Introduce yourself and answer the questions in the blog.

Blog

About

Latest posts

Archives

Hi! My name is Anna Wu, and I'm a college student in Chicago, Illinois. My major is Film Studies. Right now, I'm taking a class in Film Theory and Culture, where we learn about other cultures and their opinions about movies. This week, we have to find out about different attitudes to movies around the world. My main questions are: what kind of movies are popular in your country? And also – what kind of movies do young people in your country like? How do they feel about them? Please write a comment for me. I really need your help! Thanks!

Anna



- 2 **PAIR WORK** Compare your reply with your partner. If your partner has a good idea, add it to your reply.

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Activity 2

- Have students make pairs and compare their replies to Anna's questions.
- Remind students that they can add to their reply any interesting information their partner has included and that they agree with.

EXTENSION

Have students discuss other things they can tell Anna. For example:
How often do young people typically go to the movies? Do young people prefer going to the movies or watching movies at home?

UNIT 3

- 1** Read these emails between friends who live in different countries. Then write a reply to Jason answering his questions with information about your country.

Email

From: jasonyhao@hknewmail.com
To: quyenvan@vietnow.com

Hi, Quyen!

Two friends and I want to come to Vietnam for my vacation. We're all interested in outdoor stuff. So we have a few questions. Are there mountains in your country? Are they high? Have you ever climbed them? How do we get there from the main international airport? And do you want to come with us when we go climbing? :-)



Email

From: quyenvan@vietnow.com
To: jasonyhao@hknewmail.com

Hi, Jason!

I'm so glad you and your friends decided to come to Vietnam. I hope we can meet when you're here. We have some interesting mountains in my country. The best one is Phan Xi Păng. It's about 300km northwest of Hanoi. The mountain is near a city named Sapa. Take the night train from Hanoi to Lao Cai, and then take a bus from there. Or you can take a bus from Hanoi to Sapa. If you don't want to climb the mountain, there's a cable car to the top. I've never climbed the mountain, and I don't want to. But if you want to take the cable car, I'll come with you!



- 2 PAIR WORK** Compare your email with a partner. Did you suggest similar things?

UNIT 4

- 1** Read the email from a US student. Then write a description with similar information about your city. Use superlatives if you can!

Email

From: Bea@gmail.com
Subject: Denver

My name is Bea, and I live in Denver, Colorado. Denver is a record-breaking city! At about a mile (1.6 kilometers) above sea level, it's one of the highest state capitals in the US. That's how it got its nickname, "The Mile-High City." Denver is also one of the sunniest cities in the country! People say we have 300 days of sunshine every year. I've heard that Tucson, Arizona, has more, but Denver is sunny enough for us! It also has the biggest airport in the US. I think the people are the friendliest and most intelligent of any place I've been to.



- 2 PAIR WORK** Compare emails with a partner. Do you agree with your partner's statements?

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UNIT 3

The goal of this section is to practice writing an email about your country.

Activity 1

- Focus attention on the emails. Have students read them silently.
- Ask the class what Jason wants to do in Vietnam. Then ask students to identify the questions Jason asks and the answers Quyen gives.
- Have students write a reply to Jason answering his questions about their country.

- **CULTURE NOTE:** Note the pronunciation of the following names: Quyen /kwɪən/, Phan Xi Păng /fən si pɒŋ/, Sapa /səpə/, Lao Cai /ləʊ kɑɪ/.

VARIATION

- Elicit from the class other questions that might be asked when planning to visit someone's country. For example: *What are the popular tourist destinations? Is it possible to get there with public transportation?* etc. Write the suggested questions on the board.
- Have students write a reply to an email that includes the questions on the board.

Activity 2

- Have students make pairs and compare their answers to Jason's questions. Tell them to list their similar suggestions.
- Have students report their similar suggestions to the class.

EXTENSION

If students have made different suggestions, have them discuss what they like or dislike about each other's suggestions.

UNIT 4

The goal of this section is to practice writing an email with a description of your city.

Activity 1

- Focus attention on the email. Elicit or explain the meaning of words students might not be familiar with, such as *record-breaking*, *sea level*, *sunshine*.
- As students read the email, have them underline the superlative adjectives.
- When students finish reading, ask comprehension questions such as *Where does Bea live? What kind of place is it?*
- Explain that students will write a similar email about the place where they live, using superlatives if possible.
- Have students do the activity on their own.

Activity 2

- Have students make pairs and compare their emails.
- Ask students to list what they agree and disagree with in their partner's description of the city.

UNIT 5

The goal of this section is to practice writing a description of a party.

Activity 1

- Focus attention on the description. Preteach or elicit explanations for the following vocabulary: *booked, make a big fuss, stuff, delighted*.
- Have students read the description. Then ask some comprehension questions about the party and write them on the board. For example: *When was the party? Who was the party for? What was the reason for the party? Where was it? What happened at the party?*
- Explain that students are going to write a similar description about a party for someone in their family.
- Have students write their texts on their own.

VARIATION

If students can't think of a family party, suggest they can describe a friend's party or a fictitious one.

Activity 2

- Have students make pairs and compare their descriptions with their partner.
- Ask students to list the things that are similar and different in their descriptions.

UNIT 6

The goal of this section is to practice giving advice in writing.

Activity 1

- Ask students to look at the email. Elicit or explain the meaning of the following vocabulary: *space, mat, breathe, knee*.
- While students read the email, have them underline sentences where the writer gives advice.
- Explain that students are going to write a similar email about a class, real or imaginary, that they are taking.
- Have students write their emails on their own.

Writing

UNIT 5

- 1 Read the description of a birthday party. Then write a description of a party for someone in your family.

Last month was my mom's 40th birthday, and we wanted to give her a surprise party. The problem is — she doesn't like surprises. In the end, I think we did well.

First of all, we booked a table at her favorite restaurant. Just for five people: Mom, Dad, my two sisters, and me. We also booked the table next to our table — a table for six.

When we arrived at the restaurant, the waiter came up to the table and said to my mom: "We know it's your birthday, but don't worry, we aren't going to make a big fuss."

Then, after the waiter went away, the door opened and six people walked into the restaurant. Two of them were my mom's parents, and the other four were her best friends from school. No one said "HAPPY BIRTHDAY!" or stuff like that. She was absolutely delighted.



- 2 **PAIR WORK** Compare descriptions of your party with a partner. Are there any similarities or differences?

UNIT 6

- 1 Read this email. Imagine you have recently started taking a class. Write an email telling a friend what you have learned.

Email

From: Amanda@gmail.com
Subject: Yoga

I took my first yoga class today—and I've already learned a lot!
The first thing I learned is that you should arrive early for class. Everyone in the class got there before I did. By the time I got there, there wasn't much space for me or my mat!
I also found out that you shouldn't eat right before class. I had a big meal an hour before the class, and I was in pain! Believe me, it's hard to do yoga with a very full stomach!
At the end of the class, I got up right away to thank the teacher. I guess you shouldn't do that. She told me that I should close my eyes, breathe deeply, and relax.
I also learned that you don't have to do everything. If something is too difficult, don't do it! Yoga is great. I'm sure I'm going to enjoy it—when my knee stops hurting!

- 2 **PAIR WORK** Take turns reading your emails. Ask your partner more about the class.

