SECOND EDITION

TOUCHSTONE

TEACHER'S EDITION 3

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Introduction

What's new in the Second Edition?

Touchstone is an innovative series for adult and young adult learners of American English that is used by millions of learners worldwide. The Second Edition has been thoroughly updated based on suggestions from teachers and students all over the world. In addition to having a fresh look and new photos, *Touchstone Second Edition* includes:

- more practice throughout, including a new *Extra practice* activities section which provides additional opportunities to practice key grammar points; these activities are for use in class or as homework
- *Can do*-style objectives to highlight the learning outcomes of each unit lesson, plus *Now I can . . .* self-evaluation sections at the end of each unit
- *Common errors* panels, which provide information from the Cambridge Learner Corpus to help students avoid making basic errors and to improve their test scores
- *Reading tips*, which introduce a skill or strategy to help students develop reading proficiency
- *Sounds right* activities, which provide additional pronunciation practice
- refreshed and updated content, including new activities, audio, and reading texts in every unit

Touchstone is a corpus-informed course, drawing on extensive research into the corpus of North American English in the Cambridge English Corpus ("the Corpus") – a large database of everyday conversations and a variety of written texts that show how people actually use English. The database also includes the multimillion-word Cambridge Learner Corpus, which shows us how learners at different levels use English, what problems they have, and what the most common errors are at each level.

Corpus research ensures that learners using *Touchstone* will encounter the most useful and widely used words, phrases, and grammar in a range of everyday situations. Corpus research also led to the development of a unique conversation skills syllabus that includes strategies such as how to start and end conversations, how to show interest, and how to ask questions that are not too direct. The result is a groundbreaking course of language and skills development that helps learners communicate naturally and effectively, even at the very beginning levels.

Easy and enjoyable to teach, ***Touchstone*** is full of new and exciting ideas, offering a fresh approach to the teaching and learning of English. Here are some answers to the questions that people have asked us about the *Touchstone* series.

Touchstone is a corpus-informed course. What is a corpus, exactly?

A corpus is a database of spoken and / or written English. The words in a corpus can be collected from a variety of sources. For example, texts in a written corpus may come from newspapers, magazines, books, or websites, while "texts" in a spoken corpus may come from everyday conversations between friends and family, strangers, co-workers, etc. *Touchstone* was written using the corpus of North American English in the Cambridge English Corpus – a database that currently holds more than a billion words from spoken and written texts.

Do I need to know a lot about the Corpus to be able to teach with *Touchstone*?

Not at all. You don't need any special knowledge of the Corpus to use the course successfully. You can feel assured that we, as the authors, have checked the Corpus carefully to ensure that the language we teach is frequent, natural, and useful, and that the statements we make about language are accurate.

As you teach from *Touchstone*, you and your students will learn many interesting facts about language coming from our corpus research. Throughout the Student's Books you will see *In conversation* panels, which give useful information about spoken grammar and vocabulary or about differences between informal and formal spoken English. On many of the *Vocabulary notebook* pages, these *In conversation* panels present fun facts about vocabulary, such as how people refer to family members and what color and food words are used most frequently in conversation. The *Common errors* panels give useful advice on common errors to avoid with a particular language item. In the Teacher's Editions we provide additional information about grammar and vocabulary that we feel will be of particular interest to you as a teacher. See pages *xix–xxii* in this Teacher's Edition for a list of the 500 words used most frequently in conversation.

What kinds of information can you learn from a corpus?

Using computer software to analyze a corpus, we can find out the most commonly used English words and expressions. The use of a corpus is a major innovation that makes it possible to develop an exciting new approach to learning English.

We used the Corpus to answer questions like these:

What are the most frequent words and phrases in English? By analyzing the Corpus, we can identify the most frequent words in everyday conversation. For example, we can find the top 50, 500, 1,000, or 5,000 words in the spoken Corpus and see how these are different from the most frequent words in the written Corpus. This ensures that students learn the most useful conversational words right from the beginning.

Which English words are most likely to occur together? We can find typical collocations, or words frequently used together, by looking at all the examples of an individual word and seeing what words most often precede or follow it. For example, we can identify the adjective that most frequently follows the adverb *pretty* (as used in *It was pretty good.*). We learn that the top four adjective collocations with *pretty* are *pretty good, pretty nice, pretty bad,* and *pretty cool.* This kind of information helps us present the adverb *pretty,* as well as other words and phrases, in natural and useful collocations.

What are the most common meanings and uses of a particular grammar structure? By using the Corpus, we can find out, for example, how people typically use the verb *can.* Most teachers are familiar with the meaning of *can* for "ability," as in the sentence *I can swim.* Conversations in the spoken Corpus show that a more frequent meaning of *can* is that of "possibility," or what it is possible to do in different places and situations, as in the sentence *In New York, you can go to the top of the Empire State Building.* So *Touchstone* gives priority to this use of *can.*

Which verb forms do people use most frequently? The spoken Corpus shows which verb forms people use most frequently in conversation. The simple present, for example, is more common than the present continuous. For that reason, we made a decision to introduce the simple present before the present continuous in *Touchstone.*

How do people manage conversations effectively? By reading the multitude of conversations in the Corpus, we can see how people interact in real-life situations. For example, how do people show that they are interested in a conversation and that they are listening? Conversations in the Corpus show that people do this by repeating information, asking questions, and saying things like "Really?," "Right," "I know," and "Uh-huh." What do people say when they want to end a conversation? There are many examples in the Corpus of people saying "Anyway, . . ." to end a conversation politely. How do people make sure their questions do not seem too direct? The Corpus shows people rephrasing questions with "I mean," and adding the word *or* at the end of *yes-no* questions. For example: *Where do you go after work? I mean, do you go somewhere nice?*; *Would you like to go out or . . . ?* The answers to these and other questions make it possible for *Touchstone* to teach students useful strategies for managing conversations successfully in English.

What are the most typical contexts for specific vocabulary and grammar structures? Searching the Corpus helps us find typical situations for using specific grammar structures and vocabulary so that we can present new language in natural contexts. The articles, conversations, interviews, and listening material that students encounter in the series are constructed in ways that reflect the character and content of the material in the Corpus.

What errors do students make most frequently with grammar or vocabulary? Searching the Learner Corpus helps us find the most frequent and persistent errors that learners typically make with different structures and at different levels. Examples include the verb forms that students have most problems with, using uncountable nouns correctly, and spelling problems. This information from the Learner Corpus enables us to target such problem areas and alert students to them as points to watch out for.

How does this corpus-informed approach help me and my students?

By identifying what language is essential to basic communication and what language allows us to speak clearly and precisely, corpus-informed materials can take learners to their goals more quickly and efficiently.

In addition, a study of a spoken corpus teaches us important things about social communication. As a result, activities based on corpus-informed materials can focus on the most important features of listening and speaking skills, making students more effective listeners and communicators. Successful spoken interaction is often called "the fifth skill."

Finally, successful learning is all about motivation. Corpus-informed materials motivate learners because they can feel confident that the language they are learning is up-to-date, useful in everyday conversations, and targeted to situations in which they are likely to find themselves. Students can also be sure that the language corresponds to what they will encounter in real conversations, on radio and TV shows, in movies, on websites, and in books, newspapers, and magazines.

What methodology will I be using in *Touchstone*?

Touchstone merges the best features of proven and familiar communicative methodologies, offering stimulating activities that are carefully crafted to focus on the learning process. The *Touchstone* philosophy maintains that a successful course meets all of the following goals:

1. **It is interaction-based.** An important learning aim in every lesson is to get students talking to each other. This strong emphasis on spoken interaction enables students to put new language to use immediately to communicate with their classmates. In addition, *Touchstone* devotes a full lesson in every unit to the teaching of conversation strategies so that students can learn the skills needed for effective spoken communication.
2. **It personalizes the learning experience.** *Touchstone* offers engaging activities that encourage students to talk about their own lives and ideas as they discuss topics relevant to their interests and experiences. Students will enjoy talking about topics such as TV, music, the Internet, sports, and celebrities. The *About you* icon points out some of these opportunities.
3. **It promotes noticing and inductive learning.** Throughout the series, students complete tasks that actively involve them in the learning process. Students are also challenged to notice and figure out (inductive learning) grammar structures or English usage. Solving a problem or figuring something out for oneself is a powerful aid to understanding, and research shows that activities that have students notice and figure things out result in successful learning. *Figure it out* tasks challenge students to think about how target grammar structures are formed and used before they are formally introduced. *Notice* tasks in the *Conversation strategy* lessons encourage students to think about how people manage conversations effectively. *Word sort* tasks and *Vocabulary notebook* pages get students to actively learn new vocabulary.
4. **It encourages students to be independent learners.** Clear learning aims at the start of each unit, a *Now I can . . .* checklist on each *Vocabulary notebook* page, and *Progress checks* at the end of each Workbook unit enable students to monitor their own learning. *Vocabulary notebook* pages encourage independent learning habits by allowing students to add their own words, expressions, and example sentences. *Reading tips* help students improve their reading skills as they tackle any new text. Each Teacher's Edition provides a testing package that gives you and your students another valuable tool for assessing progress.
5. **It recognizes the importance of review and recycling.** Language students need constant review, and *Touchstone* systematically recycles and reviews target language in several sections of the Student's Book – in *Before you begin, Conversation strategy, Reading, Listening, Vocabulary notebook,* and *Checkpoint,* as well as in the Workbook (or Online Workbook). Grammar, vocabulary, and conversation strategies taught in earlier units are recycled in later units. Items learned in lower levels are recycled in subsequent levels. *Recycle* icons throughout the Teacher's Editions point out these and other opportunities for review and recycling.
6. **It offers flexibility to meet the needs of specific classes.** *Touchstone* can be used with large and small classes. Activities can be done in pairs, groups, or as a whole class, depending on your particular needs. *Touchstone* can also be adapted to varying course lengths. For shorter courses, the *Vocabulary notebook* pages and *Reading* and *Writing* tasks, as well as the *Extra practice* activities, can be assigned for homework. For longer courses, the Workbook provides additional learning tasks. The Teacher's Edition offers a variety of extra classroom activities to reinforce learning that can be used when time allows.

Can I teach the lessons in a unit out of order?

It is highly recommended that Lessons A, B, C, and D are taught in order. This is because the new structures and vocabulary taught in the earlier lessons are generally recycled and reused in the later lessons. Each lesson in a unit assumes that students have learned the language of the previous lesson(s).

A special thank-you from the authors . . .

We have been greatly appreciative over the years for the feedback and support of teachers and students. We would like to extend a very personal thank-you to all those who have helped with the development of *Touchstone Second Edition,* and we hope that it will continue contributing to the success of your English classes. We always welcome any feedback and wish you well.

With our very best wishes,
Mike McCarthy
Jeanne McCarten
Helen Sandiford

Course components

Each level of *Touchstone Second Edition* consists of a full suite of print and digital components. Print materials include a Student's Book, a Workbook, and a Teacher's Edition with an Assessment Audio CD / CD-ROM. In addition, each level of *Touchstone* contains a wide range of materials for use in the classroom and as homework – including online materials for *Touchstone* Blended Learning. Here is a list of the core components:

Student's Book

There are 12 units in each Student's Book. Each unit consists of:

- a unit opener page that presents the unit theme, the learning outcomes for every lesson, and a *Before you begin* warm-up activity
- four two-page lessons (Lessons A, B, C, and D) that present grammar; vocabulary; conversation strategies; and listening, reading, and writing practice
- a *Vocabulary notebook* page with fun tasks where students catalog new vocabulary, reinforce collocations, and further develop their vocabulary-building skills
- a *Now I can . . .* chart on the *Vocabulary notebook* page that helps students monitor their own learning (NEW!)
- a *Free talk* task at the back of the book that encourages students to converse freely in a natural setting
- a *Sounds right* activity at the back of the book that practices sounds, linked to the language of the unit (NEW!)
- an *Extra practice* page at the back of the book that provides additional practice of key grammar points (NEW!)
- *Reading tips* that introduce reading strategies and information about written texts; these tips help students develop reading proficiency and provide focused during-reading tasks that allow students to immediately apply the strategy (NEW!)
- *In conversation* panels that present interesting facts from the Corpus about the frequency of grammatical forms and vocabulary in spoken English

Four *Checkpoint* lessons review the language taught in the previous three units.

Workbook

The Workbook is a natural extension of the Student's Book, providing reinforcement and consolidation of the material in the Student's Book. There are two pages of follow-up activities for each Student's Book lesson. The Workbook provides:

- thorough consolidation and practice of the vocabulary, grammar, and conversation strategies taught in the Student's Book
- extra reading and writing activities to reinforce these important skills
- a wide variety of activity types, with photos and illustrations to provide context and keep students motivated
- a *Progress check* at the end of each unit to help students plan further independent study

Online Workbook

The Online Workbook provides the Workbook content as interactive activities. The Online Workbook contains:

- automatically marked activities with instant feedback
- progress checking for teachers
- forums and blogs that enable teachers to communicate with students online
- personalized writing tasks with guided self-assessment

Teacher's Edition with Assessment Audio CD / CD-ROM

The interleaved Teacher's Edition contains practical, step-by-step teaching notes for each page of the Student's Book. It also offers:

- *Language notes* that not only provide an overview of the language presented in each unit but also give useful information, drawn from the Corpus, on the frequency of grammatical forms, words, and expressions
- a wide variety of extra activities geared to both small and large classes
- unit-by-unit Language summaries that include the unit vocabulary and expressions
- audio scripts for recorded material from the Student's Book
- the Workbook answer key

An Assessment Audio CD / CD-ROM bound into the Teacher's Edition contains:

- written and oral tests – one test of each type for Units 1–6, one for Units 7–12, and one for Units 1–12
- written and oral quizzes – one quiz of each type for every unit
- audio recordings, audio scripts, and answer keys to support the testing program

All tests and quizzes have been revised and checked by a testing expert and are available as PDF and Word documents – allowing teachers to customize them.

Class Audio Program

The Class Audio Program provides students with natural models for speaking and pronunciation as well as the opportunity to listen to a variety of voices and accents. The recordings are in natural, conversational American English. The class audio is available as downloadable recordings from www.cambridge.org/touchstone2/audio. The recordings are also available on CDs.

Presentation Plus Software

Presentation Plus allows teachers to present the Student's Book, Workbook, and Video Activity Worksheets in a lively, interactive way by bringing together text, images, audio, and video in one place at the front of the classroom. The software also allows teachers to annotate pages, zoom in on specific content, and attach their own images, files, and links.

Presentation Plus can be used with all types of interactive whiteboards or with just a computer and projector.

Video and Video Resource Book

The *Touchstone* Video, available on DVD, provides video conversations that accompany the Student's Book. The Video Resource Book offers worksheets for each unit. These can be used in class as extension activities.

Teacher's Support Site

The teacher's support area on the *Touchstone* website offers teaching tips, classroom activities, downloadable materials, and more.

Placement Testing Program

The *Touchstone / Viewpoint* Placement Testing Program helps teachers place students in the correct level of *Touchstone* or *Viewpoint*. The Testing Program provides three versions of the Objective Placement Test (multiple-choice questions that cover Listening, Reading, and Language Use), a Placement Essay, and a Placement Speaking Assessment to determine oral competency. An audio program, audio scripts, answer keys, and complete guidelines for administering the test are also included.

Also available: *Touchstone* Blended Learning

Touchstone Blended Learning is a completely customizable suite of print and digital components. The online component consists of the *Touchstone* Student's Book content along with additional activities, video material, tests, online communication tools, and animated presentations of grammar, pronunciation, and conversation strategies. With learning outcomes tightly integrated between the online material and the Student's Book, teachers can move seamlessly between the two, choosing which activities students do in class and which they complete online.

Key features of blended learning

- automatic feedback and progress tracking
- automatically marked tests and quizzes
- online communication tools that allow teachers and students to collaborate and interact online (forums, chat, blogs, etc.)
- animated presentations teaching target language, useful for learning prior to class or as a follow-up to material taught in class
- pronunciation and role-play activities to further practice speaking
- fun language learning games that recycle grammar and vocabulary
- additional video material

For a complete list of components, visit www.cambridge.org/touchstone2 or contact your local Cambridge University Press representative.

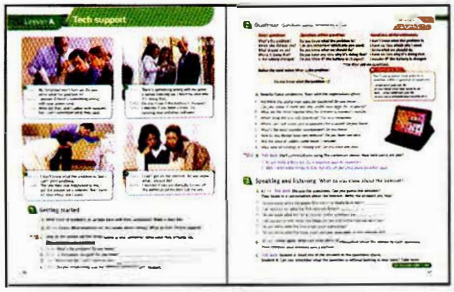
Structure of the units in the Student's Book

All units contain the following basic structure. It is important to note that lessons should be taught in A, B, C, D order. There may be some variety in the exact position of pronunciation, listening, and speaking activities from unit to unit.

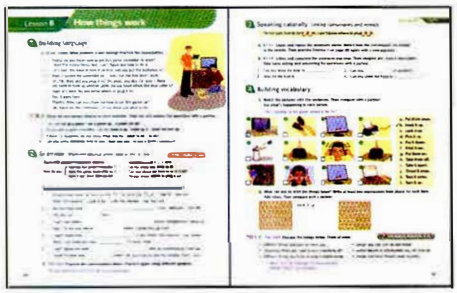
Unit opener – Unit overview and warm-up activity



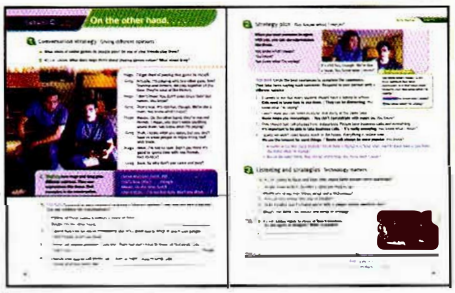
Lesson A – Grammar, pronunciation, and speaking



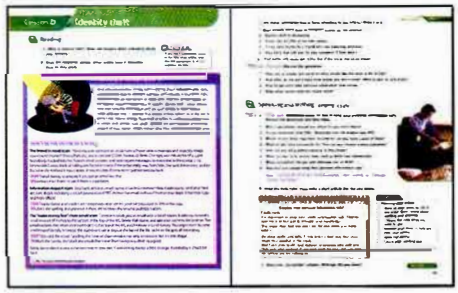
Lesson B – Vocabulary, grammar, and speaking



Lesson C – Conversation strategies, listening, and speaking



Lesson D – Reading, writing, listening, and speaking



Vocabulary notebook – Strategies for learning vocabulary and *Now I can . . .* self-check evaluation section

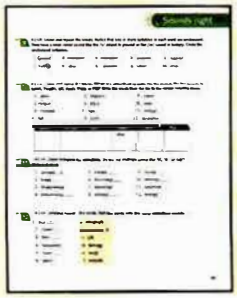


At the back of the Student's Book

Free talk – Additional speaking activities for use in class



Sounds right – Pronunciation practice

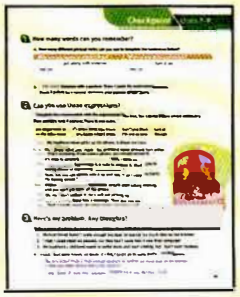


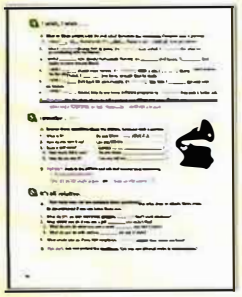
Extra practice – Additional practice of the unit grammar



After units 3, 6, 9, and 12

Checkpoint – Review





Unit opener

The unit opener page sets the scene for the unit topic and introduces new vocabulary.



Unit aims

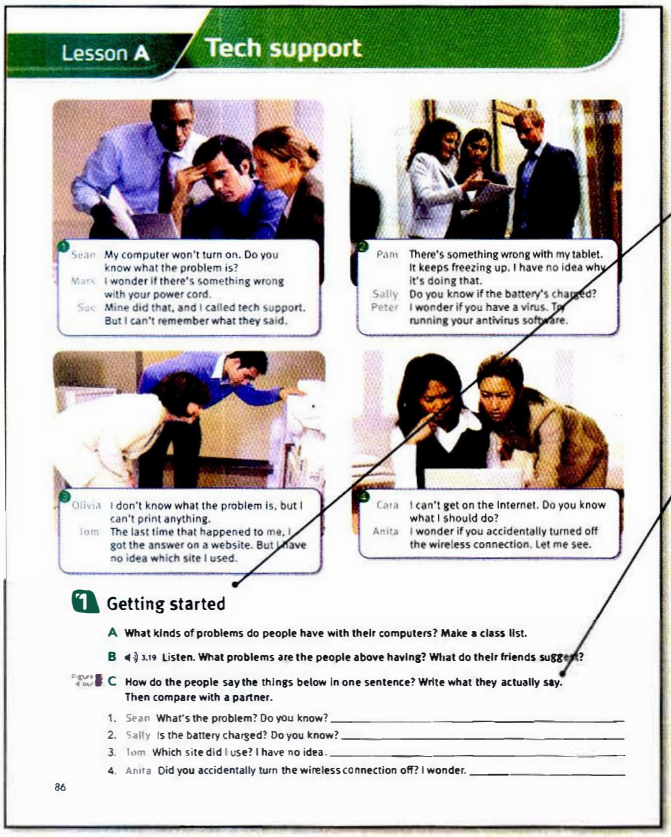
- show key grammar, vocabulary, topics, functions, and strategies

Before you begin . . .

- provides photos of contemporary life, allowing easy introduction of the unit theme
- recycles structures from previous units in a short warm-up activity
- teaches new vocabulary related to the unit theme

Lesson A

Lesson A presents the main grammar point of the unit with some relevant new vocabulary. It may include a *Speaking naturally* pronunciation task, a *Talk about it* group discussion, or a *Listening* task.



Lesson A **Tech support**

Sean My computer won't turn on. Do you know what the problem is?
Mark I wonder if there's something wrong with your power cord.
Sue Mine did that, and I called tech support. But I can't remember what they said.

Pam There's something wrong with my tablet. It keeps freezing up. I have no idea why it's doing that.
Sally Do you know if the battery's charged?
Peter I wonder if you have a virus. Try running your antivirus software.

Olivia I don't know what the problem is, but I can't print anything.
Tom The last time that happened to me, I got the answer on a website. But I have no idea which site I used.

Cara I can't get on the Internet. Do you know what I should do?
Anita I wonder if you accidentally turned off the wireless connection. Let me see.

1 Getting started

A What kinds of problems do people have with their computers? Make a class list.

B 3.19 Listen. What problems are the people above having? What do their friends suggest?

Figure it out C How do the people say the things below in one sentence? Write what they actually say. Then compare with a partner.