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Activity 2

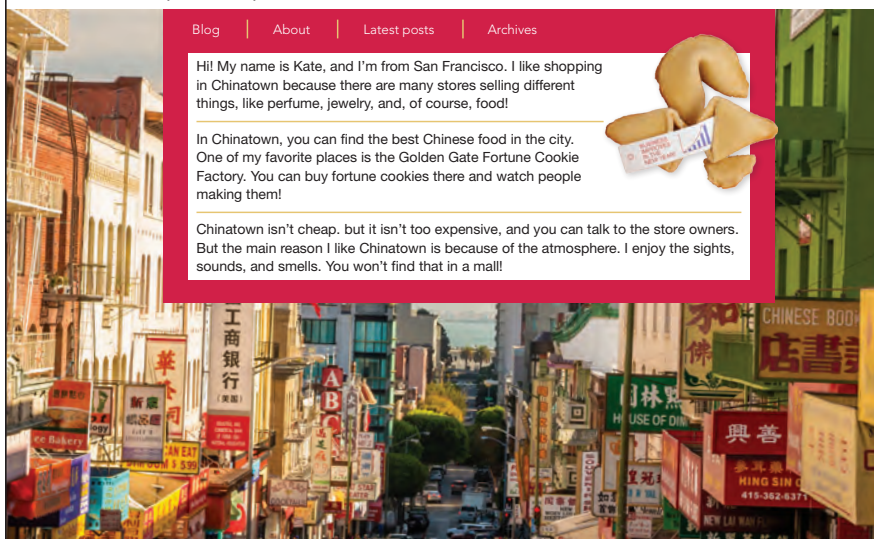
- Have students make pairs and read their emails to their partner.
- Then have the partners ask questions to find out more information about the class.

EXTRA IDEA

Ask students to think about advice they have for students taking an English class.

UNIT 7

- 1 Read this blog about shopping in San Francisco. Then write about your favorite place to shop.



Blog | About | Latest posts | Archives

Hi! My name is Kate, and I'm from San Francisco. I like shopping in Chinatown because there are many stores selling different things, like perfume, jewelry, and, of course, food!

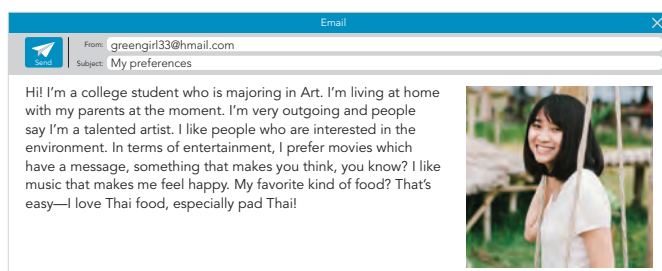
In Chinatown, you can find the best Chinese food in the city. One of my favorite places is the Golden Gate Fortune Cookie Factory. You can buy fortune cookies there and watch people making them!

Chinatown isn't cheap, but it isn't too expensive, and you can talk to the store owners. But the main reason I like Chinatown is because of the atmosphere. I enjoy the sights, sounds, and smells. You won't find that in a mall!

- 2 **PAIR WORK** Compare blogs with a partner. Do you have similar shopping preferences?

UNIT 8

- 1 Read this email from Greengirl133. Then write a similar paragraph about yourself.



From: greengirl133@gmail.com
Subject: My preferences

Hi! I'm a college student who is majoring in Art. I'm living at home with my parents at the moment. I'm very outgoing and people say I'm a talented artist. I like people who are interested in the environment. In terms of entertainment, I prefer movies which have a message, something that makes you think, you know? I like music that makes me feel happy. My favorite kind of food? That's easy—I love Thai food, especially pad Thai!

- 2 **PAIR WORK** Compare paragraphs with a partner. What do you have in common?

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UNIT 7

The goal of this section is to practice describing a place in writing.

Activity 1

- Focus attention on the pictures. Write the following questions on the board: *Where is this? What can you buy there? Do you know a place like this?* Elicit answers. For example: *It's in San Francisco. It's a place with a lot of Chinese businesses.*
- Explain to students that they are going to write a similar text about their own favorite place to shop.
- Have students do the activity on their own.

- CULTURE NOTE:** A section of a town or city with a large Chinese community is often called a *Chinatown*.

VARIATION

- If students need more guidance to write their text, write the following questions on the board:
 - Where is it?
 - What is the name of the place?
 - What kind of place is it?
 - What can you buy there?
 - What do you buy there?
 - How often do you go there?
 - Why do you like to shop there?
- Make sure students answer these questions in their blogs.

Activity 2

- Have students make pairs and compare their blogs.
- On the board, draw a vertical line. At the top of the left column, write *Same*, and at the top of the right column, write *Different*.
- Ask two students about their shopping preferences. Write what they have in common on the left and what they don't have in common on the right.
- Have students do the activity in pairs.

EXTRA IDEA

Have students exchange blogs and write follow-up questions about the information in their partner's blog.

UNIT 8

The goal of this section is to practice describing personality and preferences in writing.

Activity 1

- Have students read the email. Then elicit answers to the following questions: *What's her personality like?* (She is outgoing and talented.) *What kind of people does she like?* (She likes people who are interested in the environment.) *What are her likes and dislikes?* (She likes serious movies, cheerful music, and Thai food.)
- Then have students write a similar paragraph about themselves. Make sure they write about their personality and likes and dislikes.

Activity 2

- Have students make pairs and compare their paragraphs.
- Have students list what they have in common.

UNIT 9

The goal of this section is to write a paragraph about something funny, strange, or interesting that happened to the student.

Activity 1

- Preteach or elicit explanations for the following vocabulary: *yelled*, *locked*, *fire engine*.
- Have students read the paragraph.
- Explain that students are going to write a similar paragraph about something unusual or funny that happened to them. Encourage students to include sentences in the past continuous in their story.
- Have students do the activity on their own.

Activity 2

- Have students make pairs and compare their paragraphs.
- Then have students ask follow-up questions.

EXTENSION

Have students read their paragraphs to the class. Ask the class to make suggestions about how to improve each story.

UNIT 10

The goal of this section is to practice writing a comment on a website about things other people used to do.

Activity 1

- Ask students to read the comments on the website. Elicit or explain the meaning of words students might not be familiar with. Then have students identify the activities or situations that they think are unusual nowadays.
- Have students write an additional comment to the website about their parents or grandparents. Encourage them to write about something that would be unusual and fun.
- **CULTURE NOTE:** In several countries, children are not allowed to sit in the front seat of a car, are not allowed to go to the movies on their own, and have to wear a helmet when riding a bicycle.

Writing

UNIT 9

- 1** Read this paragraph. Then write a similar paragraph about a funny, strange, or interesting thing that happened to you.

A funny thing happened to me last week. I was coming out of my apartment building when one of my neighbors yelled down to me. "You have to help me," she shouted. "I'm locked in my bathroom!" I didn't really know what to do. I told her to wait while I went for help. I ran until I found a police officer who was giving directions to a tourist. I told him about the woman in the bathroom. He made a phone call, and a few minutes later, a fire engine arrived.



- 2 PAIR WORK** Compare paragraphs with a partner. Write down two or three questions to ask for more information.

- Why were you (e.g., waiting for the bus)?
- What happened (e.g., after you spoke to the man)?
- Who was the woman (e.g., who spoke to you)?
- Where did this happen?

UNIT 10

- 1** Read these comments on the *Past Times* website. Write a comment about something unusual your parents or grandparents used to do.

Home | News | Sports | Weather | Video

This week: Strange stuff your folks used to do!

My grandparents' car didn't have seatbelts. When my mom was sitting in the front seat and her dad braked, he used to put his hand out to stop her from hitting the windshield!
Bobby, New York City

When my dad was seven, his parents used to take him and his friends to a movie theater, give them some money, and come back a few hours later to take them home.
Dinah, Orlando, Florida

My mom used to ride her bicycle to school when she was eight years old. The school was five miles away, and she didn't use to wear a helmet!
Grant, Sydney, Australia

- 2 PAIR WORK** Compare what you wrote with a partner. Who wrote the more unusual comment?

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VARIATION

Assign the activity as homework. Ask students to interview their parents or grandparents if necessary.

Activity 2

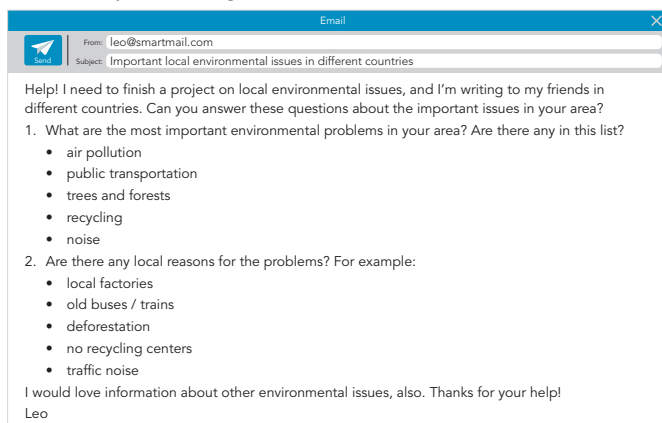
- Have students make pairs and compare their comments.
- Then have students decide which of them wrote the more unusual comment in each pair.

EXTENSION

Have students report to the class the more unusual comments. Then have the class vote on the most unusual comment.

UNIT 11

- 1** Read this email from a friend in another country who needs help. Then write a reply. If necessary, use books or go online to find information.



- 2 PAIR WORK** Take turns reading your emails. Did you agree on what is important in your local area?

UNIT 12

- 1** Read this message. Imagine you know the writer from social media. Write a reply, answering all the questions.

Hi,
My name is Rolf, and I come from Switzerland. I've seen you on social media, so I hope you don't mind my writing to you like this. I have the chance to come to your country and work on a farm. I'm really interested in animals, and it's a great opportunity, but I need to know a few things before I decide.
Could you answer these questions for me?
I speak French, German, and my English is pretty good, but I don't speak your language. Do you think I can communicate with the people on the farm? I also want to travel to the capital city. Are your trains good? Are they expensive? Are there student hostels in the capital? Are they expensive? Also, I'm a vegetarian. Do you have any vegetarian dishes in your country?
Do you live near the capital? Could we meet when I'm there?
Sorry about all the questions. I hope you can answer them.
Rolf Schweiz



- 2 PAIR WORK** Compare replies with a partner. Did you answer Rolf's questions in the same way?

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UNIT 12

The goal of this section is to answer a message from someone interested in working and traveling in your country.

Activity 1

- Focus on the instructions and the message. Explain or elicit words students might not be familiar with, such as: *communicate, hostels, vegetarian*.
- Explain that students are going to reply to Rolf and answer his questions. Encourage them to use some modals for possibility in their reply.
- Have students write their messages on their own.

VARIATION

Elicit the questions Rolf asks and write them on the board as a reference for students.

Activity 2

- Have students make pairs and compare their messages.
- Then have students list their similar answers to the questions.

UNIT 11

The goal of this section is to write an email about environmental issues.

Activity 1

- Focus attention on the instructions and the email. Explain or elicit the meaning of any words students might not be familiar with. For example: *factories, deforestation, traffic*.
- Ask students to read the email and identify the questions the writer asks.
- Have students write an email answering the questions.

Activity 2

- Have students make pairs and compare their emails.
- Then have students discuss if they agree on what is important in their local area.

EXTENSION

Have students research about what their country is doing to address environmental issues. Then have them add a paragraph about these initiatives to the email they wrote in Activity 1.

UNIT 1

Grammar Reference

- Have students read the explanations of how to use *so* to express agreement with affirmative statements, and *neither* to express agreement with negative ones.
- Use the charts to show examples. Explain that the pattern is *So* + helping verb or *be* + subject to show agreement with affirmative statements, and *Neither* + helping verb or *be* + subject with negative statements.
- Point out that we use the helping verb *do* when agreeing with verbs other than *be* and modals in the simple present. We also use *be* when agreeing to statements in the present continuous. For example:
A I'm having fun.
B So am I.
- Make sure students notice the statements and responses in tenses other than the present:
A I talked to him yesterday.
 (simple past)
B So did I.
- Point out that the informal ways to agree or disagree are used to talk about the speaker, not about other people. We can say *Me neither!* but not *Her neither!*
- Focus on the explanation of the structures for disagreeing. Point out that when we disagree, we use the helping verb *after* the subject.
- Ask students to give additional examples of conversations with agreeing or disagreeing responses.

NOW PRACTICE

Activity 1

- Explain that students should complete the B response in each conversation so that B agrees or disagrees with A.
- Focus attention on the example. Elicit whether the verb in the first statement is *be*, *can*, or another verb. (another verb: *love*) Then ask about the tense. (simple past) Then elicit the answer *So did we*.

GRAMMAR

UNIT 1

Agreeing with *so* and *neither*

We use *so* to show agreement with affirmative statements. Notice that we use the verb before the subject.

- A I'm tired.* *B So am I. (So + am.)*
- A She is hungry.* *B So is he. (So + he is.)*

We use *neither* to show agreement with negative statements. Notice that we use the verb before the subject.

- A I'm not thirsty.* *B Neither am I. (Neither + am.)*
- A She isn't angry.* *B Neither is he. (Neither + he is.)*

We use the helping verbs *be*, *can*, and *do* with *so* and *neither*.

So	Neither
A I'm studying now. B So am I.	A I'm not studying now. B Neither am I.
A I'm going to leave soon. B So am I.	A I'm not going to leave soon. B Neither am I.
A I can swim. B So can I.	A I can't swim. B Neither can I.
A I like mountain climbing. B So do I.	A I don't like mountain climbing. B Neither do I.
A I talked to him yesterday. B So did I.	A I didn't talk to him yesterday. B Neither did I.

There is also a more informal way to respond.

- A I'm going on vacation.* *B Me too.*
- A I'm not going on vacation.* *B Me neither.*

Disagreeing

Notice that when we disagree, we use the helping verb after the subject.

- A I'm going on vacation.* *B Really? I'm not.*
- A I don't want to go.* *B Well, I do.*

NOW PRACTICE

1 Agree or disagree with the statements below.

- A* We loved the movie.
B So did we.
- A* I don't understand this.
B _____ I.
- A* She can't leave now.
B Well, he _____.
- A* I'm going to take a vacation soon.
B Well, he _____.
- A* I think hiking is boring.
B Really? We _____.
- A* We didn't go scuba diving.
B _____ we.
- A* He can come for dinner.
B _____ she.
- A* I'm not going to stay out late tonight.
B Well, I _____.
- A* We don't like going to parties.
B Really? We _____.
- A* She isn't saying anything.
B _____ he.