1. Sean What's the problem? Do you know? _____
2. Sally Is the battery charged? Do you know? _____
3. Tom Which site did I use? I have no idea. _____
4. Anita Did you accidentally turn the wireless connection off? I wonder. _____

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Getting started

- presents new grammar in natural contexts such as conversations, interviews, surveys, and phone messages
- focuses on the most frequent and useful language for everyday communication

Figure it out

- helps students notice the forms and uses of the new structure
- challenges students to use their inductive skills before a grammar chart is presented

Grammar charts

- provide a clear presentation of new structures

Common errors

- provides information from the Cambridge English Corpus about key errors to avoid

Grammar exercises

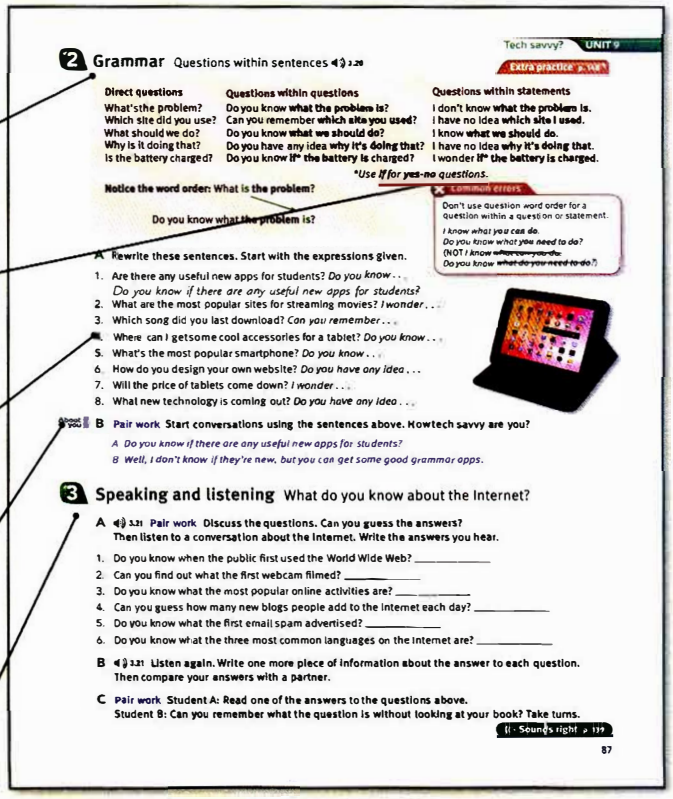
- give students both controlled and freer practice with the new structures
- offer opportunities to exchange personal information

About you

- signals a personalized practice task

Speaking and listening

- offers extended listening practice using grammar and vocabulary from the unit
- provides personalized speaking opportunities that build on the listening passage



Tech savvy? UNIT 9

2 Grammar Questions within sentences 3.20

Extra practice p. 148

Direct questions	Questions within questions	Questions within statements
What's the problem?	Do you know what the problem is?	I don't know what the problem is.
Which site did you use?	Can you remember which site you used?	I have no idea which site I used.
What should we do?	Do you know what we should do?	I know what we should do.
Why is it doing that?	Do you have any idea why it's doing that?	I have no idea why it's doing that.
Is the battery charged?	Do you know if* the battery is charged?	I wonder if* the battery is charged.

*Use *if* for yes-no questions.

Notice the word order: What is the problem?

Do you know what the problem is?

Common errors

Don't use question word order for a question within a question or statement.

I know what you can do.
Do you know what you need to do?
(NOT ~~I know what you can do.~~
~~Do you know what do you need to do?~~)

A Rewrite these sentences. Start with the expressions given.

1. Are there any useful new apps for students? *Do you know . . .*
   Do you know if there are any useful new apps for students?
2. What are the most popular sites for streaming movies? *I wonder . . .*
3. Which song did you last download? *Can you remember . . .*
4. Where can I get some cool accessories for a tablet? *Do you know . . .*
5. What's the most popular smartphone? *Do you know . . .*
6. How do you design your own website? *Do you have any idea . . .*
7. Will the price of tablets come down? *I wonder . . .*
8. What new technology is coming out? *Do you have any idea . . .*

About you B Pair work Start conversations using the sentences above. How tech savvy are you?

A Do you know if there are any useful new apps for students?
B Well, I don't know if they're new, but you can get some good grammar apps.

3 Speaking and listening What do you know about the Internet?

A 3.21 Pair work Discuss the questions. Can you guess the answers? Then listen to a conversation about the Internet. Write the answers you hear.

1. Do you know when the public first used the World Wide Web? _____
2. Can you find out what the first webcam filmed? _____
3. Do you know what the most popular online activities are? _____
4. Can you guess how many new blogs people add to the Internet each day? _____
5. Do you know what the first email spam advertised? _____
6. Do you know what the three most common languages on the Internet are? _____

B 3.21 Listen again. Write one more piece of information about the answer to each question. Then compare your answers with a partner.

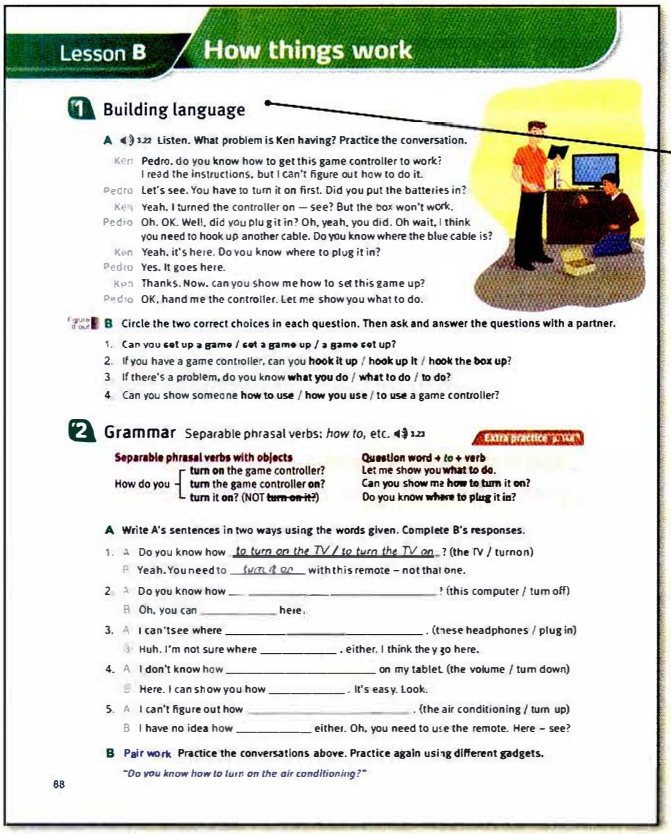
C Pair work Student A: Read one of the answers to the questions above. Student B: Can you remember what the question is without looking at your book? Take turns.

ii - Sounds right p. 139

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Lesson B

Lesson B teaches the main vocabulary of the unit and builds on the grammar taught in Lesson A. It may include a *Speaking naturally* pronunciation task, a *Talk about it* group discussion, or a *Listening* task.



Lesson B How things work

1 Building language

A 3.22 Listen. What problem is Ken having? Practice the conversation.

Ken Pedro, do you know how to get this game controller to work? I read the instructions, but I can't figure out how to do it.
Pedro Let's see. You have to turn it on first. Did you put the batteries in?
Ken Yeah. I turned the controller on – see? But the box won't work.
Pedro Oh. OK. Well, did you plug it in? Oh, yeah, you did. Oh wait, I think you need to hook up another cable. Do you know where the blue cable is?
Ken Yeah, it's here. Do you know where to plug it in?
Pedro Yes. It goes here.
Ken Thanks. Now, can you show me how to set this game up?
Pedro OK, hand me the controller. Let me show you what to do.

B Circle the two correct choices in each question. Then ask and answer the questions with a partner.

1. Can you **set up a game** / **set a game up** / **a game set up**?
2. If you have a game controller, can you **hook it up** / **hook up it** / **hook the box up**?
3. If there's a problem, do you know **what you do** / **what to do** / **to do**?
4. Can you show someone **how to use** / **how you use** / **to use** a game controller?

2 Grammar Separable phrasal verbs: *how to*, etc. 3.23 Extra practice p. 144

Separable phrasal verbs with objects

How do you { **turn on** the game controller? / **turn** the game controller **on**? / **turn it on**? (NOT ~~**turn on it**~~?)

Question word + *to* + verb

Let me show you **what to do**.
Can you show me **how to turn** it **on**?
Do you know **where to plug it in**?

A Write A's sentences in two ways using the words given. Complete B's responses.

1. A Do you know how *to turn on the TV / to turn the TV on*? (the TV / turn on)
   B Yeah. You need to *turn it on* with this remote – not that one.
2. A Do you know how _____? (this computer / turn off)
   B Oh, you can _____ here.
3. A I can't see where _____. (these headphones / plug in)
   B Huh. I'm not sure where _____. either. I think they go here.
4. A I don't know how _____ on my tablet. (the volume / turn down)
   B Here. I can show you how _____. It's easy. Look.
5. A I can't figure out how _____. (the air conditioning / turn up)
   B I have no idea how _____ either. Oh, you need to use the remote. Here – see?

B Pair work Practice the conversations above. Practice again using different gadgets.

"Do you know how to turn on the air conditioning?"

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Building language

- builds on the grammar of Lesson A, presenting new language in a different style from the previous lesson
- provides additional *Figure it out* tasks

Speaking naturally

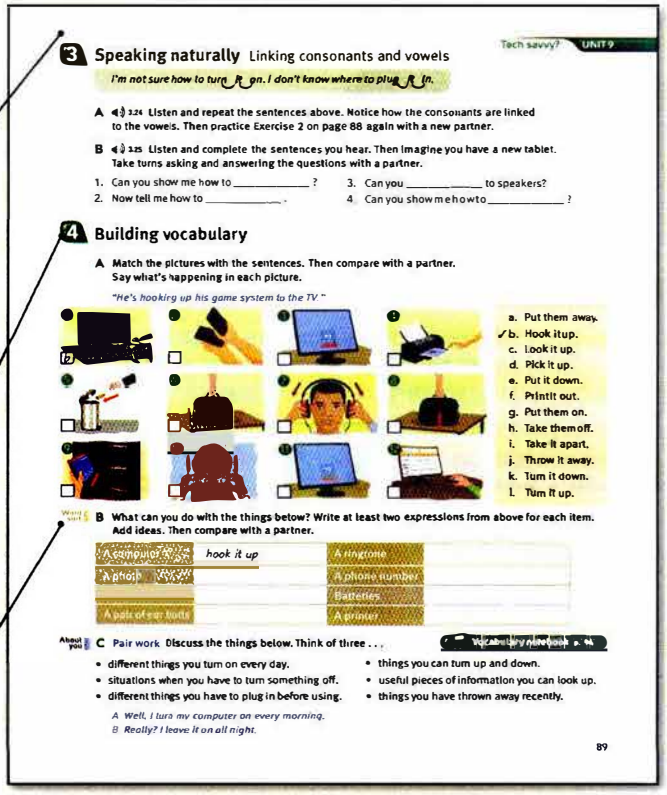
- helps students understand and use natural pronunciation and intonation
- provides communicative and personalized practice to fully integrate pronunciation into the lesson
- covers the key areas of linking and reduction, stress and intonation, basic grammatical forms, and common problems in listening comprehension

Building vocabulary

- visually presents new words and expressions, offering students a mini picture dictionary for their reference
- offers a vocabulary syllabus that draws on Cambridge English Corpus frequency information while providing motivating topics

Word sort

- helps students organize new vocabulary in meaningful ways
- gives opportunities for students to use the new vocabulary immediately in meaningful, personalized interactions with classmates



Tech savvy? UNIT 9

3 Speaking naturally Linking consonants and vowels

I'm not sure how to turn on. I don't know where to plug in.

A 3.24 Listen and repeat the sentences above. Notice how the consonants are linked to the vowels. Then practice Exercise 2 on page 88 again with a new partner.

B 3.25 Listen and complete the sentences you hear. Then imagine you have a new tablet. Take turns asking and answering the questions with a partner.

1. Can you show me how to _____?
2. Now tell me how to _____.
3. Can you _____ to speakers?
4. Can you show me how to _____?

4 Building vocabulary

A Match the pictures with the sentences. Then compare with a partner. Say what's happening in each picture.

"He's hooking up his game system to the TV."

a. Put them away.
✓b. Hook it up.
c. Look it up.
d. Pick it up.
e. Put it down.
f. Print it out.
g. Put them on.
h. Take them off.
i. Take it apart.
j. Throw it away.
k. Turn it down.
l. Turn it up.

Word sort B What can you do with the things below? Write at least two expressions from above for each item. Add ideas. Then compare with a partner.

A computer	hook it up	A ringtone	
A photo		A phone number	
		Batteries	
A pair of ear buds		A printer	

About you C Pair work Discuss the things below. Think of three . . . Vocabulary bank p. 94

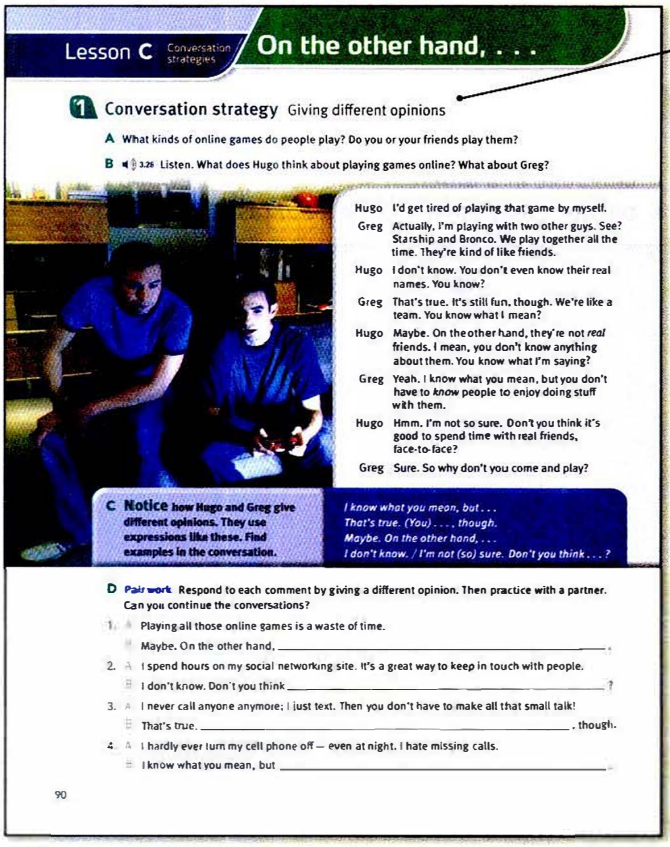
- different things you turn on every day.
- situations when you have to turn something off.
- different things you have to plug in before using.
- things you can turn up and down.
- useful pieces of information you can look up.
- things you have thrown away recently.

A Well, I turn my computer on every morning.
B Really? I leave it on all night.

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Lesson C

Lesson C teaches *Conversation strategies*, including common expressions useful in conversation, followed by a listening and speaking activity that reinforces this conversational language.



Lesson C Conversation strategies

On the other hand, . . .

1 Conversation strategy Giving different opinions

A What kinds of online games do people play? Do you or your friends play them?

B 3.26 Listen. What does Hugo think about playing games online? What about Greg?

Hugo I'd get tired of playing that game by myself.
Greg Actually, I'm playing with two other guys. See? Starship and Bronco. We play together all the time. They're kind of like friends.
Hugo I don't know. You don't even know their real names. You know?
Greg That's true. It's still fun, though. We're like a team. You know what I mean?
Hugo Maybe. On the other hand, they're not *real* friends. I mean, you don't know anything about them. You know what I'm saying?
Greg Yeah. I know what you mean, but you don't have to *know* people to enjoy doing stuff with them.
Hugo Hmm. I'm not so sure. Don't you think it's good to spend time with real friends, face-to-face?
Greg Sure. So why don't you come and play?

C **Notice** how Hugo and Greg give different opinions. They use expressions like these. Find examples in the conversation.

I know what you mean, but . . .
That's true. (You) . . . , though.
Maybe. On the other hand, . . .
I don't know. / I'm not (so) sure. Don't you think . . . ?

D **Pair work** Respond to each comment by giving a different opinion. Then practice with a partner. Can you continue the conversations?

1. A Playing all those online games is a waste of time.
   B Maybe. On the other hand, _____.
2. A I spend hours on my social networking site. It's a great way to keep in touch with people.
   B I don't know. Don't you think _____?
3. A I never call anyone anymore; I just text. Then you don't have to make all that small talk!
   B That's true. _____, though.
4. A I hardly ever turn my cell phone off — even at night. I hate missing calls.
   B I know what you mean, but _____.

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Conversation strategy

- teaches students techniques for managing conversations more effectively in English
- offers an exciting syllabus of strategies drawn from conversations in the Cambridge English Corpus, covering techniques such as starting and ending conversations, reacting to news and information, taking time to think, repeating ideas, keeping conversations going, being polite and not "too direct," and much more

This section provides a four-step presentation and practice where students:

- first, discuss the general topic
- then, listen and understand a conversation
- next, notice the strategy and find more examples
- finally, use the strategy first in controlled, then in more personalized, interactive practice

Strategy plus

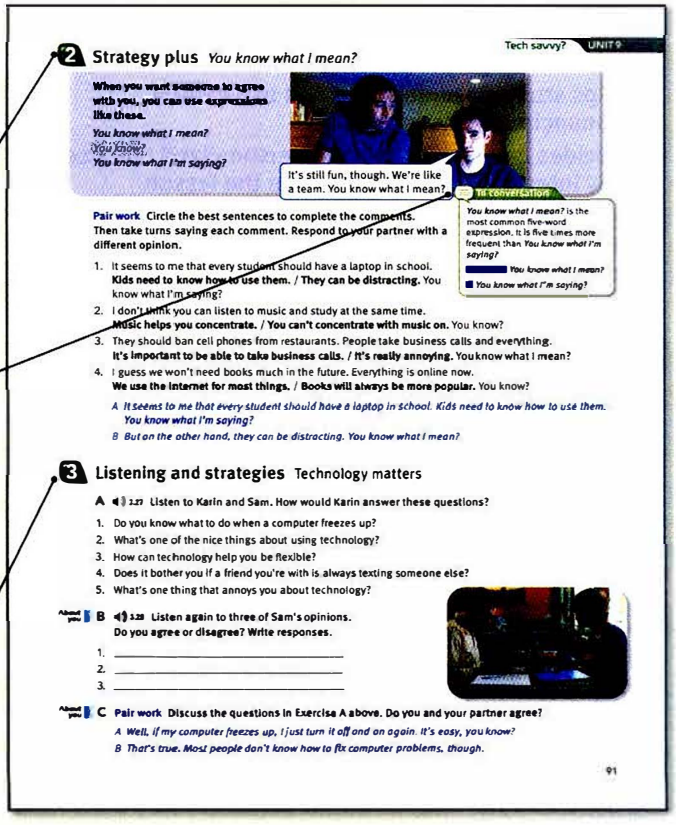
- teaches conversation management expressions such as *I mean*, *Well*, and *Anyway*, all chosen for their relevance and frequency
- extends and reinforces the *Conversation strategy*

In conversation

- presents interesting facts from the Cambridge English Corpus about the frequency of grammatical forms and vocabulary in spoken English

Listening and strategies

- integrates the complementary skills from *Conversation strategy* and *Strategy plus*
- gives opportunities to listen to conversations and anecdotes based on real life
- includes "listenership activities" – tasks that mirror real communication by teaching students to react or respond to what they hear; tasks include "listen and choose the best response," "listen and predict," and "listen and decide if you agree"



Tech savvy? UNIT 9

2 Strategy plus *You know what I mean?*

When you want someone to agree with you, you can use expressions like these.
You know what I mean?
You know?
You know what I'm saying?

It's still fun, though. We're like a team. You know what I mean?

In conversation

You know what I mean? is the most common five-word expression. It is five times more frequent than *You know what I'm saying?*

You know what I mean?
You know what I'm saying?

Pair work Circle the best sentences to complete the comments. Then take turns saying each comment. Respond to your partner with a different opinion.

1. It seems to me that every student should have a laptop in school. **Kids need to know how to use them. / They can be distracting.** You know what I'm saying?
2. I don't think you can listen to music and study at the same time. **Music helps you concentrate. / You can't concentrate with music on.** You know?
3. They should ban cell phones from restaurants. People take business calls and everything. **It's important to be able to take business calls. / It's really annoying.** You know what I mean?
4. I guess we won't need books much in the future. Everything is online now. **We use the internet for most things. / Books will always be more popular.** You know?

A It seems to me that every student should have a laptop in school. Kids need to know how to use them. You know what I'm saying?
B But on the other hand, they can be distracting. You know what I mean?

3 Listening and strategies Technology matters

A 3.27 Listen to Karin and Sam. How would Karin answer these questions?

1. Do you know what to do when a computer freezes up?
2. What's one of the nice things about using technology?
3. How can technology help you be flexible?
4. Does it bother you if a friend you're with is always texting someone else?
5. What's one thing that annoys you about technology?

About you B 3.28 Listen again to three of Sam's opinions. Do you agree or disagree? Write responses.

1. _____
2. _____
3. _____

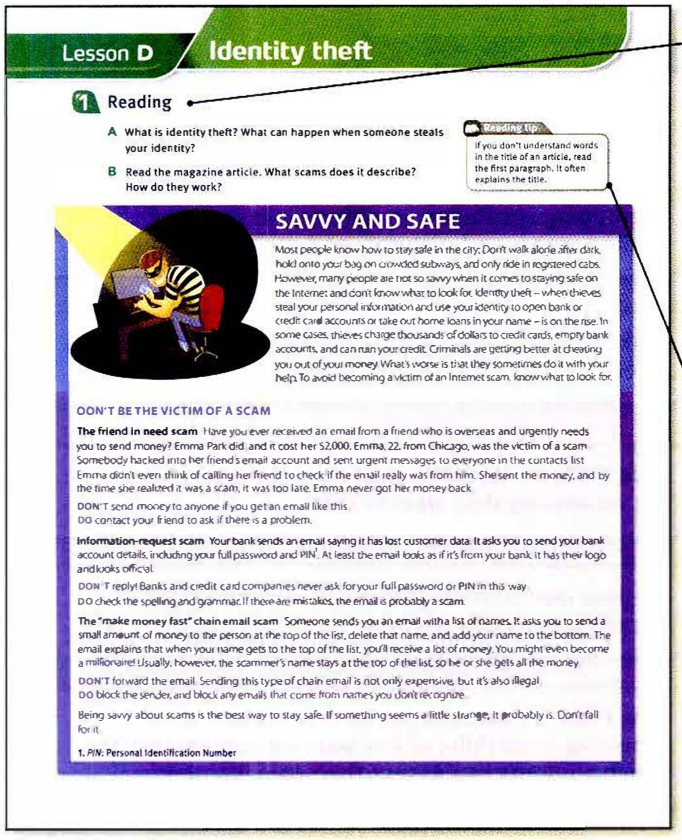
About you C **Pair work** Discuss the questions in Exercise A above. Do you and your partner agree?