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- Have students do the activity on their own. Remind them to read the first sentence in each conversation carefully to identify the correct tense and helping verb to complete the second sentence.
- Have students compare their answers with a partner. Then check answers with the class.

ANSWERS

- So did
- Neither do
- can
- isn't
- don't
- Neither did
- So can
- am
- do
- Neither is

UNIT 2

Adjectives with *-ing* and *-ed*; *-ed* adjectives + preposition

We usually use adjectives ending with *-ed* to describe feelings or emotions.

- I feel **tired**. (*I feel tiring*.)
- I feel **bored**. (*I feel boring*.)
- I feel **relaxed**. (*I feel relaxing*.)
- I feel **disappointed**. (*I feel disappointing*.)

We usually use adjectives ending with *-ing* to describe the causes of feelings or emotions.

- Hiking is **tiring**. (*Hiking is tired*.)
- Sailing is **relaxing**. (*Sailing is relaxed*.)
- The movie is **boring**. (*The movie is bored*.)
- The music was **disappointing**. (*The music was disappointed*.)

After some *-ed* adjectives, we can use a preposition + a noun or gerund (the *-ing* form of a verb).

- I am interested **in your new book**.
- I am interested **in reading your new book**.

Some common *-ed* adjectives + prepositions are:

<i>-ed</i> adjective	+ preposition	<i>-ed</i> adjective	+ preposition
amazed	at	frightened	of / by
annoyed	by / with	interested	in
bored	with	surprised	by / at
disappointed	in / with	terrified	of / at
excited	about / by	tired	of

NOW PRACTICE

1 Complete the conversations. Choose the correct word in parentheses.

- A: How was the movie?
B: It was OK, but I was (*boring* / **bored**) for the first hour.
- A: How was your sailing trip?
B: It was (*frightening* / *frightened*). I almost fell in the water.
- A: Do you want to go out tonight?
B: I don't think so. I feel really (*tiring* / *tired*).
- A: How was the party?
B: It was really (*disappointing* / *disappointed*). Only a few people came.
- A: Did you enjoy your vacation?
B: Absolutely. It was (*amazing* / *amazed*).

2 Complete the questions with a preposition from the box. More than one answer may be possible.

about by in of

- Do you ever get tired _____ watching movies?
- What are you interested _____ doing this weekend?
- Do you ever get excited _____ doing your homework?
- What are most people terrified _____ ?
- In the library I'm often annoyed _____ people talking.
- Why are some people frightened _____ airplanes?

ANSWERS

- bored
- frightening
- tired
- disappointing
- amazing

Activity 2

- Focus attention on the instructions and the word box. Explain that students need to complete each sentence with a preposition from the box. Point out that some prepositions can be used more than once and that some questions can be completed with more than one preposition.
- Have students do the activity on their own.
- Have students compare their answers with a partner. Then check answers with the class.

ANSWERS

- of
- in
- about
- of / by
- by
- of / by

UNIT 2

Grammar Reference

- Have students read the explanations of when to use adjectives ending in *-ed* or *-ing*. Ask students to give additional examples of sentences using each type of adjective.
- Use the chart to show the prepositions that are used with particular adjectives. Ask students to make sentences using the adjectives and prepositions. Make sure they use a noun or a gerund after the preposition.

NOW PRACTICE

Activity 1

- Focus attention on the first conversation as an example. Have two students read it. Elicit whether Speaker B is describing how he or she felt or what caused the feeling. (How he or she felt.)
- Have students read the other four conversations and do the activity on their own.
- Have students compare their answers with a partner. Then check answers with the class.

UNIT 3

Grammar Reference

- Have students read the explanations of when to use the present perfect.
- Use the chart to explain the pattern in affirmative statements: Noun or pronoun + *has* or *have* + past participle of the main verb. The negative is formed with *has not* or *have not*.
- Point out that when we make questions with the present perfect, *have/has* comes before the subject. For example: *Has he tried it? How many times have you seen that movie?*
- Explain that we do not use time expressions that show a specific time in the past (*yesterday, last Monday*) with the present perfect. But point out that we can use time expressions that show an unfinished period of time (*for five years, since last year*) and frequency expressions such as *many times, three times*, etc.
- Point out that *been* and *gone* have different meanings when used as the past participle of *go*.

NOW PRACTICE

Activity 1

- Focus on the instructions and the five items. Explain that students should complete the sentences with the correct present perfect form of the verbs in parentheses.
- Focus attention on the example. Elicit why *has been* is the correct phrase to complete the sentence. (The subject *My sister* requires *has*; and *been* is the past participle of *go* used when the person is not in the other place.)
- Have students read the other four sentences carefully and do the activity on their own.
- Have students compare their answers with a partner. Then check answers with the class.

ANSWERS

- has been
- haven't tried
- haven't eaten
- has driven
- have, flown

UNIT 3

The present perfect

We use the present perfect:

- to talk about a past event which happened in a period of time up to now.
 - Have you ever ridden a motorcycle?* (= in your life up to now)
 - She has climbed ten mountains.* (= in her life up to now)
- to connect the past with the present.
 - I have forgotten my homework.* (= I don't have it now.)
 - He has broken his arm.* (= It is broken now.)
 - I have studied English for five months.* (= I'm still studying English.)
 - We have lived in Seoul since 2009.* (= We are still living in Seoul.)

We form the present perfect with *has / have* + the past participle of the main verb.

Affirmative and negative statements

I	have			He	has		
You	've			She	's		
We	have not	tried it.		It	has not	tried it.	
They	haven't				hasn't		

We don't mention the exact time of a past event when we use the present perfect. But we can use time expressions for periods of time up to now that are not finished yet. When we are talking about a specific time in the past, we use the simple past form of a verb.

- We've been there many times.* (= in our lives up to now)
- I have climbed three mountains this year.* (= This year is not finished yet.)
- I climbed three mountains last year.* (= Last year is over.)

Note that the present perfect forms of *go* (*been* and *gone*) have different meanings.

- John has been to Colombia.* (He went to Colombia and came back.)
- John has gone to Colombia.* (He's in Colombia now.)

NOW PRACTICE

1 Complete the sentences. Use the present perfect form of the verb in parentheses.

- My sister has been to Paris. (go)
- I windsurfing. Have you? (not try)
- We anything today. (not eat)
- He a sports car. (drive)
- How many times you in an airplane? (fly)

2 Complete the sentences. Choose the correct form of the verb in parentheses.

- I (*have been / went*) bungee jumping many times.
- My friends and I (*have gone / went*) hang-gliding last fall.
- My parents (*have visited / visited*) China several times last year.
- We (*have eaten / ate*) out three times this week.
- I (*haven't watched / didn't watch*) a good movie for a long time.
- My friends (*have seen / saw*) a great comedy on Saturday.

Activity 2

- Focus attention on the sentences and the choices in parentheses. Make sure students understand that they need to choose either the present perfect or the simple past form of the verb.
- Do the first item with the class as an example. Elicit why the present perfect is the correct choice to complete the sentence. (The exact time is not mentioned.)
- Have students do the activity on their own.
- Have students compare their answers with a partner. Then check answers with the class.

- If students have difficulty doing the activity, encourage them to identify whether the statements contain specific time references. Remind students that we do not use the present perfect to describe actions at specific times in the past.

ANSWERS

- have been
- went
- visited
- have eaten
- haven't watched
- saw

UNIT 4

Superlative adjectives: forms and spelling rules

We use superlative adjectives to compare a thing / person (or a group of things / people) to the whole group. The superlative adjective is usually preceded by *the* or a possessive adjective.