A Well, if my computer freezes up, I just turn it off and on again. It's easy, you know?
B That's true. Most people don't know how to fix computer problems, though.

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Lesson D

Lesson D focuses on reading and writing skills while also providing additional listening and speaking activities.



Lesson D Identity theft

1 Reading

A What is identity theft? What can happen when someone steals your identity?

B Read the magazine article. What scams does it describe? How do they work?

Reading tip

If you don't understand words in the title of an article, read the first paragraph. It often explains the title.

SAVVY AND SAFE

Most people know how to stay safe in the city: Don't walk alone after dark, hold onto your bag on crowded subways, and only ride in registered cabs. However, many people are not so savvy when it comes to staying safe on the Internet and don't know what to look for. Identity theft – when thieves steal your personal information and use your identity to open bank or credit card accounts or take out home loans in your name – is on the rise. In some cases, thieves charge thousands of dollars to credit cards, empty bank accounts, and can ruin your credit. Criminals are getting better at cheating you out of your money. What's worse is that they sometimes do it with your help. To avoid becoming a victim of an Internet scam, know what to look for.

DON'T BE THE VICTIM OF A SCAM

The friend in need scam Have you ever received an email from a friend who is overseas and urgently needs you to send money? Emma Park did, and it cost her $2,000. Emma, 22, from Chicago, was the victim of a scam. Somebody hacked into her friend's email account and sent urgent messages to everyone in the contacts list. Emma didn't even think of calling her friend to check if the email really was from him. She sent the money, and by the time she realized it was a scam, it was too late. Emma never got her money back.

DON'T send money to anyone if you get an email like this.
DO contact your friend to ask if there is a problem.

Information-request scam Your bank sends an email saying it has lost customer data. It asks you to send your bank account details, including your full password and PIN[1]. At least the email looks as if it's from your bank. It has their logo and looks official.

DON'T reply! Banks and credit card companies never ask for your full password or PIN in this way.
DO check the spelling and grammar. If there are mistakes, the email is probably a scam.

The "make money fast" chain email scam Someone sends you an email with a list of names. It asks you to send a small amount of money to the person at the top of the list, delete that name, and add your name to the bottom. The email explains that when your name gets to the top of the list, you'll receive a lot of money. You might even become a millionaire! Usually, however, the scammer's name stays at the top of the list, so he or she gets all the money.

DON'T forward the email. Sending this type of chain email is not only expensive, but it's also illegal.
DO block the sender, and block any emails that come from names you don't recognize.

Being savvy about scams is the best way to stay safe. If something seems a little strange, it probably is. Don't fall for it.

1. *PIN*: Personal Identification Number

Reading

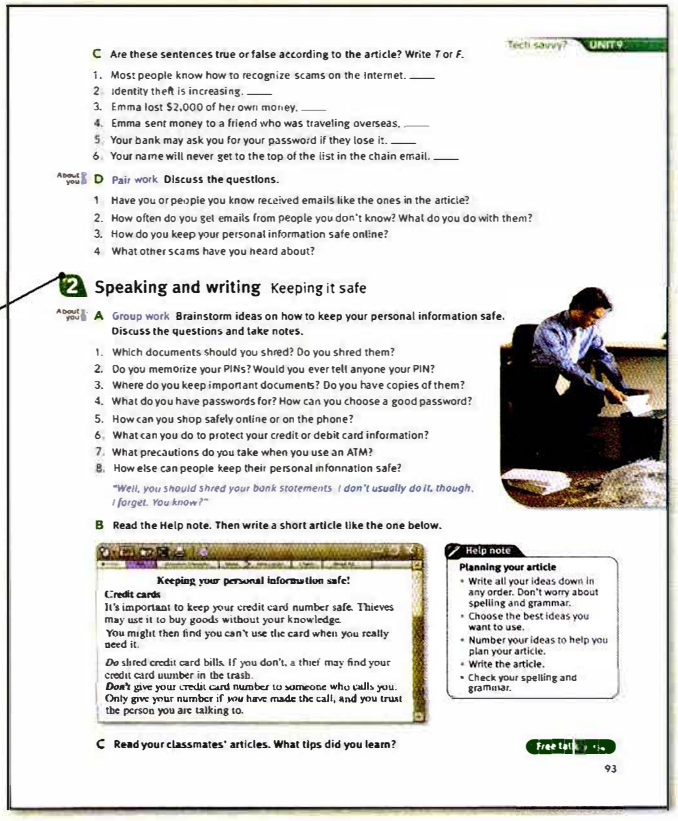
- provides comprehensive reading-skills development, including pre-reading, "as you read," and post-reading tasks in every lesson; tasks include guessing words from context, understanding main ideas, and text organization
- offers high-interest texts, adapted from magazines, newspapers, and websites, that recycle and consolidate language and provide interesting content for discussion

Reading tip

- introduces reading strategies and information about written texts that help students develop reading proficiency
- provides focused during-reading tasks that allow students to immediately apply the strategy

Speaking and writing

- includes real-world writing tasks such as drafting email messages, letters, short articles, and blog entries
- moves from simple sentences to paragraphs, supporting the presentation with models both in the reading text and sample student writing
- provides a systematic syllabus, including *Help note* panels that give practical advice on areas such as punctuation, linking ideas, and organizing information



Tech savvy? UNIT 9

C Are these sentences true or false according to the article? Write *T* or *F*.

1. Most people know how to recognize scams on the Internet. ____
2. Identity theft is increasing. ____
3. Emma lost $2,000 of her own money. ____
4. Emma sent money to a friend who was traveling overseas. ____
5. Your bank may ask you for your password if they lose it. ____
6. Your name will never get to the top of the list in the chain email. ____

About you D Pair work Discuss the questions.

1. Have you or people you know received emails like the ones in the article?
2. How often do you get emails from people you don't know? What do you do with them?
3. How do you keep your personal information safe online?
4. What other scams have you heard about?

2 Speaking and writing Keeping it safe

About you A Group work Brainstorm ideas on how to keep your personal information safe. Discuss the questions and take notes.

1. Which documents should you shred? Do you shred them?
2. Do you memorize your PINs? Would you ever tell anyone your PIN?
3. Where do you keep important documents? Do you have copies of them?
4. What do you have passwords for? How can you choose a good password?
5. How can you shop safely online or on the phone?
6. What can you do to protect your credit or debit card information?
7. What precautions do you take when you use an ATM?
8. How else can people keep their personal information safe?

"Well, you should shred your bank statements. I don't usually do it, though. I forget. You know?"

B Read the Help note. Then write a short article like the one below.

Keeping your personal information safe!

Credit cards

It's important to keep your credit card number safe. Thieves may use it to buy goods without your knowledge. You might then find you can't use the card when you really need it.

Do shred credit card bills. If you don't, a thief may find your credit card number in the trash.

Don't give your credit card number to someone who calls you. Only give your number if you have made the call, and you trust the person you are talking to.

Help note

Planning your article

- Write all your ideas down in any order. Don't worry about spelling and grammar.
- Choose the best ideas you want to use.
- Number your ideas to help you plan your article.
- Write the article.
- Check your spelling and grammar.

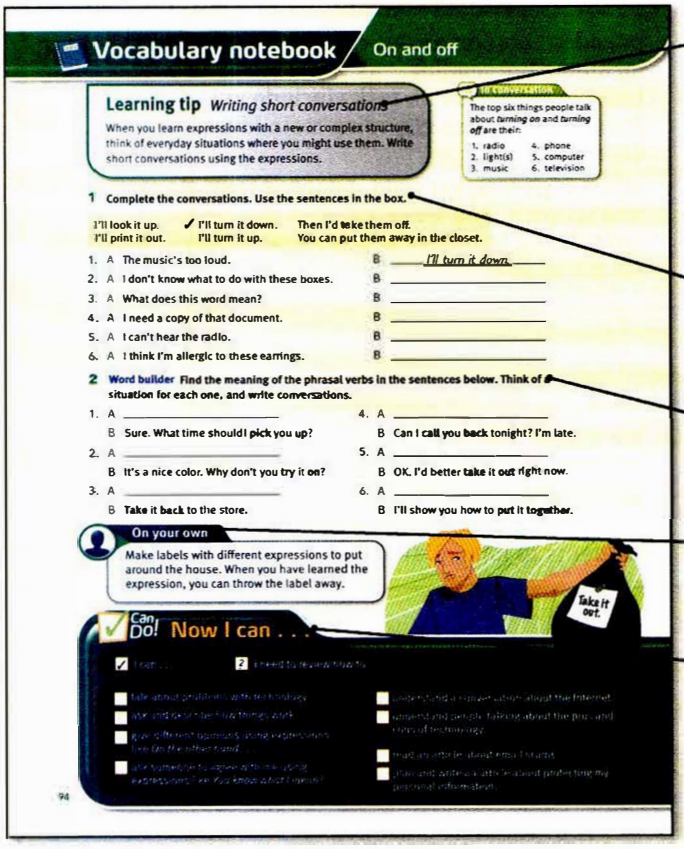
C Read your classmates' articles. What tips did you learn?

Free talk

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Vocabulary notebook and Free talk

Vocabulary notebook provides enjoyable tasks at the end of every unit to help students organize and write down new vocabulary. It allows students to customize their own vocabulary learning, working in class or at home. The *Now I can . . .* chart, which appears on the page, provides a list of the main learning outcomes of the unit. This helps students focus on the things they can do with the language they have learned.



Vocabulary notebook / On and off

Learning tip *Writing short conversations*

When you learn expressions with a new or complex structure, think of everyday situations where you might use them. Write short conversations using the expressions.

IN CONVERSATION

The top six things people talk about *turning on* and *turning off* are their:

1. radio
2. light(s)
3. music
4. phone
5. computer
6. television

1 Complete the conversations. Use the sentences in the box.

I'll look it up. / I'll print it out. / ✓ I'll turn it down. / I'll turn it up. / Then I'd take them off. / You can put them away in the closet.

1. A The music's too loud. B *I'll turn it down.*
2. A I don't know what to do with these boxes. B _____
3. A What does this word mean? B _____
4. A I need a copy of that document. B _____
5. A I can't hear the radio. B _____
6. A I think I'm allergic to these earrings. B _____

2 Word builder Find the meaning of the phrasal verbs in the sentences below. Think of a situation for each one, and write conversations.

1. A _____ B Sure. What time should I pick you up?
2. A _____ B It's a nice color. Why don't you try it on?
3. A _____ B Take it back to the store.
4. A _____ B Can I call you back tonight? I'm late.
5. A _____ B OK. I'd better take it out right now.
6. A _____ B I'll show you how to put it together.

On your own

Make labels with different expressions to put around the house. When you have learned the expression, you can throw the label away.

Take it out.

Can Do! Now I can . . .

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Learning tip

- introduces a useful technique in every unit for writing down, learning, and remembering new vocabulary
- covers writing whole expressions or collocations; grouping vocabulary in different ways; using charts, mind maps, and pictures; and other techniques

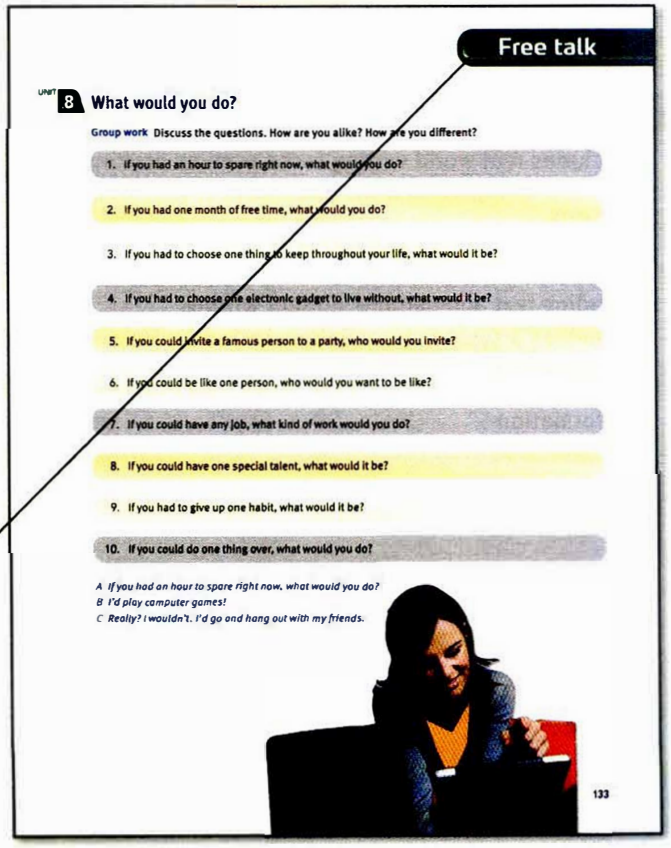
Task 1 practices the technique in the *Learning tip* with a set of vocabulary taken from the unit.

Task 2 allows students to use the same technique to log vocabulary they want to learn.

On your own offers fun, creative ways to practice vocabulary outside of class.

Now I can . . . encourages learner autonomy by providing a checklist of key learning outcomes with which students can assess their own learning.

Free talk provides optional activities for future practice and expansion of new language and conversation strategies.



Free talk

UNIT 8 What would you do?

Group work Discuss the questions. How are you alike? How are you different?

1. If you had an hour to spare right now, what would you do?
2. If you had one month of free time, what would you do?
3. If you had to choose one thing to keep throughout your life, what would it be?
4. If you had to choose one electronic gadget to live without, what would it be?
5. If you could invite a famous person to a party, who would you invite?
6. If you could be like one person, who would you want to be like?
7. If you could have any job, what kind of work would you do?
8. If you could have one special talent, what would it be?
9. If you had to give up one habit, what would it be?
10. If you could do one thing over, what would you do?

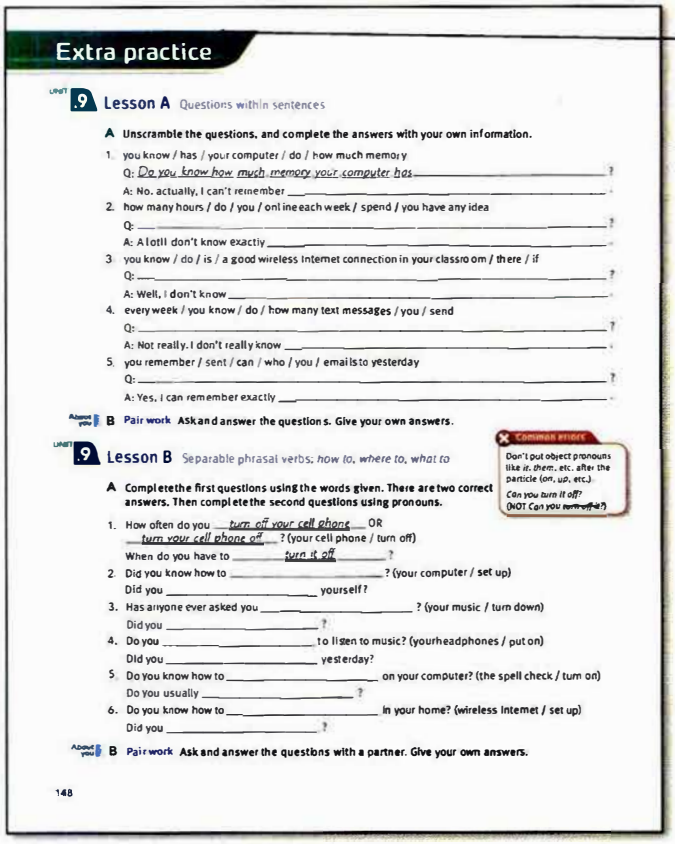
A If you had an hour to spare right now, what would you do?
B I'd play computer games!
C Really? I wouldn't. I'd go and hang out with my friends.

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Free talk

- encourages students to use the new language in meaningful interaction with their classmates
- presents a creative and varied range of task types, including information-gap activities, discussions, and games

Extra practice provides additional practice of the grammar points in each lesson.



Extra practice

UNIT 9 **Lesson A** Questions within sentences

A Unscramble the questions, and complete the answers with your own information.

1. you know / has / your computer / do / how much memory
   Q: *Do you know how much memory your computer has* ?
   A: No, actually, I can't remember _____.
2. how many hours / do / you / online each week / spend / you have any idea
   Q: _____ ?
   A: A lot! I don't know exactly _____.
3. you know / do / is / a good wireless Internet connection in your classroom / there / if
   Q: _____ ?
   A: Well, I don't know _____.
4. every week / you know / do / how many text messages / you / send
   Q: _____ ?
   A: Not really. I don't really know _____.
5. you remember / sent / can / who / you / emails to yesterday
   Q: _____ ?
   A: Yes, I can remember exactly _____.

Adapt your ideas **B** Pair work Ask and answer the questions. Give your own answers.

UNIT 9 **Lesson B** Separable phrasal verbs; *how to, where to, what to*

Common error: Don't put object pronouns like *it, them*, etc. after the particle (*on, up*, etc.). *Can you turn it off?* (NOT Can you ~~turn off it~~?)

A Complete the first questions using the words given. There are two correct answers. Then complete the second questions using pronouns.

1. How often do you *turn off your cell phone* OR *turn your cell phone off* ? (your cell phone / turn off)
   When do you have to *turn it off* ?
2. Did you know how to _____ ? (your computer / set up)
   Did you _____ yourself?
3. Has anyone ever asked you _____ ? (your music / turn down)
   Did you _____ ?
4. Do you _____ to listen to music? (your headphones / put on)
   Did you _____ yesterday?
5. Do you know how to _____ on your computer? (the spell check / turn on)
   Do you usually _____ ?
6. Do you know how to _____ in your home? (wireless Internet / set up)
   Did you _____ ?

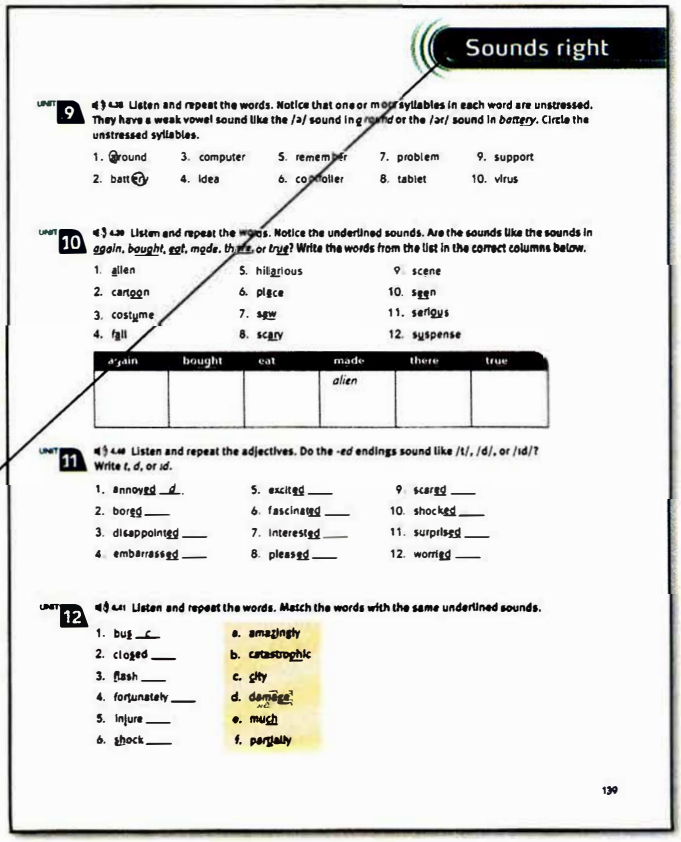
Adapt your ideas **B** Pair work Ask and answer the questions with a partner. Give your own answers.

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Extra practice

- gives students additional controlled and freer practice of the structures taught in each lesson
- offers opportunities for personalized grammar practice

Sounds right gives students practice with the sounds in English.



Sounds right

UNIT 9 4.38 Listen and repeat the words. Notice that one or more syllables in each word are unstressed. They have a weak vowel sound like the /ə/ sound in *around* or the /ər/ sound in *battery*. Circle the unstressed syllables.

1. around
2. battery
3. computer
4. idea
5. remember
6. controller
7. problem
8. tablet
9. support
10. virus

UNIT 10 4.39 Listen and repeat the words. Notice the underlined sounds. Are the sounds like the sounds in *again, bought, eat, made, there*, or *true*? Write the words from the list in the correct columns below.

1. alien
2. cartoon
3. costume
4. fall
5. hilarious
6. place
7. saw
8. scary
9. scene
10. seen
11. serious
12. suspense

again	bought	eat	made	there	true
			alien		

UNIT 11 4.40 Listen and repeat the adjectives. Do the *-ed* endings sound like /t/, /d/, or /ɪd/? Write *t, d*, or *id*.

1. annoyed *d*
2. bored ___
3. disappointed ___
4. embarrassed ___
5. excited ___
6. fascinated ___
7. interested ___
8. pleased ___
9. scared ___
10. shocked ___
11. surprised ___
12. worried ___

UNIT 12 4.41 Listen and repeat the words. Match the words with the same underlined sounds.

1. bus *c*
2. closed ___
3. flash ___
4. fortunately ___
5. injure ___
6. shock ___

a. amazingly
b. catastrophic
c. city
d. damage
e. much
f. partially

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Sounds right

- provides systematic practice of pronunciation
- helps students learn different pronunciations of similarly spelled words

Introduction to the Common European Framework of Reference (CEFR)

The overall aim of the Council of Europe's Common European Framework of Reference (CEFR) is to provide objective criteria for describing and assessing language proficiency in an internationally comparable manner. The Council of Europe's work on the definition of appropriate learning objectives for adult language learners dates back to the 1970s. The influential Threshold series (J. A. van Ek and J. L. M. Trim, Cambridge University Press, 1991) provides a detailed description in functional, notional, grammatical, and sociocultural terms of what a language user needs to be able to do in order to communicate effectively in the sort of situations commonly encountered in everyday life. Three levels of proficiency are identified, called Waystage, Threshold, and Vantage (roughly corresponding to Elementary, Intermediate, and Upper Intermediate).

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

Touchstone Second Edition and the Common European Framework of Reference

The table below shows how *Touchstone Second Edition* correlates with the Council of Europe's levels and with some major international examinations.

	CEFR	Council of Europe	Cambridge English Language Assessment	IELTS	TOEFL iBT	TOEIC
Touchstone 1	A1	Breakthrough				120+
Touchstone 2	A2	Waystage				225+
Touchstone 3	B1	Threshold	KET (Key English Test)	4.0–5.0	57–86	550+
Touchstone 4			PET (Preliminary English Test)			
Viewpoint 1	B2	Vantage	FCE (First Certificate in English)	5.5–6.5	87–109	785+
Viewpoint 2	C1	Effective Operational Efficiency	CAE (Certificate in Advanced English)	7.0–8.0	110–120	490+ (Listening) 445+ (Reading)

Sources: http://www.cambridgeenglish.org/about-us/what-we-do/international-language-standards/
http://www.ets.org/Media/Research/pdf/CEF_Mapping_Study_Interim_Report.pdf
http://www.sprachenmarkt.de/fileadmin/sprachenmarkt/ets_images/TOEIC_Can-do-table_CEFR_2008.pdf

Corpus frequency

The top 500 spoken words

This is a list of the top 500 words in spoken North American English. It is based on a sample of four and a half million words of conversation from the Cambridge English Corpus. The most frequent word, *I*, is at the top of the list.

1 I
2 and
3 the
4 you
5 uh
6 to
7 a
8 that
9 it
10 of
11 yeah
12 know
13 in
14 like
15 they
16 have
17 so
18 was
19 but
20 is
21 it's
22 we
23 huh
24 just
25 oh
26 do
27 don't
28 that's
29 well
30 for
31 what
32 on
33 think
34 right
35 not
36 um
37 or
38 my
39 be
40 really
41 with
42 he
43 one
44 are
45 this
46 there
47 I'm
48 all
49 if
50 no
51 get
52 about
53 at
54 out
55 had
56 then
57 because
58 go
59 up
60 she
61 when
62 them
63 can
64 would
65 as
66 me
67 mean
68 some
69 good
70 got
71 OK
72 people
73 now
74 going
75 were
76 lot
77 your
78 time
79 see
80 how
81 they're
82 kind
83 here
84 from
85 did
86 something
87 too
88 more
89 very
90 want
91 little
92 been
93 things
94 an
95 you're
96 said
97 there's
98 I've
99 much
100 where
101 two
102 thing
103 her
104 didn't
105 other
106 say
107 back
108 could
109 their
110 our
111 guess
112 yes
113 way
114 has
115 down
116 we're
117 any
118 he's
119 work
120 take

121 even
122 those
123 over
124 probably
125 him
126 who
127 put
128 years
129 sure
130 can't
131 pretty
132 gonna
133 stuff
134 come
135 these
136 by
137 into
138 went
139 make
140 than
141 year
142 three
143 which
144 home
145 will
146 nice
147 never
148 only
149 his
150 doing
151 cause
152 off
153 I'll
154 maybe
155 real
156 why
157 big
158 actually
159 she's
160 day
161 five
162 always
163 school
164 look
165 still
166 around
167 anything
168 kids
169 first
170 does
171 need
172 us
173 should
174 talking
175 last
176 thought
177 doesn't
178 different
179 money
180 long
181 used
182 getting
183 same
184 four
185 every
186 new
187 everything
188 many
189 before
190 though
191 most
192 tell
193 being
194 bit
195 house
196 also
197 use
198 through
199 feel
200 course
201 what's
202 old
203 done
204 sort
205 great
206 bad
207 we've
208 another
209 car
210 true
211 whole
212 whatever
213 twenty
214 after
215 ever
216 find
217 care
218 better
219 hard
220 haven't
221 trying
222 give
223 I'd
224 problem
225 else
226 remember
227 might
228 again
229 pay
230 try
231 place
232 part
233 let
234 keep
235 children
236 anyway
237 came
238 six
239 family
240 wasn't
241 talk
242 made
243 hundred
244 night
245 call
246 saying
247 dollars
248 live
249 away
250 either
251 read
252 having
253 far
254 watch
255 week
256 mhm
257 quite
258 enough

259 next
260 couple
261 own
262 wouldn't
263 ten
264 interesting
265 am
266 sometimes
267 bye
268 seems
269 heard
270 goes
271 called
272 point
273 ago
274 while
275 fact
276 once
277 seen
278 wanted
279 isn't
280 start
281 high
282 somebody
283 let's
284 times
285 guy
286 area
287 fun
288 they've
289 you've
290 started
291 job
292 says
293 play
294 usually
295 wow
296 exactly
297 took
298 few
299 child
300 thirty
301 buy
302 person
303 working
304 half
305 looking
306 someone
307 coming
308 eight
309 love
310 everybody
311 able
312 we'll
313 life
314 may
315 both
316 type
317 end
318 least
319 told
320 saw
321 college
322 ones
323 almost
324 since
325 days
326 couldn't
327 gets
328 guys
329 god
330 country
331 wait
332 yet
333 believe
334 thinking
335 funny
336 state
337 until
338 husband
339 idea
340 name
341 seven
342 together
343 each
344 hear
345 help
346 nothing
347 parents
348 room
349 today
350 makes
351 stay
352 mom
353 sounds
354 change
355 understand
356 such
357 gone
358 system
359 comes
360 thank
361 show
362 thousand
363 left
364 friends
365 class
366 already
367 eat
368 small
369 boy
370 paper
371 world
372 best
373 water
374 myself
375 run
376 they'll
377 won't
378 movie
379 cool
380 news
381 number
382 man
383 basically
384 nine
385 enjoy
386 bought
387 whether
388 especially
389 taking
390 sit
391 book
392 fifty
393 months
394 women
395 month
396 found

397 side
398 food
399 looks
400 summer
401 hmm
402 fine
403 hey
404 student
405 agree
406 mother
407 problems
408 city
409 second
410 definitely
411 spend
412 happened
413 hours
414 war
415 matter
416 supposed
417 worked
418 company
419 friend
420 set
421 minutes
422 morning
423 between
424 music
425 close
426 leave
427 wife
428 knew
429 pick
430 important
431 ask
432 hour
433 deal
434 mine
435 reason
436 credit
437 dog
438 group
439 turn
440 making
441 American
442 weeks
443 certain
444 less
445 must
446 dad
447 during
448 lived
449 forty
450 air
451 government
452 eighty
453 wonderful
454 seem
455 wrong
456 young
457 places
458 girl
459 happen
460 sorry
461 living
462 drive
463 outside
464 bring
465 easy
466 stop
467 percent
468 hand
469 gosh
470 top
471 cut
472 computer
473 tried
474 gotten
475 mind
476 business
477 anybody
478 takes
479 aren't
480 question
481 rather
482 twelve
483 phone
484 program
485 without
486 moved
487 gave
488 yep
489 case
490 looked
491 certainly
492 talked
493 beautiful
494 card
495 walk
496 married
497 anymore
498 you'll
499 middle
500 tax

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Contents and learning outcomes

	Learning outcomes	Language		
		Grammar	Vocabulary	Pronunciation
Unit 1 **The way we are** **pages 1–10**	• Talk about people's behavior using adverbs • Describe people's personalities using adverbs before adjectives • Use *always* with a continuous verb to describe habits • Use *at least* to point out the positive side of a situation • Read online student profiles • Write a personal profile	• Adjectives vs. manner adverbs • Adverbs before adjectives and adverbs • Adjective prefixes ***Extra practice***	• Behavior and personality • Personal qualities	***Speaking naturally*** • Rising and falling intonation in questions giving alternatives ***Sounds right*** • Word stress
Unit 2 **Experiences** **pages 11–20**	• Talk about experiences and secret dreams using the present perfect • Ask about unusual experiences using present perfect questions • Keep a conversation going • Show interest with *Do you?*, *Have you?*, etc. • Read a travel blog • Write a post for a travel blog	• Present perfect statements • Present perfect and simple past questions and answers ***Extra practice***	• Past participles of irregular verbs	***Speaking naturally*** • Reduced and unreduced forms of *have* ***Sounds right*** • Different ways to pronounce the letter *o*
Unit 3 **Wonders of the world** **pages 21–30**	• Talk about the best, worst, and most beautiful things in your city and country • Describe natural features • Use short responses to be a supportive listener • Use superlatives for emphasis • Read an article about world records • Write a factual article about your country	• Superlatives • Questions with *How* + adjective . . . ? ***Extra practice***	• Buildings and structures • Natural features	***Speaking naturally*** • Linking and deletion with superlatives ***Sounds right*** • Which sound in each group is different?
Checkpoint Units 1–3 pages 31–32				
Unit 4 **Family life** **pages 33–42**	• Talk about family life using *let*, *make*, *help*, *have*, *get*, *want*, *ask*, and *tell* • Talk about your immediate and extended family • Describe memories using *used to* and *would* • Give opinions with expressions like *If you ask me* • Agree with opinions using expressions like *Absolutely* • Read a blog about family meals • Write a blog entry about a family memory	• Verbs *let*, *make*, *help*, *have*, *get*, *want*, *ask*, and *tell* • *Used to* and *would* ***Extra practice***	• Types of families • Relatives and extended family members	***Speaking naturally*** • Reduction of *used to* ***Sounds right*** • Matching vowel sounds
Unit 5 **Food choices** **pages 43–52**	• Talk about eating habits using containers and quantities • Talk about different ways to cook food • Talk about food using *too*, *too much*, *many*, and *enough* • Respond to suggestions by letting the other person decide • Use expressions like *I'm fine* to politely refuse offers • Read about snacks around the world • Write about a dish from your country	• Review of countable and uncountable nouns • Quantifiers *a little*, *a few*, *very little*, and *very few* • *Too*, *too much*, *too many*, and *enough* ***Extra practice***	• Containers and quantities • Different ways of cooking food	***Speaking naturally*** • Stressing new information ***Sounds right*** • Are the sounds the same or different?
Unit 6 **Managing life** **pages 53–62**	• Talk about future plans and schedules using *will*, *be going to*, present continuous, and simple present • Ask for and give advice about personal situations using modal verbs and expressions • Use expressions with *make* and *do* • End phone calls with expressions like *I'd better go* • Say good-bye in a friendly, informal way • Read a blog about multitasking • Write some advice about time management	• The future with *will*, *be going to*, the present continuous, and the simple present • Use *had better*, *ought to*, and *might want to* to say what's advisable • Use *have to* and *going to have to* to say what's necessary • Use *would rather* to say what's preferable ***Extra practice***	• Expressions with *make* and *do*	***Speaking naturally*** • Reduction of verbs *want to*, *you'd better*, *going to have to*, *ought to*, and *have got to* ***Sounds right*** • Matching vowel sounds
Checkpoint Units 4–6 pages 63–64				

Interaction	Skills				Self study
Conversation strategies	Listening	Reading	Writing	Free talk	Vocabulary notebook
• Use *always* and a continuous verb to talk about things people do more than is usual • Use *at least* to point out the positive side of a situation	***People I admire most*** • Listen to people talk about people they admire and fill in a chart ***Things you don't know about me*** • Predict what people will say next	***Student profiles*** • Online student profiles	***Your personal profile*** • Write a personal profile • Useful expressions for biographical writing	***What are we like?*** • Class activity: Ask questions to find out new things about your classmates	***Happy or sad?*** • When you learn a new word, find out if it has an opposite
• Keep the conversation going • Use response questions like *Do you?* and *Have you?* to show interest	***What have they done?*** • Listen to conversations about things people have done and choose the best responses ***A traveler's adventures*** • Listen to a conversation about travel and identify information; then answer questions about details	***Travel blogs*** • Read travel blogs	***Blog about it*** • Write a blog entry about an exciting experience • Use adverbs like *fortunately*, *unfortunately*, and *amazingly* to show your attitude or feeling	***I've never done that!*** • Group game: Play a game to find out things that your classmates have never done	***Have you ever . . . ?*** • When you learn a new verb, write the three main forms in a chart
• Use short responses with *really* and *sure* to agree and be a supportive listener • Use superlatives to emphasize your opinions and feelings	***What do you know?*** • Listen to a quiz and answer questions ***Travel talk*** • Listen to an interview about travel experiences and answer questions	***World records*** • Read an article about world records	***Interesting facts*** • Write a paragraph about an interesting place in your country • Adding information	***Where's the best place to . . . ?*** • Pair work: Think of advice to give to someone visiting your country for the first time	***From the mountains to the sea*** • Draw a map of your country and label it
Checkpoint Units 1–3 pages 31–32					
• Give opinions with expressions like *It seems like . . .* and *If you ask me, . . .* • Use expressions like *exactly*, *definitely*, and *absolutely* to agree with people's opinions	***Reasonable demands?*** • Listen to people talk about demands their parents make on them ***Family memories*** • Listen to people talk about things they used to do	***Barbara's Blog*** • Read a blog about family meals	***Family memories*** • Write a blog about a family memory • Time markers to show the past and present	***Family histories*** • Group work: Prepare a short history of your family and share it with your group	***Remember that?*** • Use word webs to log new vocabulary about your family members
• Respond to suggestions by letting the other person decide • Refuse offers politely with expressions like *No, thanks. I'm fine.*	***That sounds good.*** • Listen to conversations and number pictures in order; then match each picture with the best response ***Snack habits*** • Listen to people talk about snacks and fill in a chart	***Snacks around the world*** • Read an article about popular snacks from around the world	***You should definitely try it!*** • Write an article about a popular snack from your country • Give examples with *like*, *for example*, and *such as*	***Whichever is easier*** • Group work: Plan a "pot luck" dinner with your group	***Fried bananas*** • Learn new words in combination with other words
• End phone conversations with expressions like *I'd better go*, *I've got to go*, and *I'll call you later* • Use informal expressions like *See you later* to end friendly phone conversations	***Fun invitations*** • Listen to three people respond to different invitations and fill in a chart ***When should I do that?*** • Listen to four people talk about their time management problems and identify how they solved them	***The art (and science) of doing less and achieving more*** • Read an article about multitasking	***When should I do that?*** • Write advice about time management • Link ideas using *as long as*, *provided that*, and *unless*	***Who's going to do what?*** • Group work: Plan a community event and tell the class about your event	***Do your best!*** • When you learn a new expression, use it in a sentence to help you remember it
Checkpoint Units 4–6 pages 63–64					

	Learning outcomes	Language		
		Grammar	Vocabulary	Pronunciation
Unit 7 **Relationships** **pages 65–74**	• Talk about your circle of friends using relative clauses • Talk about dating using phrasal verbs • Soften comments with expressions like *sort of* • Use *though* to give a contrasting idea • Read an article about online dating • Write an article about your circle of friends	• Subject relative clauses • Object relative clauses • Phrasal verbs ***Extra practice***	• Phrasal verbs, including expressions to talk about relationships	***Speaking naturally*** • Stress in phrasal verbs ***Sounds right*** • Which sound in each group is different?
Unit 8 **What if?** **pages 75–84**	• Talk about wishes and imaginary situations using *I wish* and *If* clauses • Discuss how to deal with everyday dilemmas • Give advice using expressions like *If I were you, . . .* • Use *That would be . . .* to comment on a suggestion or a possibility • Read a blog about regrets • Write an article about how you would change your life	• Use *wish* + past form of verb to talk about wishes for the present or future • Conditional sentences with *if* clauses about imaginary situations • Asking about imaginary situations or events ***Extra practice***	• Expressions with verbs and prepositions	***Speaking naturally*** • Intonation in long questions ***Sounds right*** • Are these sounds the same or different?
Unit 9 **Tech savvy?** **pages 85–94**	• Talk about problems with technology using questions within sentences • Ask for help and describe how things work using *how to*, *where to*, *what to*, and separable phrasal verbs • Give different opinions with expressions like *On the other hand, . . .* • Ask someone to agree with you using expressions like *You know what I mean?* • Read an article about email scams • Write an article about protecting personal information	• Questions within sentences • Separable phrasal verbs with objects • *how to* + verb, *where to* + verb, and *what to* + verb ***Extra practice***	• Phrasal verbs, including expressions to talk about operating electronic machines and gadgets	***Speaking naturally*** • Linking consonants and vowels ***Sounds right*** • Identifying unstressed syllables
Checkpoint Units 7–9 pages 95–96				
Unit 10 **What's up?** **pages 97–106**	• Talk about news with the present perfect continuous, present perfect, *since*, *for*, and *in* • Use the present perfect with *already*, *still*, and *yet* • Describe different kinds of movies • Ask someone for a favor politely • Use *All right*, *OK*, and *Sure* to agree to requests • Use *All right*, *OK*, and *So* to change topic • Read a movie review • Write a review	• Present perfect continuous vs. present perfect • *Since*, *for*, and *in* for duration • *Already*, *still*, and *yet* with present perfect ***Extra practice***	• Kinds of movies • Expressions to describe types of movies	***Speaking naturally*** • Reduction of *have* ***Sounds right*** • Matching vowel sounds
Unit 11 **Impressions** **pages 107–116**	• Speculate about people and things using *must*, *might*, *can't*, and *could* • Describe situations and people's feelings using adjectives that end in *-ed* and *-ing* • Show you understand situations or feelings • Use *you see* to explain a situation and *I see* to show you understand • Read an article about a music education program • Write an email to the founder of a charity	• Modal verbs *must*, *may*, *might*, *can't*, or *could* for speculating • Adjectives ending in *-ed* vs. adjectives ending in *-ing* ***Extra practice***	• Feelings and reactions	***Speaking naturally*** • Linking and deletion with *must* ***Sounds right*** • *-ed* adjective endings
Unit 12 **In the news** **pages 117–126**	• Talk about news events using the simple past passive • Talk about natural disasters using the simple past passive + *by* • Use expressions like *Guess what?* to tell news • Introduce ideas with expressions like *The thing is . . .* • Read an interview with a foreign correspondent • Write a report using statistics	• The simple past passive • The simple past passive with *by* + agent • Adverbs with the passive ***Extra practice***	• Extreme weather conditions • Natural disasters	***Speaking naturally*** • Breaking sentences into parts ***Sounds right*** • Matching words that have the same sounds
Checkpoint Units 10–12 pages 127–128				

Interaction	Skills				Self study
Conversation strategies	Listening	Reading	Writing	Free talk	Vocabulary notebook
• Soften comments with expressions like *I think, probably, kind of,* and *in a way* • Use *though* to give a contrasting idea	***People I look forward to seeing*** • Listen to someone describe three people; listen for the reasons he likes to see them ***Getting back in touch*** • Listen to a conversation about losing touch and fill in a chart	***Looking for love? Online is the way to go!*** • Read an article about online dating	***Your circle of friends*** • Write an article describing your circle of friends • Use *both* and *neither* to show what you have in common	***Your ideal partner*** • Group work: Discuss your ideal partner and questions you should ask before you decide to get married	***Matching up*** • When you learn a phrasal verb, it's a good idea to write down some other verbs you can use with the particle and some other particles you can use with the verb
• Give advice using expressions like *If I were you, . . .* and *You might want to . . .* • Use *That would be . . .* to comment on a suggestion or possibility	***Just one wish*** • Identify four people's wishes; then write the reasons they can't have their wishes ***Here's my advice*** • Listen to a conversation about problems and advice	***If I could live my life over . . .*** • Read a blog about regrets	***What would you change?*** • Write an article about how you would change your life • Use adverbs like *probably* and *definitely* in affirmative and negative statements	***What would you do?*** • Group work: Discuss what you would do in imaginary situations	***Imagine that!*** • When you learn a new verb, find out what prepositions (if any) can come after it
• Give different opinions using expressions like *On the other hand . . .* and *I know what you mean, but . . .* • Use expressions like *You know what I mean?* when you want someone to agree with you	***What do you know about the Internet?*** • Answer questions about the Internet; then listen to a conversation and check your answers ***Technology matters*** • Listen to a conversation about the pros and cons of technology; then agree or disagree with three opinions	***Savvy and safe*** • Read an article about email scams	***Keeping it safe*** • Write an article about protecting personal information • Planning your article	***Technology etiquette*** • Pair work: Debate different opinions about technology etiquette	***On and off*** • When you learn expressions with a new or complex structure, think of everyday situations where you might use them
Checkpoint Units 7–9 pages 95–96					
• Ask for a favor politely using expressions like *I was wondering . . .* and *Would it be OK with you . . .* • Use *All right, OK,* and *Sure* to agree to requests and *All right, OK,* and *So* to move a conversation to a new topic	***Favors at work*** • Match people with the favors they ask; then listen again for more information ***I'd really recommend it*** • Listen for details of a conversation about going to see a show	***Avatar is stunning, memorable, and mesmerizing!*** • Read a movie review	***A Review*** • Write a review of a concert, show, movie, or book • Contrast ideas with *although, even though,* and *even if*	***Who's been doing what?*** • Class activity: Ask questions to find out interesting things your classmates have been doing lately	***Great movies*** • When you learn a new word or expression, link it to something you have recently seen or done
• Show you understand another person's feelings or situation • Use *you see* to explain a situation • Use *I see* to show you understand	***People and situations*** • Match four people and their situations; then write a response with *must* to each ***People making a difference*** • Listen for details of conversations about people and organizations; discuss which organization you would choose to get involved with	***El Sistema*** • Read an article about a music education program	***My impression is . . .*** • Write an email to the founder of a charity • Expressions to show impressions, reactions, and opinions	***That must be fun!*** • Pair work: Make sentences to share with a partner. Then continue the conversation and speculate about what they say.	***How would you feel?*** • When you learn new words for feelings, link them to different situations where you might experience each one
• Introduce news with expressions like *Did you hear (about) . . . ?* and *Guess what?* • Use *The thing is / was . . .* to introduce issues	***News update*** • Listen to news stories and answer questions ***What do they say next?*** • Listen to people telling personal news and make predictions	***Life's work: Christiane Amanpour*** • Read an interview with a foreign correspondent	***Are you up on the news?*** • Write a report using statistics • Writing about statistics	***Here's the news!*** • Pair work: Make up short TV news reports about pictures and take turns telling news stories to another pair.	***Forces of nature*** • When you learn a new word, use a dictionary to find out what other words are typically used with it
Checkpoint Units 10–12 pages 127–128					

Useful language for . . .

Working in groups

Does anyone else have anything to add?

What do you think, _____ ?

Let's take turns asking the questions.
OK, who wants to go first?

Do you want me to make the list?

Should I write down the information this time?

Do you have any ideas?