- Rio is **the most exciting** city in the world.
- She's **my best** friend.
- What is **the longest** river in the world?
- This is **our newest** car.

To form the superlative, we add *-est* to one-syllable adjectives and some two-syllable adjectives.

Spelling rules: short adjectives		
For most one-syllable adjectives, add <i>the + -est</i> .	<i>cheap</i> → the cheapest	<i>new</i> → the newest
For short adjectives that end in <i>-e</i> , add <i>the + -st</i> .	<i>large</i> → the largest	<i>fine</i> → the finest
For short adjectives that end in one vowel and one consonant, double the consonant and add <i>the + -est</i> .	<i>big</i> → the biggest	<i>fat</i> → the fattest
For short adjectives that end in a consonant + <i>-y</i> , change the <i>-y</i> to <i>-i</i> and add <i>the + -est</i> .	<i>dry</i> → the driest	<i>lazy</i> → the laziest
A few adjectives have an irregular form.	<i>good</i> → the best	<i>bad</i> → the worst

With most two-syllable adjectives and with longer adjectives, we use *the most* + adjective.

Spelling rules: long adjectives	
<i>famous</i>	the most famous
<i>expensive</i>	the most expensive

We can leave out the noun if it has already been mentioned.

- Which city is **the most beautiful**?
- Which movie was **the best**?

NOW PRACTICE

1 Write the superlative form of the adjectives.

- happy → the happiest
- fat → _____
- amazing → _____
- old → _____
- important → _____
- sad → _____
- cute → _____
- pretty → _____
- bad → _____
- angry → _____
- romantic → _____
- silly → _____

2 Complete the questions with the superlative form of the adjective in parentheses.

- What car is the most expensive? (expensive)
- What is _____ sport? (dangerous)
- What is _____ movie you've ever seen? (funny)
- What kind of music is _____? (relaxing)
- Who is _____ person in your family? (tall)
- Who in your family is _____? (thin)

ANSWERS

- the happiest
- the fattest
- the most amazing
- the oldest
- the most important
- the saddest
- the cutest
- the prettiest
- the worst
- the angriest
- the most romantic
- the silliest

Activity 2

- Focus attention on the example. Elicit why *the most expensive* is the correct superlative form of *expensive*. (The adjective has three syllables.)
- Have students do the activity on their own.
- Have students compare their answers with a partner. Then check answers with the class.

ANSWERS

- the most expensive
- the most dangerous
- the funniest
- the most relaxing
- the tallest
- the thinnest

UNIT 4

Grammar Reference

- Have students read the explanations of when to use and how to form superlative adjectives.
- Focus attention on the examples. Make sure students notice that we use the article *the* or a possessive before the adjectives. Ask students to give additional examples.
- Point out that some common adjectives are irregular. These include *good* (*best*) and *bad* (*worst*).
- Also point out that sometimes the noun is omitted after superlative adjectives if it has already been mentioned.

NOW PRACTICE

Activity 1

- Focus attention on the example. Have students look at the spelling rules and identify which rule applies to *happy*. (For short adjectives ending in consonant + *-y*, change the *-y* to *-i* and add *the + -est*.)
- Have students do the activity on their own.
- Have students compare their answers with a partner. Then check answers by having students write the superlative forms on the board or spell each adjective to the class.

UNIT 5

Grammar Reference

- Have students read the explanations of how to use *before*, *after*, and *when* to introduce a time clause. Ask students to give additional examples.
- Write the following examples on the board:
Before I studied English, I went to the United States.
I studied English before I went to the United States.
Use these examples to show how the meaning of the sentence changes completely depending on the position of the conjunction.
- Use the charts to show the use of commas when the clause with the time expression starts the sentence.
- Explain the use of tenses in both clauses. Point out that when describing future time, the verb in the adverbial clause is in the present tense.

NOW PRACTICE

Activity 1

- Focus attention on the first item and the example. Explain that students need to rewrite the sentences to connect the two clauses using *when*. Elicit or explain that students need to remove *and*, and consider where to place the conjunction, depending on the meaning of the sentence. Remind students that they also need to consider whether a comma is necessary.
- Have students read the other three sentences carefully and do the activity on their own.
- Have students compare their answers with a partner. Then check answers with the class.

Grammar

UNIT 5

Adverbial clauses: *before*, *after*, and *when*

We use the words *before*, *after*, and *when* to introduce a time clause.

- I studied English **before** I went to the United States.*
- I hope to travel **after** I finish college.*
- When** I have a problem, I talk to my friends.*

Time clauses usually follow the main clause, but we can also use them before the main clause. When the time clause comes first, we use a comma (,) to separate it from the main clause.

Main clause	Time clause
He opened his birthday presents	before they had dinner.
Everyone watched the fireworks	after the stores closed.

Time clause	Main clause
Before they had dinner,	he opened his birthday presents.
After the stores closed,	everyone watched the fireworks.

We use the simple present in a time clause to express future time.

- I'll be there **when** the guests **arrive**. (~~I'll be there when the guests will arrive.~~)*
- When** classes **end**, we're going to go to Spain. (~~When classes will end, we're going to go to Spain.~~)*

If both clauses refer to the same period of time, we need to use similar verb forms in each clause.

- I always **listen** to music before I **go** to bed. (~~I always listen to music before I went to bed.~~)*
- Last night I **listened** to music before I **went** to bed. (~~Last night I listened to music before I go to bed.~~)*

NOW PRACTICE

1 Rewrite these sentences using a time clause with the word in parentheses.

- I went to Anna's party, and I took a gift. (when)
When I went to Anna's party, I took a gift.
- I ate breakfast, and then I went to work. (after)

- I was on the bus yesterday, and I fell asleep. (when)

- This morning I went jogging, and then I had breakfast. (before)

2 Complete the sentences with the correct form of the verb in parentheses.

- When I called my friend, she didn't answer. (call)
- She never answers when he _____ her. (call)
- She'll call you when she _____ home. (get)
- We left before it _____ to rain. (start)
- We'll leave when it _____ to rain. (start)
- It was dark outside when we _____ home this morning. (leave)

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ANSWERS

- When I went to Anna's party, I took a gift. / I took a gift when I went to Anna's party.
- After I ate breakfast, I went to work. / I went to work after I ate breakfast.
- When I was on the bus yesterday, I fell asleep. / I fell asleep when I was on the bus yesterday.
- This morning I went jogging before I had breakfast. / Before I had breakfast this morning, I went jogging.

Activity 2

- Focus attention on the activity. Make sure students understand that they need to use the correct tense of the verb in parentheses.
- Focus attention on the example. Elicit why *called* is the correct form to complete the sentence. (The sentence is about the past, as indicated by the main clause: *she didn't answer*.)
- Have students do the activity on their own.
- Have students compare their answers with a partner. Then check answers with the class.

ANSWERS

- | | |
|-----------|------------|
| 1. called | 4. started |
| 2. calls | 5. starts |
| 3. gets | 6. left |

UNIT 6

should and have to

We often use *should* to ask for and give advice and to make suggestions.

- What **should** I do to be healthier?
- You **should** exercise every day.
- **Should** I call her?

For affirmative statements, we use *should* + the base form of a main verb.

- We **should** exercise every day.

For negative statements, we use *should not* or *shouldn't*.

- They **shouldn't** exercise after eating.

We use *have to* + the base form of a main verb to talk about obligation and rules.

- What kinds of clothes **do I have to** wear?
- **Does** he **have to** pay for the class?
- She **has to** get a job.
- You **have to** do more exercise.

We use *don't have to* when something is not necessary.

- We **don't have to** wear a uniform to school.
- He **doesn't have to** pay for the class.

NOW PRACTICE

1 Complete the sentences with **should** or **shouldn't** and a verb from the box.

answer drive eat go watch wear

1. It's really cold outside. You should wear a coat.
2. You don't look very well. Maybe you _____ to the doctor.
3. You _____ this movie. It's not very good.
4. The phone's ringing. _____ I _____ it?
5. It's getting late. We _____ dinner soon.
6. You _____ there. The car isn't working very well.

2 Rewrite the sentences. Use **should**, **have to**, or **don't have to**.

1. Don't call me. It's not important.
You don't have to call me.
2. Drink a lot of water. It's a good idea.

3. Exercise every day. It's a good idea.

4. Don't tell me again. I understand you.

5. Take this medicine. It's very important.

ANSWERS

1. should wear
2. should go
3. shouldn't watch
4. Should, answer
5. should eat
6. shouldn't drive

Activity 2

- Focus attention on the activity. Explain that students need to decide whether the suggestion in each item is recommended, not recommended, obligatory, or not obligatory.
- Write the first item on the board. Then elicit the answer as an example. Remind students that they need to start all the sentences with *You*.
- Have students do the activity on their own.
- Have students compare their answers with a partner. Then check answers with the class.

ANSWERS

1. You don't have to call me.
2. You should drink a lot of water.
3. You should exercise every day.
4. You don't have to tell me again.
5. You have to take this medicine.

UNIT 6

Grammar Reference

- Have students read the explanations of when we use *should* and *have to*. Explain the difference in meaning between the two expressions. *Have to* expresses something obligatory, as in *You have to boil water to make tea*. *Should* expresses something optional but recommended, as in *You should exercise every day*.
- Use the explanations and examples to show the form. Make sure students understand that in questions with *should*, the modal comes before the subject. In questions with *have to*, we use the helping verb *do/does* before the subject and the base form of *have* after it. Ask students to give additional examples.

NOW PRACTICE

Activity 1

- Focus attention on the verbs in the box and the example. Elicit why *should wear* is the correct phrase to complete the sentence. (The speaker is giving advice: it is a good idea to wear a coat because it's cold outside. Also, *wear* is the verb that makes more sense with a *coat* in the context of the sentence.)
- Have students read the other five sentences carefully and do the activity on their own.
- Have students compare their answers with a partner. Then check answers with the class.

UNIT 7

Grammar Reference

- Have students read the explanations of when to use *too*.
- Point out that, when used before an adjective (*It's too cold*), an adverb (*She arrived too late*), or a quantity word (*There's too much food*), *too* has a negative meaning.
- Use the examples and the charts to show that the quantity words *many* and *much* are used with count and noncount nouns, respectively. Point out that the noun can sometimes be left out when it was mentioned before or is understood.
- Explain that *not enough* is the opposite of *too much* and *too many*. The opposite of *too* + adjective, as in *It is too cold*, is *not* + adjective + *enough*, as in *It is not cold enough*.
- Review the negative patterns with verbs other than *be*, such as *can't ... enough* and *don't ... enough*.
- Ask students to give additional examples using *too*, *too many*, *too much*, and *not enough*.

NOW PRACTICE

Activity 1

- Focus attention on the example. Elicit why *too much* is the correct phrase to complete the sentence. (*Jewelry* is a noncount noun.)
- Have students read the other five items carefully and do the activity on their own.
- Have students compare their answers with a partner. Then check answers with the class.

ANSWERS

1. too much
2. too many
3. too much
4. too much
5. too many
6. too many

Grammar

UNIT 7

too / not enough; too many / too much

Too means more than is needed or wanted. We use *too* + an adjective or adverb.

- It's **too cold**. (= It's colder than I want.)
- He eats **too fast**. (= He eats faster than he should.)

We often use *too* with *many* or *much*. We use *too many* with count nouns and *too much* with noncount nouns.

- There were **too many people** in the room.
- There is **too much water** in the cup.

Count nouns

There are **too many people** in the store.
I have **too many books** to read.

Noncount nouns

They spend **too much money**.
We have **too much food**.

We can also use *too much* and *too many* without a noun if the noun was mentioned before or is understood.

- He doesn't need ten pairs of shoes. He bought **too many**!
- She has to work on weekends. That's **too much**! (= too much work)

Not enough is the opposite of *too*. It means we need or want more of something. We use *not enough* in two ways:

1. *not* + adjective or adverb + *enough*
 - It's **not quiet enough**. (= I want it to be quieter.)
 - I **can't run fast enough**. (= I want to run faster.)
2. *not enough* + noun
 - There **isn't enough food**. (= We need more food.)
 - I **don't have enough money**. (= I need more money.)

NOW PRACTICE

1 Complete the sentences with *too much* or *too many*.

1. It's impossible to have too much jewelry.
2. You can never have _____ friends.
3. How do you feel when you drink _____ water?
4. Is it possible to watch _____ television?
5. Do you spend _____ hours on the phone?
6. Are there _____ malls in your area?

2 Complete the sentences. Use *too* or *not enough* and the words in parentheses.

1. Jason wants to buy a car, but he doesn't have enough money. (have)
2. Ann wants to go to the movies, but she _____ homework. (have / much)
3. Ken wanted to finish his homework, but he _____ time. (have)
4. Erin wanted to see the beginning of the movie, but she _____. (be / late)
5. Linda hoped to pass the test, but she _____. (study / hard)

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Activity 2

- Explain that students need to complete each sentence with *too* or *not enough* and the words in parentheses. Point out that they will need to use the correct form of the verbs.
- Focus attention on the example. Review the pattern *do/does + not* + base form of verb + *enough* + noun.
- Have students do the activity on their own.
- Have students compare their answers with a partner. Then check answers with the class.

ANSWERS

1. doesn't have enough
2. has too much
3. didn't have enough
4. was too late
5. didn't study hard enough

UNIT 8

Defining relative clauses (subject)

We can use relative clauses to identify, define, or classify a thing or a person.

- I like people **who are reliable**.
- I work at a store **that sells computer games**.

We use the relative pronouns *who*, *which*, and *that* to introduce defining relative clauses. *Who* is for people, *which* is for things, *that* is for either people or things.

Main clause	Relative clause	
I like people	who / that	are fun.
This is a company	which / that	makes computers.

Who, *which*, and *that* refer back to the thing or person they identify, define, or classify.

- I have a friend **who** is very polite.
- I work at a store **that** sells video games.

The verb in a subject relative clause agrees in number with the noun in the main clause.

- I know **a guy who speaks** many languages.
- I know **some people who speak** many languages.

In a subject relative clause, we don't use a personal subject pronoun after *which*, *who*, or *that*.

- I like people **who are friendly**. (~~I like people who they are friendly~~.)

NOW PRACTICE

1 Complete the sentences with *who* or *which*.

1. I have a car which is ten years old.
2. There are some students in my class _____ are always late.
3. Do you know anyone _____ is both artistic and reliable?
4. Do you have any books in English _____ are easy to read?
5. Have you ever had a teacher _____ didn't give homework?
6. Have you ever had homework _____ was fun to do?