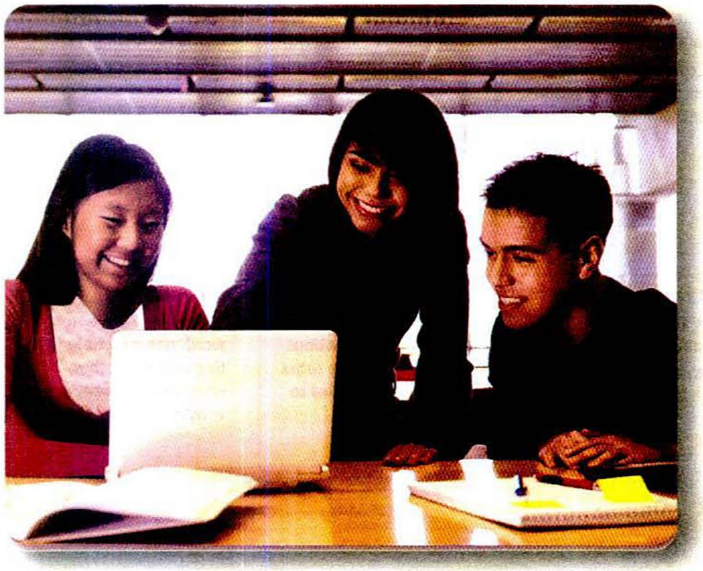
Do you know what the answer is?

We're going to do a role play about . . .

In our survey, we found out that . . .

We agreed on these things. First, . . .

We're finished. What should we do next?



Checking your partner's work

Can you help me with this question? I'm stuck.

I can't figure out this answer. Can you help me?

Would you mind checking my work?

Let's compare answers.

Let's exchange papers.

I can't read your writing. What does this say?

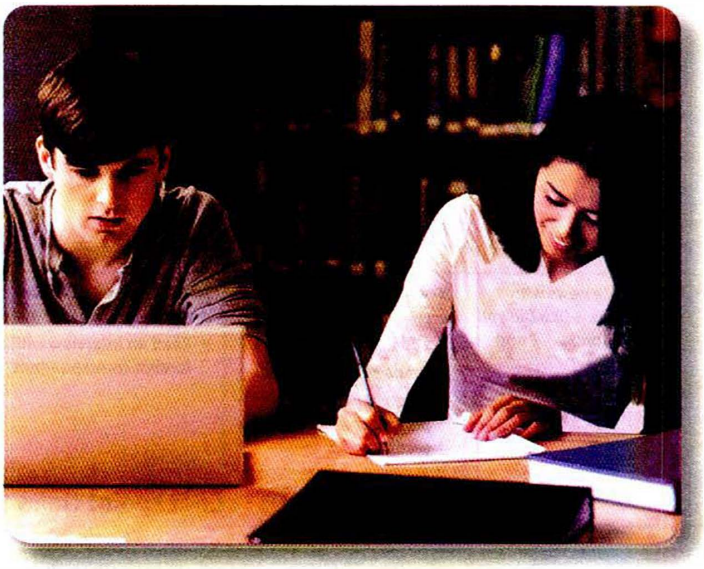
I'm not sure what you mean.
Do you mean _____ ?

I don't understand what this means.
Are you trying to say _____ ?

Your blog was really interesting. I just wanted to ask you a question about _____ .

I was wondering about _____ .

irLanguage



Ideas for getting students to speak in large classes

A challenge faced by many teachers is getting students speaking in the classroom. Speaking activities succeed when each student is involved, has many opportunities to speak, and is motivated to contribute.

The following two classroom structures can be used with many classroom speaking tasks found in *Touchstone Second Edition* Student's Books and many of the tasks suggested in *Touchstone Second Edition* Teacher's Editions. These two structures ensure that students are not wasting valuable speaking time waiting for their turn. Each pair or group is actively working towards a shared goal.

Think–pair–share

Use This structure can be used with any critical thinking or personalization task where students have a question or problem to respond to.

How it works Have students form pairs. Pose a question such as ones in *Touchstone Second Edition* Student's Book 3 (e.g., *Who would you like to meet? Why?* on p. 8), critical thinking questions related to a unit topic (*Which qualities do you admire most in a person?* for Unit 1), or questions related to a topic that students suggest. Give students a designated amount of time, such as thirty seconds, to think through their response individually and rehearse the language they will use to answer. When time is up, have students turn to their partner and take turns sharing their responses. Pairs then share their answers in one of these ways:

Variation 1: Have students report their partner's answers to another pair.

Variation 2: Have pairs share their answers with a larger group, or with the entire class.

RoundTable

Use This structure can be used for brainstorming, practicing, or reviewing.

How it works Have students form groups, and assign a different role to each student:

- *Task leader.* This person reviews the task to be done. The leader makes sure that group members stay on task and can indicate when the next person in the group should respond (such as when one student is talking too much and others too little).
- *Secretary or recorder.* This person writes down the information that relates to doing the task (e.g., ideas on which Ss agree). Secretaries can ask group members to repeat what they said or read out what they wrote for group members to confirm.
- *Encourager.* This person tries to get all Ss to respond fully, encouraging the reluctant member to say more.
- *Coach.* This person can check for a specific language point and remind other students of the point: "Remember the rule for what comes after the verb *want*."

Initially, model the task and language to use for each role. Have students repeat one role several times until they feel comfortable with it. Also, have students evaluate their performance of the role and discuss any problems they had doing it.

Assign a group task, such as *Touchstone Second Edition* Student's Book 3, Exercise 3 on p. 13, or an Extra Activity for groups in this Teacher's Edition. Students in the group take turns responding. The leader can start the responding, and it can continue clockwise.

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UNIT 1

The way we are

Language notes

Lesson A People in a hurry

Grammar Adjectives

(See Student's Book p. 3.)

Use

- Adjectives

  Adjectives are used to describe or give more information about nouns or pronouns. They often come before nouns. They also come after the verb *be* and similar verbs (see below for more information on this type of verb).

  He's a careful driver. He's careful.

- Verb + adjective

  Adjectives are used after verbs that describe states, feelings, and senses such as *be, get, feel, seem,* and *sound* (sometimes called copular verbs).

  I get impatient. (not *impatiently*)

  I feel safe with her.

  However, when *feel* means "to have an opinion about," it is followed by an adverb.

  I don't feel strongly about it.

Grammar Manner adverbs

(See Student's Book p. 3.)

The lesson contrasts adverbs with adjectives.

Form

- Adverbs with *-ly*

  To make most adverbs, add *-ly* to the adjective form.

  quick → *quickly* *careful* → *carefully*

- Irregular adverbs

  Some manner adverbs are irregular (do not end in *-ly*).

  good → *well*

  Some have the same form as the adjective.

  fast → *fast*

- Note: Not all adverbs ending in *-ly* are adverbs of manner (e.g., *recently* is a time adverb; *absolutely* is an intensifying adverb). Not all words ending in *-ly* are adverbs (e.g., *friendly* and *silly* are adjectives).

Spelling rules

Here are rules for adding *-ly* to adjectives to form adverbs:

- For most adjectives, add *-ly*.

  patient → *patiently*

- For adjectives ending in *y*, change the *y* to *i* and add *-ly*.

  easy → *easily*

- For adjectives ending in *c*, add *ally*.

  automatic → *automatically*

Use

- Verb + adverb

  Adverbs are used to describe or give more information about verbs. They describe how things are done or how things happen.

  He drives carefully. *She sings well.*

Corpus information Irregular adverbs

The irregular adverbs *well, hard, late,* and *fast* are all in the top 1,000 words in conversation. The most frequent *-ly* adverbs of manner in conversation — *quickly, easily, differently, automatically, slowly, properly, badly, strongly,* and *carefully* — are all in the top 4,000 words.

Common errors with adjectives

Students often use adjectives instead of adverbs to describe how someone does an action. (*Children learn languages easily.* NOT *Children learn languages ~~easy~~.*)

Speaking naturally Questions giving alternatives

(See Student's Book p. 3.)

The examples show a typical intonation pattern used when people ask questions with alternatives or choices. In the first question, the intonation typically rises. In the second question, it typically falls. The falling intonation signals that the list of questions is finished.

Lesson B Personality and character

Vocabulary Adjectives for personality

(See Student's Book p. 4.)

- The vocabulary presented in the lesson consists of adjectives to talk about people's character or personality. The adjectives are often modified by intensifying adverbs such as *extremely* or *totally* (e.g., *He's extremely competitive. She's totally reliable.*). Intensifying adverbs make the meaning of a following word stronger.
- There are also two verb phrases: *to have a (great) sense of humor* and *to count on (someone).*

Grammar Adverbs before adjectives and adverbs

(See Student's Book p. 5.)

The chart in the lesson presents adverbs that are used before adjectives and adverbs.

Form

Intensifying adverbs usually come before the adjective they modify, except for *at all,* which is typically used with *not* and comes after the adjective (e.g., *She's not selfish at all.*).

Use

- Adverbs can describe adjectives and other adverbs. Adverbs such as *extremely, totally, very,* and *really* are all intensifying adverbs. *She's extremely generous.*
- The adjectives *pretty* and *fairly* mean more than a little. *Pretty* is "stronger" than *fairly.*
- The adverbs *extremely* and *very* are not generally used before adjectives such as *wonderful* or *fantastic,* whose meaning cannot be made stronger because they are already very strong. These stronger adjectives use adverbs such as *absolutely* or *really. She's absolutely wonderful.*
- The expression *at all* after a negative + adjective means "completely not." *She's not selfish at all.* This sentence means "She is totally unselfish."
- Note: *Very, really,* and *so* are also used after negatives. *She's not very selfish.* This sentence means "She's just a little selfish."
- *Completely* and *totally* before an adjective mean "100 percent" in a positive sense. *He's completely honest.*

Grammar Adjective prefixes

(See Student's Book p. 5.)

Form

- The prefixes *dis-, im-, in-,* and *un-* can be added to adjectives to give them the opposite meaning.
  *He's **un**friendly.* (= not friendly) *She's **dis**honest.* (= not honest)
- Other common prefixes with opposite meanings include:

a / an	*amoral*	*anti-*	*antisocial*
il	*illogical*	*ir-*	*irrational*

Corpus information *Really; pretty*

Really is about nine times more common in conversation than in written texts, and *pretty* is about seven times more common. *Very* or *extremely,* rather than *pretty* and *really,* are used in more formal writing. The pattern *not* + adjective *at all* is about seven times more frequent in conversation than in writing. The pattern *not at all* + adjective is more common in formal writing and speaking.

Lesson C He's always wasting time.

Conversation strategy Describing individual habits

(See Student's Book p. 6.)

- The structure *always* and a verb in the present or past continuous is used to describe what people often do or did. The use suggests that the activity takes place often and that it is worth commenting on. For example, it might be used to describe someone's annoying habit or an activity that is funny or special in some way.
  We're always running late in this house.
  (= We do this a lot. We never stop!)
  When I was in college, I was always studying.
  (= I did this all the time.)
- Using *always* and a continuous verb is a way of highlighting the activity. It can be used to make an account of a situation or event livelier.

Corpus information *Always* with continuous

Always with a continuous verb is often used to describe actions that are annoying, but it can also be used to describe positive behavior. About half of the examples in the corpus describe annoying or negative behavior. The rest are either positive or neither positive nor negative.

Strategy plus *At least*

(See Student's Book p. 7.)

- In this lesson, *at least* is used to introduce a positive idea when a bad situation is being discussed.
  My girlfriend is always late, but at least she apologizes.
- *At least* has a number of other meanings, including the literal meaning of "a minimum of" or "not less than" when used with numbers, amounts, or degrees.
  There were at least 50 people there.
- It can also be used to correct or qualify information.
  That's what we all used to do, or at least, most of us.
  He's always working. At least, that's what I heard.

Corpus information *At least*

The expression *at least* is in the top 500 words and expressions in conversation, and it accounts for over 90 percent of the uses of the word *least.* About 25 percent of uses of *at least* in conversation are in the meaning taught in the lesson. The expression usually comes at the beginning of a sentence rather than at the end.

Lesson D Is that a fact?

Reading tip

(See Student's Book p. 8.)

The Reading Tip tells Ss to think about their own answers to the questions on the class website as they read them. The tip also asks them to look for expressions they can use.

Help note Useful expressions

(See Student's Book p. 9.)

The Help Note presents expressions that students can use in writing about themselves. It includes two passive structures, which should be taught as fixed expressions at this point: *I was born and raised in . . .* and *(a company) called . . .*

The way we are

Teach this unit opener page together with Lesson A in one class period.

www.languagecentre.ir

Introduce the theme of the unit Say, "Think about your best friend. What's he or she like? Tell me one thing." Ask a few Ss, and write their responses in a column on the board (e.g., *smart, funny, kind*). Label the column *Personality.* Say, "Now tell me about one of your best friend's favorite free-time activities." Ask a few Ss, and write their responses in a separate column on the board (e.g., *play soccer, cook, listen to music*). Label the column *Habits.* Say, "Personality and habits are two things we talk about when we describe the way people are."

In this unit, you learn how to . . .

- **Unit aims** Read the lesson headings and key unit aims aloud. Tell Ss to listen and read along.

Extra activity CLASS

Ss look at the aim in Lesson A and Lesson B and find examples in the unit of phrases with adverbs that describe behavior and adverbs that describe adjectives (e.g., *walk very fast, eat quickly* on p. 2 and *incredibly talented, extremely competitive* on p. 4).

Before you begin . . .

- **Introduce the ideas for describing people** Have Ss look at Before You Begin. Read it aloud. Help with new vocabulary as needed.

Recycle grammar Recycle the use of phrases with verb + *-ing* and prepositions to describe people. Write on the board:

verb + -ing:

The man / woman ____ looks ____.

in / with:

The man / woman ____ looks ____.

- Ask, "Who looks outgoing?" Ask a few Ss to respond using one of the patterns on the board (e.g., *The woman in the gray suit looks outgoing.*). Ask Ss who disagree to raise their hands and give their opinions.
- Have Ss work in pairs to discuss the other three adjectives in the first question in Before You Begin. Check answers with the class: Ask individual Ss, "Who do you think looks shy? / conservative? / stylish?" Ask Ss who disagree to raise their hands and give their opinions.
- Call on individual Ss to talk about each person in the pictures (e.g., *S1: I think he / she looks shy.*). Ask other Ss to say whether they agree or not (e.g., *S2: I agree. I think he / she looks shy. S3: Really? I think he / she looks friendly.*).
- Ask, "Which people would you like to meet? Why?" Tell Ss to work in small groups to discuss the questions. Groups report which people they would most like to meet and give their reasons.

Extra activity PAIRS

Call out the number of a page in the Student's Book with a picture of a person. Ss look at the page and describe the person to a partner, talking about personality, habits, possible job, etc. Partners say if they agree or not (e.g., *She looks very smart / stylish.*).

Lesson A People in a hurry

1 Getting started

- **Set the scene** Read the title of the quiz aloud. Say, "Think about your answer to this question. Is it *yes* or *no*? Write your answer."

A

- **Preview and do the task** Read the instructions aloud. Tell Ss to think about when they are in a hurry and make a list of a few of the times they can think of. Then have Ss share their lists with the class.

About you

B 1.02

- **Preview the task** Have Ss cover the two paragraphs below the quiz. Have Ss read the items. Help with new vocabulary as needed. Say, "Now listen and take the quiz. Circle the letter of the answer that's true for you. If you're not sure, circle the letter of the answer that is probably true for you."
- **Play the recording** Ss listen, read along, and circle *a* or *b* for each item.
- **Play the recording again** Ss listen and review their answers. Have Ss count their *a* answers and their *b* answers and then uncover the two paragraphs below the quiz. Ask, "How many have mostly *a* answers? Raise your hand." Read aloud the information for *Mostly a answers?* Ask, "How many have mostly *b* answers? Raise your hand." Read aloud the information for *Mostly b answers?*
- **Follow-up** Ss look at the answer they wrote before they took the quiz, raising their hands if they had the same answer when they took the quiz. Ss agree or disagree with the results of the quiz.

C

- **Preview the task** Read the instructions aloud. Have Ss take turns reading their quiz answers in pairs and asking, "How / what about you?" Have Ss discuss how they are alike and how they are different.

Recycle grammar This activity recycles clauses with *if* and *when*. Have Ss find a new partner and discuss their results (e.g., *S1: When I walk down the street, I enjoy the walk and look at the things and people around me, but (name of partner from the last task) walks very fast and uses the time to make phone calls. S2: Really? When I walk down the street, . . .*).

Figure it out

D

- **Preview and do the task** Write on the board: *How a person eats . . .* . Say, "Look at number 2 in the quiz. What words describe how a person might eat?" [quickly; slowly] Write them on the board. Ask, "What do these two words have in common?" [They both end in *-ly*.] Underline the *-ly* in both words.
- Write on the board: *How a person gets / feels . . .* . Say, "Look at number 5. What word describes how a person might get if his or her flight is delayed?" [impatient] Write it on the board. Ask, "What kind of word is *impatient*?" [adjective]
- Say, "Read the sentences in Exercise 1D and circle the correct word for each. Look at the sentences in the quiz for help."
- **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class: Have individual Ss each read a sentence aloud.

Answers

1. I have a lot of tight deadlines.
2. I plan my time well.
3. I often eat lunch quickly.
4. I feel strongly about my opinions.
5. I get impatient in long lines.
6. I work hard to get good grades.

- Say, "Which sentences are true for you? Tell a partner."
- **Focus on the form and the use** Say, "When you describe how an action is done, you use an adverb. To make most adverbs, add *-ly* to an adjective."
- Say, "When you use a verb that describes how you feel or describes how something is — for example, *be, get, look, seem, appear, smell,* or *taste* — you use an adjective, not an adverb, after the verb."
- **Try it out** Write on the board:

  He's a reckless driver.

  He's a bad driver.

  Ask, "What are the adjectives in these sentences?" [reckless; bad] Ask Ss to name the adverb for each [recklessly; badly]. Write on the board: *He drives ____* . Ask Ss to complete the sentence using the adverb forms [He drives recklessly; He drives badly.]. Write the answers on the board.
- Write on the board:

  When I have to wait for a long time, I get . . .

  Ask a few Ss to complete the sentence with an adjective (e.g., *impatient, mad, stressed*). Write their ideas on the board.

Extra activity GROUPS

Groups race to write as many sentences as they can in three minutes about how busy people do and don't do things (e.g., *They work quickly. They don't eat properly. They don't work carefully.*). Have groups read their sentences aloud. Groups get a point for every sentence they have that no other group has. The group with the most points is the winner.

2 Grammar

1.03

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Tell Ss to look at the section about adjectives and nouns. Say, "These sentences are about people. What adjective in each sentence describes the person in the sentence?" [patient; good; fast; careful] Point out that each adjective comes before a noun.
- Have Ss look at the section about verbs and manner adverbs. Say, "These sentences are about how people do an action. What adverb in each sentence describes how the person does the action?" [patiently; well; fast; carefully] Say, "These adverbs are called manner adverbs because they describe the manner, or *how*, an action is done."
- **Present the spelling rules** Have Ss look at the section *Regular -ly adverbs*. Point out the words *patient* and *careful*. Ask, "What's the rule for changing adjectives to adverbs?" [add *-ly*] Point out the adjective *easy*. Ask, "What's the spelling rule when an adjective ends in *y*?" [Change *y* to *i* and add *-ly*.] Point out the adjective *automatic*. Ask, "What's the spelling rule when an adjective ends in *c*?" [Add *-ally*.]
- **Present the irregular adverbs** Say, "Some adverbs are irregular. They don't end in *-ly*." Tell Ss to look at the irregular adverbs in the chart and then close their books. Write on the board: *She's a good cook. He's a fast walker. They're hard workers.* Say, "Change the adjectives to adverbs and write three new sentences." [She cooks well.; He walks fast.; They work hard.]
- Have Ss look at the section about *be, feel, get,* etc., and adjectives. Say, "The verbs in these sentences are not action verbs. They are used to talk about how a person feels or to describe an opinion about how something is; for example, *His voice sounds terrible.*"
- Point out the information with *but*. Tell Ss to look at answer 7b in the quiz on p. 2 again. Say, "In this sentence, *feel* means 'have an opinion about.' When *feel* is used with this meaning, it needs an *-ly* adverb."
- **Present *In Conversation*** Books closed. Have Ss guess the 9 most commonly used *-ly* manner adverbs, and make a list on the board. Then read the information aloud. Ss see how many of their guesses are correct.
- **Present *Common Errors*** Books closed. Write on the board: *I + get stressed + easy* Have Ss make a true sentence with an adverb (e.g., *I get /don't get stressed easily.*), Have a S read the information aloud. Check Ss answers.

A

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task and then compare their answers in pairs. Check answers with the class: Ask individual Ss to each read a sentence aloud.

Answers

1. fast / clearly / terrible / well
2. patient / politely
3. differently
4. automatically / rude
5. safe / recklessly / dangerous
6. hard / carefully / thoroughly

About you

B

- **Preview and do the task** Read the instructions aloud. Ask a S to read the example aloud. Have pairs complete the task. Have pairs report on the sentences they agree with to another pair or to the class.

Extra practice

Tell Ss to turn to Extra Practice 1A on p. 140 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-140.)

3 Speaking naturally

A 1.04

- **Preview the task** Say, "Sometimes when people want information, they ask two questions. The second question suggests an alternative answer." Write on the board: *alternative = another choice.* Say, "The intonation pattern for these questions is the same as for lists. Look at the first question. The stressed word is in bold red. What happens to the intonation on *class*?" [It rises.] "Look at the second question. What happens to the intonation on the stressed word *late*?" [It falls.] (For more information, see Language Notes at the beginning of this unit.)
- Read the instructions aloud. Please note the use of color in the Speaking naturally sections throughout this book. Red indicates stress and maroon indicates any other feature that is being taught.
- **Play the recording** Have Ss listen and repeat.

About you

B 1.05

- **Preview the task** Say, "Listen and repeat these questions."
- **Play the recording** Ss listen and repeat. Then tell Ss to ask and answer the questions with a partner. Go around the class and listen for intonation patterns. Reply Exercise 3B, and have Ss repeat, if necessary.

Extra activity PAIRS

Partners take turns asking each other the quiz questions on p. 2 again. This time, the *a* and *b* choices are asked as *Do you . . . ?* questions (e.g., *S1: When you walk down the street, do you walk very fast and use the time to make phone calls? Or do you enjoy the walk and look at the things and people around you?*). Ss need to use correct intonation.

Workbook

Assign Workbook pp. 2 and 3. (The answer key begins on p. T-176.)

Lesson B Personality and character

1 Building vocabulary and grammar

- **Set the scene** Books closed. Say, "Think of a person you have a good opinion of. What's one reason you admire the person?" Ask Ss for their ideas, and write them on the board (e.g., *He / She is kind / funny / smart. He / She likes to do things for people / doesn't get mad easily.*).