2 Complete the sentences. Choose the correct form of the verb in parentheses.

1. I have a friend who (*live / lives*) in the US.
2. I have three friends who (*are / is*) already married.
3. My friend plans parties that always (*have / has*) great music.
4. Is there a store around here that (*sell / sells*) electronics?
5. Have you ever had a job that (*were / was*) very interesting?
6. Is there any food that (*make / makes*) you sick?

Activity 2

- Focus attention on the activity. Make sure students understand that they need to identify whether each relative clause is describing a singular, plural, or noncount noun in order to choose the correct verb form.
- Have students compare their answers with a partner. Then check answers with the class.

ANSWERS

1. lives
2. are
3. have
4. sells
5. was
6. makes

UNIT 8

Grammar Reference

- Have students read the explanations of defining relative clauses. Then elicit additional examples of relative clauses that describe people and things.
- Focus attention on the explanation of how the verb in the subject relative clause needs to agree in number with the noun the relative pronoun refers to in the main clause. Have students rewrite the example *I have a friend who is very polite*, substituting *friend* with *friends*: *I have friends who are very polite*.

NOW PRACTICE

Activity 1

- Focus attention on the example. Elicit whether the noun before the relative clause is a person or a thing. (A thing: *car*)
- Have students read the other five items carefully and do the activity on their own.
- Have students compare their answers with a partner. Then check answers with the class.

ANSWERS

1. which
2. who
3. who
4. which
5. who
6. which

UNIT 9

Grammar Reference

- Have students read the explanations of when to use the past continuous.
- Use the chart to show the form of statements and questions in the past continuous.
- Have students write additional examples of statements in the past continuous with specific time expressions.
- Focus attention on the use of the past continuous for actions in progress that are interrupted by another event. Make sure students notice how the interrupting action is in the simple past. Also note the use of adverbial clauses with *when*.

NOW PRACTICE

Activity 1

- Focus on the instructions and the sentences. Explain that students need to complete the sentences with the past continuous or the simple past form of the verb in parentheses.
- Focus attention on the example. Elicit why *lost* is the correct form to complete the sentence. (We use the simple past for the shorter action interrupting a longer one, which uses the past continuous.)
- Have students read the other four sentences carefully and do the activity on their own.
- Have students compare their answers with a partner. Then check answers with the class.

ANSWERS

1. lost
2. was riding
3. were watching / watched
4. was exercising
5. fell

Activity 2

- Focus attention on the activity. Make sure students understand that they need to use the past continuous when answering the questions.
- Elicit an answer for the first question or provide a model using your own information. For example: *I was sitting on the bus at 9:00 yesterday morning.*

UNIT 9

The past continuous

We use the past continuous to talk about something in progress at a specific time in the past.

- In 2008 we **were living** in Spain.
- What **were** you **doing** at 10:00 last night?

We often use the past continuous to talk about something in progress when another action (usually in the simple past) took place.

- I **was making** a fire when I **burned** my hand.
- We **were watching** TV when the lights **went** out.

We use the helping verb *be*, not *do*, in past continuous statements and questions.

Affirmative and negative statements

I / He / She / It	was sleeping. was not reading. wasn't reading.	You / We / They	were reading. were not sleeping. weren't sleeping.
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Wh- questions

Where	was	I / he / she / it	sleeping?	Where	were	you / we / they	sleeping?
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NOW PRACTICE

- 1** Complete the sentences with the verb in parentheses. Use the past continuous or simple past form.

1. He lost a tooth while he was playing football. (lose)
2. She _____ a motorcycle when she had the accident. (ride)
3. We were really bored when we _____ the movie. (watch)
4. I _____ at the gym when you called. (exercise)
5. He was running when he _____ down the stairs. (fall)

- 2** Answer the questions with information about you.

1. What were you doing at 9:00 yesterday morning?

2. Where were you studying when you first took an English class?

3. Where were your parents living when they met?

4. What was your teacher doing when you started class today?

- Have students do the activity on their own.
- Have students compare their answers with a partner. Then check answers with the class.

ANSWERS

Answers will vary.

UNIT 10

used to: statements and questions

We use *used to* + the base form of a verb for past habits or situations that are different now.

- They **used to play** soccer, but they don't anymore.
- I **used to take** the bus to school, but now I drive.
- That building **used to be** a school, but it's a store now.

Affirmative statements

I / You / He / She / It / We / They **used to** **live** in Australia.

We use *didn't* + *use to* in negative statements. We use *did* + *use to* in questions.

- I **didn't use to like** singing. (I **didn't used to like** singing.)
- Where **did you use to live?** (Where **did you used to live?**)
- **Did he use to play** an instrument? (Did he **used to play** an instrument?)

Negative statements

I / You / He / She / It / We / They **didn't use to** **live** in Australia.

Wh- questions

Where **did** I / you / he / she / it / we / they **use to** **live?**

It is common to use *never used to* as a negative form.

- I **never used to like** country music, but now I love it.

NOW PRACTICE**1** Complete the sentences with *used to* or *didn't use to*.

- People didn't use to write emails. They wrote letters instead.
- Men _____ wear hats all the time, but now they don't.
- People _____ watch TV at home, but now they can watch it in different places.
- Children _____ have a lot of free time to play. They had to work instead.
- People _____ get married at a younger age.

2 Complete the conversations. Use the verb in parentheses.

- A How do you like it here?
B It's nice, but I'm a little homesick.
A Where did you use to live (live)?
B In Costa Rica.
- A How long have you been a chef?
B For about six months.
A Really? What _____ (do)?
B I was a dancer.
- A What do you think of your teacher?
B She's a good teacher, but she's very serious.
A Yeah, she _____ (be) like that. She used to be fun.

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UNIT 10

Grammar Reference

- Have students read the explanations of how to use *used to*. Make sure students understand that *used to* expresses a habitual activity or condition in the past that is no longer true now.
- Students should not confuse this usage with the expressions *I am used to living in the United States* (which describes something in the present and means that the speaker is familiar with something) and *Sugar is used to make coffee sweet* (which also describes something in the present).

- Use the charts to explain the forms of affirmative and negative statements, and questions. Make sure students notice that we use *use to*, and not *used to*, in the negative (with *didn't*) and question form (with *did*). Also point out that we can use *used to* with *never* to make negative statements.
- Elicit more example sentences with *used to*.

NOW PRACTICE

Activity 1

- Focus on the instructions and the example. Elicit why *didn't use to* is the correct answer. (The word *instead* indicates that they wrote letters, not emails.)
- Go over the other items. Preteach vocabulary as necessary.
- Have students do the activity on their own.
- Have students compare their answers with a partner. Then check answers with the class.

ANSWERS

1. didn't use to
2. used to
3. used to
4. didn't use to
5. used to

Activity 2

- Focus attention on the instructions. Explain that students need to complete the conversations with the correct form of *used to* + the verb in parentheses. Point out that they sometimes need to add a pronoun.
- Focus on the example. Elicit why *did you use to live* is the correct answer. (It is a question, so the helping verb *did* goes before the subject *you*. Also, because it is a question, the verb form is *use*, not *used*.)
- Have students do the activity on their own.
- Have students compare their answers with a partner. Then check answers with the class.