A 1.06

- **Preview the task** Books open. Say, "Listen and read. Who do these people admire? Why? Listen and underline the answers."
- **Play the recording** Ss listen, read along, and underline the answers. Check answers with the class [Jessica Davis admires her English teacher because she is talented, creative, and has a great sense of humor.; Mike Kowalski admires a guy / someone in his karate class because he isn't arrogant.; Bryan Yuen admires his dad because he's cool, easygoing, and laid-back.; Emilia Perez admires her friend Luisa because she is helpful, generous, not selfish, and reliable.].
- **Play the recording again** Ss listen for people's qualities (the words in bold) and decide whether each quality is a good quality or a bad quality to have. Call out each quality, and ask a few Ss whether it is positive or negative.
- Ask Ss to call out any unfamiliar vocabulary. Help with the remaining vocabulary words as needed.
- Have Ss look at the list of qualities on the board that they suggested in Set the Scene. Ask a S to call out any items that are also in the article. Tell Ss to check for any ideas that are the same even if the wording is different (e.g., *likes to do things for people = helpful*).

Extra vocabulary PEOPLE'S QUALITIES

Present or have Ss suggest extra vocabulary for describing people's qualities, such as *aggressive, ambitious, bossy, cheap, confident, emotional, fair, gentle, impulsive, independent, mean, optimistic, pessimistic, proud, sensitive, supportive, truthful.*

Word sort

B

- **Preview the task** Erase the board. Ask Ss to read the definitions in the chart. Help with new vocabulary as needed. Tell Ss to look at the article to find the personality words or expressions for each definition. Explain that more than one answer is correct for some definitions.
- **Do the task** Have Ss complete the chart and then compare their answers in pairs, also saying if they know anyone with each particular quality. Check answers with the class: Read each definition aloud, and ask a S to read his or her answer.

Answers

competitive	easygoing / laid-back
practical / down-to-earth	honest
reliable / helpful	disorganized
unfriendly	talented (creative)
outgoing	arrogant/selfish
shy	generous

Vocabulary notebook

Tell Ss to turn to Vocabulary Notebook on p. 10 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-10.)

Figure it out

C

- **Preview the task** Say, "You can use adverbs to make adjectives stronger. Look at the example answer, *incredibly.* Find it in the article. What adjective does it make stronger?" [talented] "Does it come before or after the adjective?" [before]
- Say, "Look at the article again. Find the adverbs that make the adjectives listed below stronger and write them on the lines."
- **Do the task** Have Ss complete the task and then compare their answers with a partner. Check answers with the class.

Answers

1. incredibly talented	4. completely honest
2. very practical	5. extremely competitive
3. pretty disorganized	6. totally reliable

- **Focus on the use** Say, "When you want to emphasize an adjective that describes someone's personal qualities, use one of these words to make the adjective stronger."
- **Try it out** Say, "At the beginning of this lesson, you thought about a person you admire. Choose three adjectives that describe the person, and tell your partner. Use a different adverb to make each adjective stronger." Have Ss share their responses in pairs (e.g., *I admire my mom. She's extremely kind. She's also incredibly funny. She's very practical.*).

Figure it out

D

- **Preview the task** Say, "Sometimes you can change the meaning of an adjective to its opposite meaning by adding something to the adjective itself. Sometimes you need to use a different word altogether." Write on the board *fast* and ask Ss for its opposite [slow]. Then write *honest* on the board and have Ss say its opposite [dishonest].
- Say, "Look at the article again. Find words in the article that have the opposite meaning and write them on the lines."
- **Do the task** Have Ss complete the task and then compare their answers with a partner. Check answers with the class.

Answers

1. unfriendly 2. disorganized 3. reliable

2 Grammar

1.07

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Have Ss look at the left side of the chart. Say, "You can use adverbs to make adjectives stronger. Some of the adverbs end in *-ly,* and some don't." Have a S read the first three sentences with *incredibly, extremely,* and *really.*
- Say, "You can also use an adverb to make another adverb stronger." Tell Ss to look at the sentence *We get along very well.* Ask, "Which adverb describes *get along*?" [well] "Which adverb makes *well* stronger?" [very]
- Tell Ss to look at the part of the chart with *pretty* and *fairly.* Have a S read the sentences with *pretty* and *fairly.* Ask Ss which makes the adjective or adverb stronger, *pretty* and *fairly* or *incredibly, extremely, really,* and *very* [incredibly, extremely, really, and very].
- Tell Ss to look at the part of the chart with *absolutely* and *really.* Say, "Some adjectives such as *wonderful* and *fantastic* are already strong. They use adverbs such as *absolutely* or *really.*"
- Write on the board: *She's not selfish at all.* Say, "The expression *at all* makes negatives stronger."
- Tell Ss to look at the section with *completely* and *totally.* Explain that these adverbs mean 100 percent and they can give a lot of emphasis to the word they make stronger.
- Ask Ss to look at the right side of the chart. Say, "A prefix is a set of letters at the beginning of a word. Some adjectives have opposites that are formed with a negative prefix. These prefixes mean 'not.'" Ask Ss to identify the prefixes [im-, in-, un-, dis-]. (For more information, see Language Notes at the beginning of this unit.)
- **Present *In Conversation*** Books closed. Write on the board: *really, pretty.* Say, "Look at these two adverbs used to make adjectives stronger. Do you think people use them more in writing or speaking? Write your guess." Books open. Check answers with the class: Have a S read the information.

About you

A

- **Preview and do the task** Read the instructions aloud. Then have individual Ss read the expressions aloud. Have Ss complete the task.

B

- **Preview the task** Read the instructions aloud. Have two Ss read the example aloud.
- **Do the task** Have Ss complete the task. Ss compare their sentences in pairs, taking turns reading their sentences and examples. Check answers with the class: Have a few Ss each read their sentences and examples.

Recycle a conversation strategy Ask, "What could you say to react to the example answer?" Write Ss' ideas on the board (e.g., *I bet he has a lot of friends.*).
Review the use of *I bet* to react to statements. (See *Touchstone* Student's Book 2, Unit 9, Lesson C.) Tell Ss to work with a new partner, repeating the task and reacting to the statements.

Extra practice

Tell Ss to turn to Extra Practice 1B on p. 140 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-140.)

3 Listening and speaking

A 1.08

- **Preview the task** Read the instructions aloud. Have Ss read the four questions in the chart.
- **Play the recording** ***Audio script p. T-164*** Ss listen and complete the chart. Pause after the first conversation. Continue playing the recording, pausing after each conversation to give Ss time to write.
- **Play the recording again** Ss listen and review their answers. Check answers with the class.

Answers

John: My best friend, Max.
Marina: My sister.
Hiroyuki: My art teacher.

B 1.08

- **Preview and do the task** Read the instructions and play the recording. Check answers with the class.

Answers

John: He's always smiling. He has a great sense of humor. We're both pretty outgoing. He doesn't get stressed easily.
Marina: She's really generous. She's always helping people. We're both into sports and we're extremely competitive. She's pretty disorganized.
Hiroyuki: He's an extremely talented artist. He's very generous with his time. We both take art pretty seriously. We work incredibly hard. He gets really impatient.

About you

C

- **Preview and do the task** Read the instructions aloud. Ask two Ss to read the example conversation aloud. Have Ss take turns asking and answering the questions in pairs. Go around the class, and help as needed. Then have pairs join another pair to tell each other about the people their partners admire.
- **Follow-up** Have several Ss report to the class about the people their partners admire.

Sounds right

Tell Ss to turn to Sounds Right on p. 137 of their Student's Books. Have Ss do the task for Unit 1 in class, or assign it for homework. (See the teaching notes on p. T-137.)

Workbook

Assign Workbook pp. 4 and 5. (The answer key begins on p. T-176.)

Lesson C He's always wasting time.

Lesson C recycles vocabulary for describing people's qualities and verbs in the continuous.

1 Conversation strategy

- **Set the scene** Ask, "Does someone you know have a habit that you admire?" Ask several Ss to name the habit, but not to name the person (e.g., *Someone I know always writes a "Thank you" note when she receives a gift.*). Say, "Does someone you know have a habit that you don't like?" Ask several Ss to tell the class (e.g., *Someone I know complains a lot.*).

A

- **Preview the task** Read the instructions aloud. Have Ss read the characteristics aloud. Check Ss' comprehension of *disturbs people, criticizes others,* and *talks about people behind their backs.*
- **Do the task** Have Ss complete the task. Have Ss share their answers with the class. Tally the answers on the board to see if the Ss agree with one another or are annoyed by different things.

B 1.09

- **Preview the task** Read the instructions aloud.
- Say, "Listen to the conversation. What's Ellie's new co-worker like? How is he different from her last co-worker?
- **Play the recording** Books closed. Ss listen and then discuss their answers in pairs.
- **Play the recording again** Books open. Say, "This time listen and read along. Listen for the differences between the two co-workers." Ss listen, read along, and then compare their answers in pairs. Check the answer with the class [Ellie's new co-worker is extremely friendly and pleasant, but he doesn't do any work and wastes time. Her last co-worker was not very friendly; he criticized people and talked about them behind their backs.]. Help with new vocabulary as needed.

C

- **Present *Notice*** Read the information aloud. Tell Ss that people often describe another person's habits by using *always* and verb in the present or past continuous (e.g., *He's always studying. / He was always studying.*). The use of *always* shows that the activity takes place often and that the speaker thinks it is worth commenting on and emphasizing. (For more information, see Language Notes at the beginning of this unit.)
- Say, "Find the examples in the conversation." [He's always smiling; He's always disturbing people.; He's always standing around and talking.; And he's not always criticizing people . . .; He was always talking about people behind their backs.; . . .he's always wasting time.]
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role.

D

- **Preview the task** Books closed. Write on the board: *I'm pretty disorganized. I lose things.* Say, "Change the underlined part to describe habits. Use *always* and a continuous verb." Have Ss make the changes and then open their books. Ask a S to read the example, and have Ss compare their answers to the one in the book.
- **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class: Have individual Ss each read an answer aloud.

Answers

1. I'm always losing things.
2. We're always singing together.
3. He's always fixing my computer.
4. He's always coming home late. And he's always bringing work home with him, too.
5. She was always making us laugh. You know, she was always telling jokes.
6. A friend of mine is always complaining she's broke, but she's always buying herself expensive clothes.
7. He's always canceling plans at the last minute.

About you

E

- **Preview and do the task** Read the instructions aloud. To model the activity, ask, "Do you know anyone who is always losing things?" Elicit responses from Ss. Ask a S to read the example aloud. Have pairs complete the task. Go around the class, and help as needed.

Extra activity PAIRS

Write on the board: *A Great Roommate, A Terrible Roommate.* Partners choose one of the two topics on the board and write a conversation using some of the ideas from the conversation in Exercise 1A. Several pairs role-play their conversation. The class votes on who sounds like the best and the worst roommates.

2 Strategy plus

1.10

- **Present *Strategy Plus*** Read aloud the information in Strategy Plus and the example. Say, "Speakers describing a bad situation or another person's annoying habit may not want to leave the impression that everything is bad. They use the expression *at least* to say something good in a bad situation. Or the listener might respond to a negative statement with an *at least* statement for the same reason."
- Tell Ss to look back at the conversation on p. 6 and find the example of *at least*. Ask, "What does Max say to point out 'the good side' of having a friendly co-worker?" [Well, at least he's pleasant.]
- **Present *In Conversation*** Books closed. Write on the board: *At least is in the top ___ words and expressions* Write the numbers 100, 300, 500 under the sentence. Have Ss guess the correct number [500]. Then ask a S to read the information aloud.
- **Preview the task** Read the instructions aloud. Have Ss read the comments. Check Ss' comprehension of *running behind, good condition,* and *snore.* Say, "Read the first comment. Where should you add *at least.*" Ask a S to read the sentence aloud [. . . but at least she calls to say she'll be late.].
- **Do the task** Have Ss complete the task.
- **Play the recording** ***Audio script p. T-164*** Tell Ss to listen and check their answers. Play the recording again and have Ss repeat the sentences.

Answers

1. My girlfriend's always running behind, but at least she calls to say she'll be late.
2. My best friend is always borrowing my clothes. At least she returns them in good condition.
3. One of my classmates talks about himself a lot. At least his stories are always interesting.
4. My roommate sleeps all the time, but at least she doesn't snore. Thank goodness!
5. My parents and I see things differently. At least we don't have big fights or anything.

- Have a pair of Ss read the example conversation aloud. Have Ss call out ideas to complete B's sentence in the example. Tell Ss to work in pairs and to start conversations using the ideas in the exercise. Tell Ss to continue the conversations as long as possible.

3 Strategies

A 1.11

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task.
- **Play the recording** ***Audio script p. T-164*** Check answers with the class.

Answers

1. *A* My boyfriend is always checking his messages, even at the movies!
   B Oh, that's annoying. But at least he doesn't answer his phone during a movie, right?
2. *A* My girlfriend is always telling jokes. She never takes anything seriously.
   B Well, at least she has a good sense of humor.
3. *A* Sometimes I'm so disorganized. I'm always losing things, like pens and stuff.
   B Yeah, but at least you don't lose anything really valuable, right?
4. *A* My sister is always asking me for money. She asks nicely so it's hard to say no.
   B Well, at least she asks politely.

B

- **Preview and do the task** Tell Ss to practice the conversations in pairs, taking turns playing each role.
- Have Ss practice again. This time tell Ss to think of their own response to A's comments.

About you

C

- **Preview and do the task** Read the instructions aloud. Have a S read the example sentence aloud. Put Ss in pairs to complete the task. Go around the class, and help as needed.
- **Follow-up** Several Ss report on someone from their pair work. (e.g. *T: Who's always chewing gum? S: My friend Koji's always chewing gum, but at least he doesn't do it loudly.*)

Extra activity GROUPS

Ss think of three people they know with an annoying habit. Ss write sentences about each person using *at least* (e.g., *My friend is always buying new clothes, but at least she lends them to me sometimes! My math teacher is always giving us homework, but at least he gives us good grades.*). Ss then tell the group about the people they know. Group members ask questions to get more information. Ss respond if they can, using *at least* again (e.g., *S1: Does your friend spend all her money on clothes? S2: No, she doesn't. At least she saves some of her money.*).

Workbook

Assign Workbook pp. 6 and 7. (The answer key begins on p. T-176.)

Lesson D Is that a fact?

1 Reading

- **Set the scene** Read the lesson title. Write on the board: *Most people don't know that I . . . .* Ask, "What is something most people don't know about you?" Have Ss each write down one or two ideas. Then ask a few Ss to share the little-known facts about themselves (e.g., *Most people don't know that I sing in a band.*). After a S answers, encourage other Ss to ask follow-up questions (e.g., *Really? What kind of music do you play? Where does your band play?*).

A

Prereading

- **Preview and do the task** Read the instructions aloud. Say, "What would you like to know about a new classmate? Think of two questions you would like to ask." Have Ss write two questions, and then tell the class their questions. Write some of the questions on the board.

B

During reading

- **Preview the reading** Have Ss read the title of the webpage and skim through the article looking at the questions. Ask, "Are any of the questions the same as the ones you would ask a new classmate?" Tell Ss to look at the questions on the board and call out any that are the same.
- **Present *Reading Tip*** Read the tip aloud. Point out the questions in green below each person's name. Tell Ss to try to answer the questions for themselves and then think about their own answers as they read the students' answers. Tell them to look for expressions they can use when talking and writing about themselves.
- **Do the reading** Say, "Now read the profiles. Which student would you most like to meet?"
- Have Ss work in pairs, telling their partner which person they would most like to meet and why. Have a few Ss report to the class about their partner's choices.
- **Follow-up** Have Ss work in pairs and play the roles of an interviewer and the students in the profiles. Ss practice asking and answering the questions using each student's information.

C

Postreading

- **Preview the task** Say, "Which facts do you remember about the students?" Have Ss call out interesting facts. Read the instructions aloud.
- **Do the task** Have Ss complete the task. Then check answers with the class: Have Ss call out the names of the students.

Answers

Enjoys playing music: Katya Akilova, Ahmed Abd El-Salam
Is very hard-working: Katya Akilova
Already has a job: Mateo Reyes, Ahmed Abd El-Salam
Is an outdoor type: Mariana Barelli Matos
Is very serious: Katya Akilova, Ahmed Abd El-Salam
Wants a creative career: Mariana Barelli Matos, Mateo Reyes
Seems like fun: Answers will vary.

- **Follow-up** Ss look at the webpage. Call out questions not included in the activity (e.g., *Who speaks Mandarin?* [Mariana] *Who plays the accordion?* [Katya Akilova]). Ss scan and find the information to answer each question as quickly as they can, raising their hands when they have an answer.

Extra activity CLASS

Ss call out a fact about one of their classmates without saying the name. Other Ss try to guess the identity of the classmate.

Extra activity CLASS

Ask Ss questions about their opinions about the people in the article, such as *Who do you think is the most talented person? Who do you think is the easiest to get to know / most hardworking / most interesting?* Ss answer and explain why.

D

Postreading

- **Preview the task** Read the instructions aloud. Tell Ss to find the word *experience* in the reading on p. 8. Have a S say the number of the profile and the sentence the word is in [Profile 1: She felt very strongly that I should experience her culture . . .]. Say, "Now choose the meaning of *experience*." [have contact with]
- **Do the task** Say, "Now find the other words in the article and circle the best option to explain them." When Ss finish, check answers with the class: Call on individual Ss to say where the word is found and give the answer.

Answers

1. Profile 1: I should have contact with my mother's culture.
2. Profile 1: The children are poor.
3. Profile 2: I don't think I am really good at things.
4. Profile 3: This is something I am thinking about.
5. Profile 4: The students are all different.
6. Profile 4: I'm not outgoing at all.

About you

E

- **Preview and do the task** Read the instructions aloud. Ask a S to read the first question in one of the profiles aloud. Have pairs complete the task. Have pairs report on their partner's answers to another pair or to the class.

2 Listening

A 1.12

- **Preview the task** Read the instructions aloud. Have Ss read the information on the right.
- **Play the recording** ***Audio script p. T-164*** Ss listen to the five conversations and match the names on the left to the things they might say next. Check answers with the class.

Answers

1. *Ana*: I'm a fairly good singer.
2. *Kevin*: I speak two languages fluently.
3. *Jen*: I'm extremely allergic to nuts.
4. *Patrick*: I can play two instruments really well.
5. *Tom*: I'm a pretty good cook.

B 1.12

- **Preview and do the task** Read the instructions aloud. Have a S read the example aloud. Have Ss complete the task.

Possible answers

1. Ana is in a local choir.
2. Kevin's mom is from Japan.
3. Jen's allergy started when she was a little kid.
4. Patrick plays Irish music.
5. Tom can cook all kinds of food.

- **Follow-up** Play the recording again, pausing after each conversation to give Ss time to review their answers and add more information if needed. Check answers with the class: Call on individual Ss to read their sentences.

3 Writing and speaking

About you

A

- **Preview the task** Read the instructions aloud. Tell Ss to read the example and to review the student profiles on page 8. Tell them to choose five questions that fit the information they want to share.
- **Present *Help Note*** Read the useful expressions aloud. Call on Ss to complete them. (For more information, see Language Notes at the beginning of this unit.)
- **Do the task** Have Ss write their profiles. Remind Ss not to write their names.

Extra activity PAIRS

Ss read a partner's profile and then write two or three questions about the facts in the profile. Ss give their questions to their partner, who adds information to answer the questions to his or her profile.

B

- **Preview the task** Read the instructions aloud. Collect the profiles and then redistribute them.
- **Do the task** Have Ss read the profiles. Ss write down a few facts from the profiles and then see if they can guess who the profiles belong to.
- **Follow-up** Put Ss in groups and redistribute profiles so each group has profiles that belong to other Ss. Tell Ss to discuss the profiles and choose the most interesting fact on each. Then groups decide on the most surprising profile and report to the class.

Free talk

Tell Ss to turn to Free Talk 1 at the back of their Student's Books. Have Ss do the tasks. (See the teaching notes on p. T-129.)

Workbook

Assign Workbook pp. 8 and 9. (The answer key begins on p. T-176.)

Vocabulary Notebook

If done for homework

Briefly present the Learning Tip and the task directions. Make sure Ss understand what they need to do.

If done in class

- **Present *Learning Tip*** Read the information aloud. Say, "It is useful to find opposites for new vocabulary words. Some adjectives have two opposites, one with a negative prefix: *Happy* has both *sad* and *unhappy* as opposites. Adjectives with several meanings may have several opposites: the opposite of *hard* can be *soft*, or it can be *easy* for phrases such as *hard work*."
- **Present *In Conversation*** Ask, "Do you think people use adjectives with negative prefixes such as *unhappy* more than adjectives without these prefixes? If *yes*, raise your hand." Read the information aloud.

↻ These tasks recycle adjectives, adverbs, and negative prefixes.

1

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task. Check answers with the class.

Answers

1. My father drives really well.
2. My best friend can be very mean.
3. My boss is an extremely polite person.
4. I was pretty happy in school.

2

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task. Check answers with the class.

Answers

1. quiet / soft
2. shy
3. early
4. quickly
5. easy
6. similar

3

- Word Builder is a new activity in *Touchstone* Student's Book 3. The Word Builder tasks include new vocabulary related to the unit. Ss can look up the words.
- **Preview and do the *Word Builder* task** Read the instructions aloud. Have Ss complete the task. Check answers with the class.

Answers

1. impatient
2. dishonest
3. unfriendly
4. incompetent
5. disorganized
6. unhealthy
7. unreliable
8. inconsiderate

On your own

- **Present *On Your Own*** Read the information aloud. Tell Ss to bring the photos they'll want to use for their online photo album to class.
- **Follow-up** At the start of the next class, Ss put their photos on a desk and tell their partner about each person (e.g., *This is my little brother. He's really annoying. He's always using my things.*).

Now I can . . .

- Go over the Now I Can items. Put Ss in pairs to give one example each for the first five items. Call on Ss and ask for examples or explanations.
- Have Ss look over the four lessons and identify any areas they want to review.
- Tell Ss to complete the Now I Can items. Ss check (✓) the items they know and put a question mark (?) by items that they are not confident about. Check with individual Ss which areas need review to see if there are general problems to review in class. Help individual Ss as required. Have Ss hand in a piece of paper with their name and a schedule showing what they plan to review and when. Review or reteach these language items in a future class.

UNIT 2

Experiences

Language notes

Lesson A Hopes and dreams

Grammar Present perfect statements

(See Student's Book p. 13.)

The lesson presents present perfect statements and a number of common regular and irregular past participles.

Form

- Affirmative

  I / you / we / they + *'ve / have* + past participle

  He / she / it + *'s / has* + past participle

  I've been to Europe.

  She's been to Europe, too.