ANSWERS

1. did you use to live
2. did you use to do
3. didn't use to be / never used to be

UNIT 11

Grammar Reference

- Have students read the explanations of when we use the zero conditional and the first conditional.
- Use the explanations and the charts to show the form. Make sure students notice the use of the simple present in the *if* clause. Point out that although the verb in the *if* clause changes in form to agree with the subject, the verb that follows the modal in the main clause is always in the base form (*If I get a job, I will be very happy. If she gets a job, she will be very happy.*)
- Focus attention on the question forms. Explain that, to ask questions, we use the question word order in the main clause. The word order in the *if* clause is always that of a statement.

NOW PRACTICE

Activity 1

- Focus attention on the instructions and the example. Elicit why *might happen* is the correct form to complete the sentence. (We usually use a modal in the main clause to ask about a possible event.)
- Have students read the other five sentences carefully and do the activity on their own. Remind them to pay attention to the meaning of the sentence, and to whether it is about a future time or something that is always true.
- Have students compare their answers with a partner. Then check answers with the class.

ANSWERS

1. might happen
2. will you come
3. don't find
4. are
5. order
6. might reduce

Grammar

UNIT 11

If clauses with zero conditional

We use the zero conditional to talk about events and results that are always true. We use the simple present in the *if* clause and the simple present in the result clause.

- If you **click** on the link, the website **comes up**.
- If you **don't bring** your reusable bag, you **pay** for another one.

If clauses with first conditional and *may / might*

We use the first conditional for possible events in the future when one event depends on another. We use the simple present in the *if* clause. We use *will, may, or might* + the base form of a verb in the main clause.

- If you **stop** using the electric heater every day, you **will save** money.
- If we only **shop** at the superstore, local stores **might close**.

The *if* clause can come before or after the main clause. When the *if* clause comes first, we use a comma (,) after it.

- If I **go to Japan**, I'll visit Kyoto and Nara.
- I **might take** a taxi home **if I work late tonight**.

Yes / No questions

Will you **stop** using a plastic bag if I **give** you a reusable one?

Wh- questions

Where **will you live** if you **move** to the city?
How **will you travel** if you **go** on vacation this year?
Which bus **will you take** if you **get** a job downtown?

We can use affirmative or negative verbs in one clause or in both clauses.

- If I **move** apartments, I'll **recycle** my old desk and chair.
- If I **get** a job, I **won't have** time to go to the gym.
- If I **don't get** a job, I **might not** have enough money for the gym membership.

NOW PRACTICE

1 Complete the questions and statements. Choose the correct verb form.

1. If you don't study for the test next week, what (*might happen / happens*)?
2. How (*will you come / do you come*) to work if you move to a farm?
3. What will you do if you (*won't find / don't find*) a good job?
4. If you (*will be / are*) late to class, what will your teacher say?
5. He always gives me a plastic straw if I (*order / will order*) a milkshake!
6. If people don't use their cars, they (*might reduce / won't reduce*) pollution.

2 Complete the sentences with the correct form of the verb in parentheses.

1. If he doesn't call me tonight, I won't speak to him again. (call)
2. You waste if you take your reusable cup to the coffee shop. (reduce)
3. You might get hurt if you . (slow down)
4. If you go to the secondhand store, you money. (save)
5. you your jeans to charity if you buy some new ones? (give)

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Activity 2

- Focus attention on the instructions and the example. Elicit why *doesn't call* is the best phrase to complete the sentence. (The verb should be in the simple present in the *if* clause. The affirmative would also be possible, but the negative form makes more sense in the context of the sentence, as people usually get annoyed when other people don't call them, as expected.)
- Have students do the activity on their own.
- Have students compare their answers with a partner. Then check answers with the class.

ANSWERS

1. doesn't call
2. 'll reduce
3. don't slow down
4. 'll save
5. Will, give

UNIT 12

Modals for possibility, speculation, and deduction

We use *may*, *might*, or *could* + base form to talk about possibility in the present and future.

- Your phone **could be** in your bag. (about the present)
- It **may rain** later, so bring your coat. (about the future)
- He **might not be** ready to take his driving test. (about the present)
- We **might paint** the walls a different color. (about the future)

We also use *may (not)*, *might (not)*, *could (not)*, *can't*, *must (not)* to express degrees of certainty when we speculate about (or offer reasons to explain) different people or situations, or deduce something (make conclusions) using information available to us.

- I saw her going into her house. She **must be** at home. (= I'm almost 100% sure it is true.)
- Their car isn't on the street. They **must not be** at home. (= I'm 75% sure it is true.)
- She speaks Portuguese. She **might be** from Brazil. (= I'm not sure if it is true.)
- I just saw him in the park. He **can't be** in the library. (= I'm almost 100% sure it is not true.)

Notice the difference between *may not* / *might not* and *can't*:

- He **may / might not be** at home. (= It is possible that he is not at home. I'm not sure.)
- He **can't be** at home. I just saw him in the park. (= It is not possible that he is at home.)

Must not is sometimes used when the speaker is almost certain.

- The lights are off. They **must not be** at home.

NOW PRACTICE

1 Read each sentence. Then choose the best sentence to follow it.

- | | |
|---|-----------------------------------|
| 1. You're so good with people. | 3. Jay is good at math. |
| a. You could be a student. | a. He might major in engineering. |
| b. You could get a job as a tour guide. | b. He can't major in engineering. |
| 2. She speaks Japanese. | 4. My keys are always in my bag. |
| a. She must be from Japan. | a. They can't be at the office. |
| b. She may be from Japan. | b. They might be at home. |

2 Complete the conversations. Choose the correct answer.

- A This project looks interesting. I want to do volunteering after I graduate.
B Good idea. It's all about wildlife, so you (*must / might*) work with animals.
A Great. Where's the project?
B I guess you (*could / can't*) do it anywhere animals are in danger.
- A Why isn't Sarah here?
B I don't know. She (*might / must*) be sick.
A She (*might not / can't*) be. I just saw her jogging.
- A Where is everyone? All the classrooms are empty.
B Everyone (*can't / might not*) be late.
A No, we (*must not / might*) have any classes today!

Activity 2

- Focus on the instructions and the conversations. Make sure students understand that they need to identify whether the speaker is certain or not in order to choose the correct verb.
- If necessary, do the first item with the class as an example. Elicit why *must* is the correct modal to complete the sentence. (If the project is about wildlife, wild animals, then it's almost certain that you will work with animals.)
- Have students do the activity on their own.
- Have students compare their answers with a partner. Then check answers with the class.

ANSWERS

1. must, could
2. might, can't
3. can't, must not

UNIT 12

Grammar Reference

- Have students read the explanations of how we can use the modals *must*, *may*, *might*, *could*, and *can't* to express possibility, speculation, or deduction.
- Focus students attention on the difference between *may not* / *might not* and *can't*.
- Make sure students understand the difference between *He can't be at home* (= It is not possible that he is at home) and *He must not be at home* (= I'm almost sure he is not home).
- Point out that the modals are followed by the base form of the main verb.
- Have students give other examples of statements using the modals.

NOW PRACTICE

Activity 1

- Focus on the instructions and the sentences. Explain that students need to choose the deduction that most logically follows the first sentence in each item.
- If necessary, do the first item with the class. Have a student read the statement and the answer options. Elicit why *You could get a job as a tour guide* is the correct answer. (Tour guides need to be good with people.)
- Have students do the activity on their own.
- Check answers. Ask students to explain their choices.

ANSWERS

- | | | | |
|------|------|------|------|
| 1. b | 2. b | 3. a | 4. a |
|------|------|------|------|