- Negative

  I / you / we / they + *haven't / have not* + past participle

  He / she / it + *hasn't / has not* + past participle

  I haven't tried sailing.

  She hasn't tried sailing.

- Regular past participles

  The forms and spelling rules for regular past participles ending in *-ed* are the same as for simple past verbs.

- Irregular past participles

  Some irregular past participles are the same as the base form of the verb (*come / came / come*), some are the same as the simple past (*have / had / had*), and others are different from both the base form and the simple past (*see / saw / seen*).

  Note: The Vocabulary Notebook on p. 20 helps students organize verbs according to their past and past participle forms.

Use

The present perfect is used to talk about situations and events that took place at an indefinite time in the past, in a period of time that leads up to the present. The time at which the events took place or when the situations existed may not be known or may not be important.

I've always wanted to be an actor.

They've never traveled outside of Japan.

Here are some common uses:

- For actions or events that happened at an indefinite time in the past that still have importance in the present

  I haven't saved enough money. (I still don't have enough.)

- For repeated actions at an indefinite time in the past

  We've gone sailing three times this year.

- With certain time expressions

  The present perfect may be used with time expressions that refer to "time up to now," such as *before, never, in my life, over the past three years, this week, up to now, just,* and *lately. Just* and *lately* are used to emphasize that something happened in the very recent past.

  I've never tried it before.

  She's been really tired lately.

  I've just finished my homework.

  Note that in American English *just* is not only used with the present perfect. Americans often use *just* + simple past to talk about recently completed actions (e.g., *I just finished my homework.*)

Present perfect vs. simple past

The present perfect is not normally used with time expressions that indicate a definite point in time in the past that is now finished (e.g., *last week, two years ago*). With these expressions, the simple past is generally used.

I've always wanted to be an actor.

When I was little, I wanted to be an actor.

(For more information, see Language Notes for Lesson B.)

Been vs. *gone*

The past participles *gone* and *been* can both be used to talk about places one has visited. People more frequently use *been* to mean "visited" or "visited a place and returned."

I've (never) been to Paris. OR *I've (never) gone to Paris.*

I've never gone sailing before. OR *I've never been sailing before.*

Note that *I've been to Paris* is often used in preference to *I've gone to Paris* to mean visited and returned.

Corpus information Contractions and adverbs

- When using the present perfect in affirmative statements in conversation, people generally use the contracted forms of *have* (*I've been, he's gone, they've started,* etc.).
- In negative statements, people tend to use the forms *haven't* and *hasn't*; the contractions *'ve not* and *'s not* are possible, but not very frequent.
- In conversation, the most commonly used adverbs in present perfect statements are *never, just,* and *always.*

Common errors with past participles

Students often use the base form of a verb instead of using the past participle when using the present perfect. (*I've traveled a lot.* NOT ~~*I've travel a lot.*~~)

Lesson B Unusual experiences

Grammar Present perfect vs. simple past

(See Student's Book p. 14.)

Form

- Present perfect questions

  Have + I / you / we / they + (ever +) past participle?

  Has + he / she / it + (ever +) past participle?

  Have you ever done anything scary?

  Has she ever tried rafting?

- Present perfect affirmative short answers

  Yes, + I / you / we / they + have.

  Yes, + he / she / it + has.

- Present perfect negative short answers

  No, + I / you / we / they + haven't.

  No, + he / she / it + hasn't.

Use

- Present perfect questions are used to ask about events that took place at an indefinite time in a period of time that leads up to the present. They often include the adverb *ever.*

  Have you ever done anything scary?

- When people answer present perfect questions and include references to a specific, finished time in the past, they use the simple past.

  A Have you ever done anything scary? (= at any time before now)

  B Yes, I have. I went rafting last year. (= at a specific past time)

  OR

  B No, I haven't. I've never done anything scary. (= not in my life up to now)

Corpus information Present perfect questions

In conversation, the most common questions with the present perfect are *Have you (ever) seen, been, heard,* and *had . . . ?* These account for over 50 percent of all present perfect questions starting with *Have you . . . ?*

Vocabulary Past participles

(See Student's Book p. 15.)

The vocabulary in the lesson consists of past participles of irregular verbs. From now on, Ss should learn three forms of any verb: base form, simple past, and past participle.

Speaking naturally Reduced and unreduced forms of *have*

(See Student's Book p. 15.)

- This exercise contrasts reduced and unreduced forms of *have.* The reduced form is often said as /həv/ or /əv/.
- *Have* is often reduced in present perfect questions and statements.
- *Have* is generally not reduced in short answers.

irLanguage

Lesson C I've heard good things . . .

Conversation strategy Keeping the conversation going

(See Student's Book p. 16.)

In friendly conversations, people often keep the conversation going by showing interest in the other speaker's experiences, even if they have not had the same experience themselves. They often find something to comment on, saying, for example, *I've heard (or read) about that* and then ask questions.

A We went to a new club called Fizz. Have you been there?

B No, but. I've heard good things about it. How was it?

Strategy plus Response questions

(See Student's Book p. 17.)

In *Touchstone* Student's Book 1, Unit 10, Lesson C, Ss learned to respond with *You did?* to show interest, surprise, or attentiveness when people tell news or events using the simple past. In this lesson, they learn to use short questions using auxiliary verbs in the simple present (*Do you?*) and present perfect (*Have you?*) to show interest.

Use

- People use these short questions to show interest.

  A I love Liam Neeson.

  B Do you?

  A I've seen most of his movies.

  B Have you?

- The word order of response questions can be *Do you?* or *You do?* and *Have you?* or *You have?* The forms *You do?* and *You have?* are used in more informal conversations, and they are more likely to be used to show surprise.

Lesson D Travel blogs

Reading tip

(See Student's Book p. 18.)

The Reading Tip tells Ss to think of a comment they could post after reading a blog to show they understood what they read. Doing this will help them engage with the content of the blog.

Help note Adverbs of attitude

(See Student's Book p. 19.)

This Help Note presents adverbs such as *fortunately* and *amazingly.* These adverbs, which often, but not always, appear at the beginning of a sentence, show the writer's (or speaker's) feeling or attitude toward the information in the statement.

Fortunately, there were some great guides. (= I feel fortunate we had good guides.)

Amazingly, it wasn't really scary. (= I think it's amazing that it wasn't scary.)

Experiences

Teach this unit opener page together with Lesson A in one class period.

Introduce the theme of the unit Say, "In conversations, we often talk about the different experiences we've had." Explain that an experience is something that you did (such as take a trip) or something that happened to you ("Someone stole my bag yesterday."). People talk about having good or bad experiences. Write on the board: *An experience I'll never forget was when . . .* Ask a few Ss to complete the sentence with true information. Write on the board: *An experience that changed me was when . . .* Ask a few Ss to complete the sentence with true information. Say, "In this lesson, we'll talk about experiences we've had."

In this unit, you learn how to . . .

- **Unit aims** Read the lesson headings and key unit aims aloud. Tell Ss to listen and read along.

Extra activity CLASS

Write on the board:

Which part looks interesting?
Which part looks useful?
Which part looks like fun?

Ss look through the unit and choose parts to answer the questions. Several Ss report their opinions to the class and give their reasons.

Before you begin . . .

- **Introduce the types of experiences** Have Ss look at the pictures. Call on Ss to describe the place or activity in each picture [Picture 1: The people are on a gondola in Venice. Picture 2: He's surfing. Picture 3: They're visiting famous waterfalls. Picture 4: The spectators are getting an autograph from a famous athlete.].
- Say, "Raise your hand when your answer is *yes*. Who'd like to visit Venice? Who'd like to go surfing? Who'd like to see famous waterfalls like Niagara Falls?" Who'd like to meet a celebrity, such as a famous cyclist?
- Ask Ss to look at Before You Begin. Read the instructions aloud. Ask, "Is there a place you'd like to go someday?" Elicit answers from Ss. Ask questions for the other items, eliciting Ss responses each time. Alternatively, have Ss discuss the ideas in pairs.

Recycle grammar This task recycles *would like*. Have Ss tell a partner about each of the special experiences they would like to have. For each experience on the list, ask a few Ss to share their answers with the class (e.g., *I'd like to go to Venice for Carnival someday.*).

Extra activity GROUPS

Group members compare and discuss their choices for special experiences (e.g., *S1: I'd really like to go to Rome someday. S2: Me too. I love Italian food. S3: Italy's amazing. I was there last year. . . .*). Ss try to agree on experiences they would all like to have. Groups report the experiences they would all like to have and give some of their reasons.

Lesson A Hopes and dreams

1 Getting started

- **Set the scene** Say, "Hopes and dreams are about what you would really like to do or have in the future."

A

- **Preview and do the task** Read the instructions and the example aloud. Tell Ss to work in pairs and think of three kinds of hopes and dreams people have. Ask Ss to tell the class, and write different ideas on the board in note form (e.g., *go traveling, have a family*, etc.).

B 1.13

- **Preview the task** Read the title of the article aloud. Books closed. Write the names on the board: *Jill, Sonia and Carlos, Raquel, Hiro*. Say, "What is each person's secret dream? Listen and write the answers."
- **Play the recording** Ss listen and write.
- **Play the recording again** Books open. Ss listen and review their answers. Check answers with the class [Jill would like to study acting.; Sonia and Carlos would like to buy their own sailboat.; Raquel would like to go surfing.; Hiro would like to take his parents to Europe.].

Figure it out

C

- **Preview the task** Read the instructions aloud. Say, "Read the sentence or both sentences and then find a sentence in the interviews that has this meaning." Have a S read the sentences in item 1. Then have Ss raise their hands when they find the similar sentence in the interviews. [I've always wanted to be an actor.] Write it on the board. Ask, "What verb comes after the subject?" ['ve; have] Underline *'ve*. Ask, "What's the main verb in the sentence?" [wanted]. Underline *wanted*.
- Read the instructions aloud. Tell Ss to look at the interviews for help as they do the task.
- **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class: Have individual Ss each read a sentence aloud.

Answers

1. I've always wanted to be an actor.
2. We haven't saved enough money!
3. He's even surfed in Hawai'i.
4. I've been there many times.

- **Focus on the form and the use** Say, "When you talk about experiences and events that happened at some time before now, but you don't say *when* they happened, you can sometimes use a verb form called the present perfect."
- Ask Ss to look at the article. Ask, "Do we know when Raquel's brother went surfing in Hawai'i?" [no]
- Say, "You can also use present perfect to talk about things that are still true or relevant now. Did Jill want to be an actor when she was small?" [yes] "Does she want to be an actor now?" [yes] Say, "So it's still true and relevant. Do Sonia and Carlos have savings?" [no] Elicit why. [They haven't saved enough money]
- Say, "You can also use present perfect to talk about an action or event that's never happened. Find something Hiro's parents have never done." Ask a S to answer, and write the answer on the board, underlined as shown:

  Hiro's parents have never traveled outside of Japan.
- Say, "The present perfect is formed using the verb *have* and a past form of the verb called a past participle." Write on the board: *past participle*. Ask Ss to look through the article and find the past participles. Ask individual Ss to call them out, and write them on the board [wanted, had, been, gone, saved, tried, surfed, traveled].
- **Try it out** Write on the board:

  I've always wanted to (go to) ____.

  I've never been to ____.

  Have Ss complete the sentences individually. Then have them walk around the class and tell their completed sentences to a few classmates.

Extra activity GROUPS

Review some ways to give advice (e.g., *You could, Why don't you . . . ?*), and write them on the board. Group members give one another advice on how to make their dreams come true (e.g., *S1: My dream is to study acting. S2: You could join the Drama Club at school. S3: Why don't you look for some acting classes in the newspaper?*).

2 Grammar

1.14

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Have Ss look at the affirmative sentences on the left side of the chart. Say, "These sentences are about things people have done in a period of time that goes up to now. We know they did these things in the past, but we don't know exactly when. What's the pattern for affirmative sentences in the present perfect?" Ask a S, and write the pattern on the board [subject + *have / has* + past participle].
- Write on the board, underlined as shown:

  "He is" or "He has"?

  1. He's surfed in Hawaii. 2. He's surfing in Hawaii.

  Say, "Look at *He's* in sentence 1. Is it a contraction of *He is* or *He has*?" [He has] "How do you know?" [The main verb ends in *-ed.*] "Look at *He's* in sentence 2. Is it a contraction of *He is* or *He has*?" [He is] "How do you know?" [The main verb ends in *-ing.*]
- Have Ss look at the negative sentences. Say, "These sentences are about things people have not done up to now. What's the pattern for negative sentences in the present perfect?" Ask a S, and write the pattern on the board [subject + *have / has* + *not* + past participle]. Point out that *not* can be part of a contraction with *have* or *has.*
- Point out the present perfect sentences with frequency expressions. Say, "Read the sentences. Notice that in these sentences, no specific time in the past is mentioned." Also point out the differences in meaning between *been* and *gone.* (For more information, see Language Notes at the beginning of this unit.)
- **Present the past participles** Have Ss look at the right side of the chart. Say, "The three columns show the way that the three main forms of verbs are listed." Write on the board: *base form, simple past, past participle.* Say, "With regular verbs, the simple past and the past participle are the same. They end in *-ed.* The three forms of irregular verbs can be the same or different."
- **Present *Common Errors*** Read the information aloud. Write on the board: *My sister has try / tried surfing.* Elicit the correct answer.
- **Follow-up** Ss study the lists of verbs and their past participles. Books closed. Alternating between the regular and irregular verbs in the chart, call out the base form of a verb and have Ss write the past participle.

A

- **Preview the task** Tell Ss to complete the conversations with present perfect verbs. Read the first example given to model the activity.
- **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class: Ask pairs of Ss to each read a conversation.

Answers

1. *A* I've always wanted to try rock climbing.
   B Really? Not me. I've never wanted to do it. I've always been afraid of heights.
2. *A* I haven't seen the Grand Canyon. I really want to go there someday.
   B Me too. My friend has been there. She had an amazing time.
3. *A* I've gone surfing three or four times. It's exciting.
   B Yeah? I haven't tried it before. I've never done any water sports.
4. *A* My dream is to be a tennis player. I've had a lot of training and I've played with some professional tennis players.
   B No way! I love tennis. I've always wanted to meet Andy Murray.
5. *A* We haven't traveled much, but we want to go to Bogota.
   B Me too. My cousin lives there. He's invited me to visit several times, but I haven't saved enough money to go.

- **Practice** Tell Ss to practice the conversations in pairs, taking turns playing each role.

About you

B

- **Preview the task** Read the instructions aloud. Ask two Ss to read the example conversation aloud.
- **Do the task** Have Ss complete the task. Go around the class, and help as needed. Have a few pairs each present one of their conversations.

Extra practice

Tell Ss to turn to Extra Practice 2A on p. 141 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-141.)

3 Talk about it

- **Preview the task** Read the instructions aloud. Ask individual Ss to each read a discussion question aloud. Have a few Ss tell the class something they have always wanted to buy and what has stopped them from buying it.
- **Do the task** Have Ss complete the task. Have groups report on the dreams expressed.

Workbook

Assign Workbook pp. 10 and 11. (The answer key begins on p. T-176.)

Lesson B Unusual experiences

1 Building language

- **Set the scene** Say, "Look at the pictures. Mei-ling and Martín are talking about scary experiences." Ask the class to brainstorm some scary experiences (e.g., *roller-coaster rides, exams, horror movies*). Then have them say what the people in the pictures are doing.

A 1.15

- **Preview the task** Read the instructions aloud.
- **Play the recording** Ss listen and read along. Ask Ss to vote on the experience that was scarier by raising their hands.

Figure it out

B

- **Preview the task** Say, "Look at the article. Find a question in the present perfect." [Have you ever done anything scary?] "Where in the question is *have*?" [before *you* / the subject] Say, "Look for a short answer. What verb is used?" [have] "Find time expressions that talk about a definite time in the past." [last year, a couple of years ago] "What verb form is used with those time expressions?" [simple past]
- Read the instructions aloud.
- **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class: Have pairs of Ss each read a conversation.

Answers

1. *A* Have you ever been to Ecuador?
   B Yes, I have. I went / was / traveled there last year.
2. *A* Have you ever entered a talent contest?
   B No, I haven't. But I sang / was / played / performed in a concert in May.

- **Practice** Tell Ss to practice the conversations in pairs, taking turns playing each role.
- **Focus on the use** Tell Ss to look at the two conversations in Exercise 1B. Say, "When you ask and answer questions about an indefinite time in the past, use the present perfect. When you ask and answer questions about a specific time in the past, use the simple past."

2 Grammar

1.16

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Write on the board: *Have you ever gone white-water rafting?* Ask, "What word in the question means 'at any time in your life until now?'" [ever] Explain that *ever* is often used with questions in the present perfect.
- Point out the negative short answer and the extra information after it. Say, "A negative short answer to a present perfect question uses *haven't* or *hasn't*. What verb form is used for the extra information?" [present perfect] Ask, "Why?" [It talks about an indefinite time – the speaker's life until now.]
- Point out the affirmative short answer. Ask, "What verb is used in the short answer?" [*have*] Say, "Look at the extra information that follows the short answer. What verb form is it?" [simple past] Ask, "Why?" [It mentions a specific time in the past – last May.]
- Read aloud the next question in the chart: *Did you have a good time?* Explain that the follow-up questions are in simple past when they refer to a specific event or time in the past. Ask, "What specific event and time does the question ask about?" [rafting last May]
- **Present *In Conversation*** Read the information aloud.

A

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task and then compare their answers in pairs. Check answers with the class: Have pairs of Ss each read a conversation aloud.

Answers

1. *A* Have you ever heard of kitesurfing?
   B Yes, I have. But I've never done anything like that.
2. *A* Have you and your friends ever gone on a big roller coaster?
   B No, we haven't. I've always hated roller coasters.
3. *A* Have you ever stayed up all night?
   B Yes, I have. My family went camping two years ago, and none of us slept all night.
4. *A* Did you do anything different last summer?
   B Yes, I did. I learned to play African drums. I've always wanted to play them. I've never been to Africa, though.

- **Practice** Tell Ss to practice the conversations in pairs, taking turns playing each role.

About you

B

- **Preview and do the task** Read the instructions aloud. Have pairs complete the task. Have a few pairs present one of their conversations to the class.

Extra activity GROUPS

Group members tell each other about a scary experience they have had. The S with the scariest story in each group tells the class about it.

Extra practice

Tell Ss to turn to Extra Practice 2B on p. 141 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-141.)

3 Building vocabulary

About you

A

- **Preview the task** Ask Ss to read the chart and guess the base form for each past participle, which is in bold type. Tell Ss to read the entire question to help them guess. Call out each past participle, and have individual Ss say the base form. Read the instructions aloud. Ask two Ss to read the example conversation aloud.
- **Do the task** Have Ss go around the class and complete the task. Check answers with the class: For example, ask, "Who has won a prize?" Ask a few Ss who received a *yes* answer to report to the class (e.g., *Emily has. She won a prize last summer.*).

Recycle a conversation strategy Recycle the conversation strategy of reacting to a story. (See *Touchstone* Student's Book 2, Unit 9, Lesson C.) Write the example answer from below the chart on the board. Ask a few Ss for responses to it (e.g., *That's great. That sounds hard. I bet you were proud.*). Then have Ss choose one of the experiences from the chart that they have had and tell their story to a partner, who uses expressions for reacting to a story.

Word sort

B

- **Preview the task** Read aloud the instructions and the example for *win*. Tell Ss to write the three main forms of other irregular verbs they know on a separate piece of paper.
- **Do the task** Have Ss complete the task. Write as columns on the board: *Base Form, Simple Past, Past Participle*. Check answers with the class: Ask individual Ss to each call out the three main parts of a verb.

Answers

Base form	Simple past	Past participle
win	won	won
get	*got*	gotten
speak	spoke	*spoken*
take	*took*	taken
find	found	found
lose	*lost*	lost
have	had	*had*
forget	*forgot*	forgotten
fall	fell	fallen
hurt	*hurt*	hurt

- Ask individual Ss to call out the base form of any irregular verbs they included in their new chart. Have other Ss call out the simple past and past participles of the verbs. Add the verb forms to the columns on the board, providing help as needed.

Vocabulary notebook

Tell Ss to turn to Vocabulary Notebook on p. 20 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-20.)

Workbook

Assign Workbook pp. 12 and 13. (The answer key begins on p. T-176.)

4 Speaking naturally

A 1.17

- **Preview the task** Point out *have* in A's question. Say, "When people ask questions using the present perfect, they often say *have* in a reduced form.
- Point out the use of color in the Speaking naturally section. Say, "Here maroon shows the reduced form. Red shows the unreduced or stressed form."
- Look at B's long answer. The *have* after *parents* may be reduced to sound like the preposition *of*. Note, however, that *have* is not reduced in short answers." Read the instructions aloud.
- **Play the recording** Ss listen and repeat.

About you

B 1.18

- **Preview the task** Read the instructions aloud. Have Ss read the questions.
- **Play the recording** ***Audio script p. T-164*** Ss listen and complete the question stems. Go over the questions as a class.

Answers

1. bungee jumping
2. rock festival
3. famous person
4. German
5. North American
6. contest
7. appointment
8. your arm

- Say, "Now ask and answer the questions with a partner. If you answer *yes*, give a specific example." Have a few Ss share their partner's examples with the class.

About you

C

- **Preview and do the task** Read the instructions aloud. Have two Ss read the example conversation aloud. Point out that Ss are to add their own endings to the questions for the pair work. They should also add some specific information about their answer as in the example conversation.
- **Do the task** Have Ss in pairs take turns asking and answering their questions and offering additional information after each answer. As Ss do the task, go around the class, and listen for the reduced and unreduced forms of *have*. If necessary, replay Exercise 4A, and have Ss repeat.
- **Follow-up** Pairs report interesting information they learned to the class.

Sounds right

Tell Ss to turn to Sounds Right on p. 137 of their Student's Books. Have Ss do the task for Unit 2 in class, or assign it for homework. (See the teaching notes on p. T-137.)

Lesson C I've heard good things . . .

Lesson C recycles the present perfect.

1 Conversation strategy

- **Set the scene** Ask, "How do you decide what movie to go to?" Ask Ss for ideas (e.g., *a trailer (preview) at the theater or online; a good review; a friend recommends it*).

A

- **Preview and do the task** Read the instructions aloud. Have Ss write five fun things people do on the weekends. Call on Ss to share some of their ideas with the class. (e.g, *go bowling, go shopping with their friends, go to a movie.*)
- Have Ss say their favorite thing to do on a weekend. Have other Ss raise their hands if it's also their favorite thing to do.

B 1.19

- **Preview the task** Read the instructions aloud. Say, "Write the answer."
- **Play the recording** Books closed. Ss listen and write their answers. Have Ss compare their answers in pairs.
- **Play the recording again** Books open. Tell Ss to listen, read along, and review their answers. Check answers with the class [Jason has been to a club called Fizz and has seen a movie about hip-hop artists twice.].

C

- **Present *Notice*** Read the information aloud. Explain that one way to keep a conversation going is to show interest in the other speaker's experiences, and to encourage the speaker to say more. Here the speakers make a comment and then ask a question. (For more information, see Language Notes at the beginning of this unit.)
- Ask two Ss to read the example. Say, "Find another example in the conversation." [*Jason*: . . . Have you seen that new movie about hip-hop artists? *Lea*: No. Is it good?]
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role.

D

- **Preview and do the task** Tell Ss to match each statement with a response. Have Ss compare their answers in pairs. Check answers with the class: Have pairs of Ss each read a conversation aloud.

Answers

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

- **Practice** Tell Ss to practice the conversations in pairs, taking turns playing each role.

About you

E

- **Preview and do the task** Read the instructions aloud. Have Ss change the underlined words in each conversation, using their own ideas. Have Ss respond with their own answers. Tell Ss to try to continue each conversation. Remind Ss to make comments and ask questions to show interest and keep the conversation going.

Extra activity PAIRS

Partners write a conversation similar to Jason and Lea's. The class brainstorms new topics (e.g., *a different movie, a new musician, a favorite TV show, a favorite place to go on the weekends*). Pairs join another pair to present their conversations. A few pairs present their conversations to the class.

2 Strategy plus

- **Present *Strategy Plus*** Tell Ss to look back at the conversation on p. 16 and find an example of *Do you?* and *Have you?*, Tell Ss to underline what Jason and Lea said before each response. [I prefer hip-hop. Do you?; I've seen it a couple of times. Have you?]
- Read the information in Strategy Plus. Read the example question aloud. Ask, "What tense is this question?" [present perfect]. Point out that the response uses an auxiliary for the present perfect, *have*: *Have you?*
- **Present *In Conversation*** Ask a S to read the information aloud.
- **Preview the task** Tell Ss to complete the conversations with response questions such as *Do you?, Are you?, Did you?, Have you, You do?,* or *You have?*.
- **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class: Have pairs of Ss each read a conversation aloud.

Answers

1. *A* I've never been up in a hot air balloon. I'm afraid of heights.
   B Are you? Me too. I hate flying.
   A Do you? I'm the same way. I get sick on airplanes, too.
2. *A* Have you ever performed in front of an audience?
   B Yes, I have. Actually, I do it all the time.
   A Do you? Wow.
   B Yeah. I'm a drummer in a rock band.
   A Are you? I'm impressed.
3. *A* Have you seen any good movies lately?
   B Actually, I went to see that new action movie that's out right now.
   A Did you? The one with Liam Neeson? I've seen all his movies.
   B Have you? So, is he your favorite actor?

- **Practice** Tell Ss to practice the conversations in pairs, taking turns playing each role.

3 Listening and strategies

A 1.20

- **Preview the task** Read the instructions aloud. Check that Ss understand all the topics.
- **Play the recording *Audio script p. T-165*** Ss listen and write the letter of the correct topic beside each person.
- **Play the recording again** Ss listen and review their answers. Have Ss compare their answers in pairs. Check answers with the class.

Answers

1. Albert: d. a hobby
2. Reny: a. a job
3. Melissa: f. an accident

B 1.20

- **Preview the task** Read the instructions aloud.
- **Play the recording *Audio script p. T-165*** Ss listen and write what each person did.
- **Play the recording again** Ss listen and review their answers. Have Ss compare their answers in pairs. Check answers with the class.

Answers

1. Albert just entered a film in a national film festival.
2. Reny just performed for the president.
3. Melissa just watched the entire series of her favorite TV show.

C 1.20

- **Preview the task** Read the instructions aloud.
- **Play the recording *Audio script p. T-165*** Ss listen and check (✓) the correct response.
- **Play the recording again** Ss listen and review their answers. Then have Ss write a follow-up question to keep the conversation going. Have Ss compare their answers in pairs. Check answers with the class. Then have a few Ss share their follow-up questions with the class.

Answers

Albert: Did you?
Reny: You were?
Melissa: You did?

Extra activity PAIRS

Write on the board: *an unusual or extreme sport, an unusual food, a new restaurant, an unusual vacation destination.* Pairs discuss the topics, using short responses to show interest (e.g., *S1: I've always wanted to try skydiving. S2: Have you? Not me. I like safer sports. S1: You do?*).

Free talk

Tell Ss to turn to Free Talk 2 at the back of their Student's Books. Have Ss do the tasks. (See the teaching notes on p. T-129.)

Workbook

Assign Workbook pp. 14 and 15. (The answer key begins on p. T-176.)

Lesson D Travel blogs

Reading

- **Set the scene** Books closed. Write the lesson title on the board, and read it aloud. Say, "Does anyone know what a blog is?" Ask a few Ss for their ideas (e.g., *a diary or a journal on the Web*). Point out that a *log* is another word for *diary* or *journal*. Then tell Ss *blog* is short for a web log. Ask Ss to raise their hands if they have ever read blogs on the Internet. Then ask them to raise their hands if they or anyone they know write blogs. Call on a few Ss who raised their hands to share information with the class.

A

Prereading

- **Preview the task** Have Ss look at the photographs in the blogs. Ask, "What are they photos of?" Elicit answers. [A colorful bird. A bay or inlet. Someone parasailing.] Tell Ss to scan for the countries the pictures are from. Ask, "Which trip would you like to take?" Have Ss choose one of the trips (Guatemala or Brazil) and tell the class why they chose it.
- **Present *Reading Tip*** Read the tip aloud. Tell Ss to look at the comments underneath the blog. Ask how many there are. Say, "The comments ask questions and make personal connections to the blog posts. As you read, make your own personal connections and think of questions for your comment."

During reading

- **Preview the reading** Write the two places and the four topics on the board:

Guatemala	*the landscape*
Brazil	*wildlife*
food	*traveling from place to place*

- Ask, "What do the bloggers say about the two places on the board? Which of the topics is the main one in each blog? Look through the blogs quickly. Match the topics and places." Ss skim the two blogs and write down the topic for each place. Check answers with the class [Guatemala: the landscape, the wildlife, and traveling from place to place; Brazil: the landscape, the food].

Culture note

Guatemala is a Central American country to the south of Mexico. It is bordered by both the Pacific Ocean and the Caribbean Sea, as well as Honduras, Belize, and El Salvador.

Brazil is the largest country in South America. **Rio de Janeiro,** or **Rio** as it is known, is Brazil's second largest city and the capital of the world-famous five-day street fair that is called Carnival.

- **Do the reading** Read the instructions aloud. Have Ss read the blogs and the comments, and decide which blogger had the worst problems. Then have Ss work in pairs and tell a partner which blogger they chose and why. Call on a few Ss to report to the class about their choices and the reasons for their choices.
- **Do the reading again** Have Ss read the blogs again and underline any new words. Have Ss call out the words, and write them on the board. Ask Ss to explain the meanings of the words, and provide help as needed.

B

Postreading

- **Preview the task** Read the instructions aloud. Ask Ss to read through the statements in the task.
- **Do the task** Have Ss complete the task. Then have them compare their answers in pairs. Check answers with the class.

Answers

1. F 2. F 3. F 4. F 5. F 6. T

Extra activity PAIRS / GROUPS

Write these questions on the board: *Do you like to travel? Why or why not? What kinds of places do you like to visit? What city or place is the most fascinating you've ever visited? What problems have you had while traveling?* Pairs or groups discuss the questions (e.g., *I like to travel. I like to visit new places and meet different people. I like to go to big cities. I think New York was the most fascinating place I've ever visited. I did lots of different things. I went to plays and museums and parks. I lost my wallet. We arrived too late to find a hotel room.*). When Ss finish their conversations, they report back to the class about some of their preferences and experiences.

2 Listening

- **Set the scene** Have Ss look at the pictures. Ask, "What's happening in each picture?" Ask Ss for ideas, and help them describe the activity in each picture [Picture 1: Someone is hang-gliding. Picture 2: Someone is windsurfing. Picture 3: Someone is taking pictures. Picture 4: Someone is sitting near a waterfall. Picture 5: Someone is hiking.].

A 1.21

- **Preview the task** Read the instructions aloud.
- **Play the recording** ***Audio script p. T-165*** Ss listen and check (✓) their answers. Check answers with the class: Ask about each picture (e.g., *Has Suzanne gone hang-gliding?*). Have Ss raise their hands if they checked the box.

Answers

1. ✓ 3. ✓ 5. ✓

B 1.21

- **Preview the task** Read the instructions aloud. Say, "As you listen, write a couple of words to help you remember the answers to the questions. Don't write complete sentences."
- **Play the recording** ***Audio script p. T-165*** Ss listen and write notes.
- **Play the recording again** Ss listen and review their answers. Then have Ss write the answers as complete sentences. Check answers with the class: Write the correct answers on the board.

Answers

1. He read her blog.
2. No. She's always been scared of trying anything new.
3. She has an aunt and uncle in New Zealand. Yes.
4. Her photos are pretty good. Her friends are surprised because they're usually terrible.
5. No, they haven't been out of the country.

irLanguage

3 Writing and speaking

A

- **Preview the task and present** ***Help Note*** Read the instructions aloud. Have Ss read the *Help Note.* Call on Ss to read aloud the example sentences. Say, "These are adverbs of attitude. They often come at the beginning of a sentence but can also come at the end. They give the writer's opinion or feeling about the information in the sentence." (For more information, see Language Notes at the beginning of this unit.)
- **Do the task** Have Ss read the blog excerpt and underline the adverbs of attitude.

Answers

Last summer, I went on the Sky Trek in the rain forest in Monteverde, Costa Rica. I'm afraid of heights, so I almost didn't go. Fortunately, there were some great guides, and they really helped me. Amazingly, it wasn't really scary. It was the most exciting experience I've ever had! I didn't see a quetzal bird, unfortunately, so I'll just have to go back.

About you

B

- **Preview the task** Read the instructions aloud. Say, "What are some exciting experiences you've had?" Ask Ss for their ideas (e.g., *I spent a month backpacking and camping outdoors.*).
- Have Ss reread the example paragraph. Ask some comprehension questions (e.g., *Where was the writer?* [In the rain forest in Costa Rica.] *What did the writer do?* [He went on a trip to the rain forest and went on the Sky Trek.] How did the writer feel? [He was nervous and almost didn't go. He was also surprised because he was fine, and he wasn't scared.] After Ss answer, say, "When you write, answer these kinds of questions in your blog."
- Write these sentences on the board:

  Our last vacation was ____, but unfortunately ____.
  I forgot ____. Fortunately, ____.
  I've always wanted to ____ and amazingly I got the chance to ____.
- Have Ss copy the sentences and complete them with their own ideas. Have Ss compare their answers in pairs. Then have some Ss share their completed sentences with the class.
- **Do the task** Have Ss write their blogs. Write these questions on the board to help guide them:

  When was the experience?
  Where were you?
  What did you do?
  Who were you with?
  How did you feel?
- Encourage Ss to bring photos of their experiences to the next class. (Note: If Ss are doing Exercise 3C in the next class, have them include the photos with their blogs. Otherwise, have Ss work in groups at the start of the next class and talk briefly about the photos.)

C

- **Preview and do the task** Read the instructions and statements aloud. Have Ss put their paragraphs on their desks or chairs. Tell Ss to move around the class and read at least five other Ss' blogs. Have them write notes with their ideas about the statements in Exercise 3C: Tell them to include the name of the person who wrote the blog and details about the experience.
- **Follow-up** Ss work in groups and share their choices.

Workbook

Assign Workbook pp. 16 and 17. (The answer key begins on p. T-176.)

Vocabulary Notebook

If done for homework

Briefly present the Learning Tip and the task directions. Make sure Ss understand what they need to do.

If done in class

- **Present *Learning Tip*** Read the information aloud. Say, "Irregular verbs in English will be easier to learn if you set up charts to help you study them."

↻ This task recycles the forms of irregular verbs.

1

- **Preview and do the *Word Builder* task** Read the instructions aloud. Tell Ss to complete as much of the chart as they can on their own and then compare their answers in pairs. Then have Ss check their dictionaries to complete the charts. Check answers with the class.

Answers

These verbs have three different forms.

be	*was / were*	*been*	*drink*	drank	*drunk*
do	*did*	done	*sing*	*sang*	sung
go	went	*gone*	*drive*	*drove*	driven
see	*saw*	seen	*write*	wrote	*written*
eat	*ate*	eaten	*choose*	*chose*	chosen
give	gave	*given*	*speak*	spoke	*spoken*
fall	*fell*	fallen	*wake*	*woke*	woken
take	took	*taken*	*get*	got	*gotten*
break	broke	*broken*	*forget*	*forgot*	forgotten

2

- **Preview and do the task** Read the instructions aloud. Tell Ss to complete as much of the chart as they can on their own and then compare their answers in pairs.

Answers

The simple past form is the same as the past participle.

bring	brought	brought	*have*	had	had
buy	bought	bought	*hear*	heard	heard
catch	caught	caught	*keep*	kept	kept
find	found	found	*leave*	left	left
make	made	made	*sit*	sat	sat
meet	met	met	*teach*	taught	taught
read	read	read	*tell*	told	told
say	said	said	*think*	thought	thought
sell	sold	sold	*win*	won	won

3

- **Preview and do the task** Read the instructions aloud. Tell Ss to complete as much of the chart as they can on their own and then compare their answers in pairs.

Answers

The base forms and the past participles are the same.

become	*became*	*become*
come	came	come
run	ran	run

All forms are the same.

cut	*cut*	*cut*
hurt	hurt	hurt
put	put	put

- **Present *In Conversation*** Books closed. Write on the board: *I've never . . .* Say, "What do you think are the top 10 past participles after *I've never . . .*? Write 10 past participles." Books open. Ss check their guesses and report results.

On your own

- **Present *On Your Own*** Read the instructions aloud.
- **Follow-up** At the start of the next class, Ss form small groups and read their sentence strings aloud.

Now I can . . .

- Go over the Now I Can items. Put Ss in pairs to give one example each for the first four items. Call on Ss and ask for examples or explanations.
- Have Ss look over the four lessons and identify any areas they want to review.
- Tell Ss to complete the Now I Can items. Ss check (✓) the items they know and put a question mark (?) by items that they are not confident about. Check with individual Ss which areas need review to see if there are general problems to review in class. Help individual Ss as required. Have Ss hand in a piece of paper with their name and a schedule showing what they plan to review and when. Review or reteach these language items in a future class.

UNIT 3

Language notes

Wonders of the world

Lesson A Human wonders

Grammar Superlatives

(See Student's Book p. 23.)

The lesson presents the superlative form of adjectives and the superlative with nouns. Superlative adjectives are used to compare three or more people, places, or things to say one has more (or less) of a quality that the others. Superlative adjectives before nouns are mostly used with *the*. (Comparative forms were presented in *Touchstone* Student's Book 2, Unit 10, Lesson A.)

Form

- For short adjectives (one-syllable adjectives and some two-syllable ones), add *-est*. (See the spelling rules below.)
  the + adjective + *-est*
  tall → *the tallest* *busy* → *the busiest*
  What's the tallest building in the world?
  What's the busiest restaurant?
- For longer adjectives (some two-syllable adjectives and adjectives with three or more syllables), use *most* + adjective.
  the + *most* + adjective
  What's the most interesting city in your country?
- *Least* is the opposite of *most*.
  the + *least* + adjective
  What's the least expensive store?
- Some adjectives have irregular forms for the superlative.
  good → *the best* *bad* → *the worst*
  What's the best country to visit?
  What's the worst problem in your country?
- For superlatives followed by a noun, use *the most*.
  the most + (uncountable / countable) noun
  Which country has the most tourism / tourists?
  (Superlatives with *the least* + uncountable noun and *the fewest* + countable noun are not included in this lesson.)
- After superlatives, use *in* to refer to the place or group.
  It's the tallest building in the world.

Spelling rules

Here are the spelling rules for adding *-est*:

- For two-syllable adjectives ending in *y*, change the *y* to *i* and add *-est*.
  happy → *happiest*
- For adjectives ending in *e*, add *-st*.
  nice → *nicest*
- For most one-syllable adjectives ending in a vowel + consonant, double the final consonant before adding *-est*.
  big → *biggest*
  thin → *thinnest*

Corpus information *The most / the least*

In conversation, the structure *the* + *most* + adjective is about 20 times more frequent than *the* + *least* + adjective. The word *least* occurs mostly in the expression *at least*, which accounts for over 90 percent of its uses. (See Unit 1, Lesson C, p. 7.) The next most popular expression with *least* is *to say the least.* About three percent of uses of *least* are before adjectives.

Common errors with short adjectives

Students often use *most* with short adjectives instead of adding *–est* when using superlatives (*What's the* ***tallest*** *building in your city?* NOT *What's the* ~~*most tall*~~ *building in your city?*

Speaking naturally Linking and deletion with superlatives

(See Student's Book p. 23.)

- Students have learned how to link a consonant sound at the end of one word with a vowel sound at the beginning of the next word. (See *Touchstone* Student's Book 2, Unit 10, Lesson A.) This section reviews this type of linking and adds the idea of deleting a consonant sound before another consonant.
- In the consonant cluster *st* at the end of superlatives such as *most*, *best*, and *nicest*, the final *t* is usually pronounced and linked to a following vowel sound. For example, the /t/ sound can be heard at the end of *most* in *most interesting*. It is also often pronounced when the next word begins with one of these sounds: /h/, /l/, /r/, /w/, and /y/. For example, the /t/ sound can be heard in *best hotel*, *largest library*, *nicest restaurant*, *last one*, and *oldest university*, though speakers do vary.
- The final *t* in the cluster *st*, however, is usually deleted before most consonant sounds (e.g., *the largest mall*).

Lesson B Natural wonders

Vocabulary Landscape and natural features

(See Student's Book p. 24.)

The lesson reviews and extends the vocabulary for natural landscape features (*mountain, volcano,* etc.) and teaches ways of describing their dimensions with adjectives such as *high, deep,* and *wide.*

Grammar Questions with *How* + adjective . . . ?

(See Student's Book p. 25.)

The lesson presents *How* + adjective . . . ? for questions about measurements. It presents the answers for height, length, width, and depth as full sentences with adjectives after the measurement (e.g., *It's 29 kilometers wide.*). However, in conversation, people often answer questions like these with just the measurement (e.g., *It's 29 kilometers.*).

Form

How + adjective . . . ?

A How high is Mount Everest?

B It's 8,850 meters high.

A How long is the Nile River?

B It's 6,695 kilometers long.

Corpus information *How* + adjective . . . ?

In conversation, the most common word class after the word *How* is adjectives. Some of these uses are in questions like those presented in the lesson, and others are in exclamations (e.g., *How cute!*).

Lesson C I had the best time.

Conversation strategy Being a supportive listener

(See Student's Book p. 26.)

A friendly and supportive atmosphere can be created in conversations by agreeing with other speakers. One way of doing this is to use short answers or responses with *really* or *sure*. These words usually come between the pronoun and the verb.

A It feels good to be out of the city.

B It sure does!

Corpus information *Sure*

When *sure* is used in short answers in this manner, it is mainly used in affirmative short answers (e.g., *It sure does.*). It is possible to use *sure* with negative short answers, but this use is not very common.

Strategy plus Using superlatives for emphasis

(See Student's Book p. 27.)

When people feel enthusiastic about something or want to sound more convincing, they use superlative adjectives to give extra emphasis to their opinions or feelings.

This is the most incredible place!

Corpus information Superlatives

A number of superlative adjectives can also be used by themselves, without a noun. *Best* and *worst* are the adjectives that are most commonly used in this way (e.g., *He's the best. That's the worst.*). Approximately 11 percent of the occurrences of *best* and 16 percent of the occurrences of *worst* are used without a following noun.

Lesson D Is that a fact?

Reading tip

(See Student's Book p. 28.)

The Reading Tip tells Ss to try to answer the questions before reading the text itself. This helps Ss activate background knowledge and anticipate content, which helps them understand more of what they read.

Help note Adding information

(See Student's Book p. 29.)

The Help Note presents a strategy commonly used in written English to add or combine information within a sentence. It is often used to add more information about a noun or name.

For example, look at these two sentences:

Many people come to Argentina to see the Andes.

The Andes are the longest mountain range in the world.

They can be combined into one sentence as follows:

Many people come to Argentina to see the Andes, the longest mountain range in the world.

The phrase *the longest mountain range in the world* gives information about the proper noun, *Andes*. Phrases that add extra information about a noun and that are not necessary to the meaning of a sentence are called *nonrestrictive phrases*, and they are set off from the rest of the sentence with commas.

Wonders of the world

Teach this unit opener page together with Lesson A in one class period.

Introduce the theme of the unit Say, "Think of an incredible place in the world, some place that is really amazing." Write as column headings on the board: *Human, Natural.* Ask a few Ss the places they thought of, and write their ideas under the correct heading (e.g., *Taj Mahal, Great Wall of China, Mount Everest*). Say, "We think of things like these as 'Wonders of the World.'"

In this unit, you learn how to . . .

- **Unit aims** Read the lesson headings and key unit aims aloud. Tell Ss to listen and read along.

Extra activity INDIVIDUALS / GROUPS

Write on the board: *two interesting places made by humans, two interesting natural places.* Ss look through the unit and choose two human-made and two natural places they'd like to visit [human-made: found on pp. 21, 22, 27, 28; natural: found on pp. 21, 24, 25, 26, 27, 29]
Ss form groups and tell one another the places they have chosen.

Before you begin . . .

- **Introduce the things to do** Ask individual Ss to each read one of the captions under the pictures. Help with new vocabulary as needed.

Recycle grammar These tasks recycle *would like* and the present perfect.

- Ask Ss to look at Before You Begin, and read it aloud. Ask Ss if they know where there are active volcanoes, ancient cities or monuments, roller coasters, etc., in addition to the ones in the pictures.
- Have Ss ask and answer the question for the first item in Before You Begin with a partner (e.g., *S1: Have you ever seen an active volcano? S2: Yes, I have. / No, I haven't.*). Have pairs continue with the remaining items. Have a few Ss tell the class the things their partner has done.

Recycle a conversation strategy Have Ss work with a different partner and repeat the task. Have Ss who answered *yes* to any of the *Have you ever . . . ?* questions in Before You Begin tell their partner about the experience. As S1 tells the story, S2 asks response questions such as *Have you?* or *Did you?* (See Unit 2, Lesson C, p. 17) to show interest.

- Have Ss ask and answer the second question with a partner (e.g., *S1: Which would you really like to do? S2: I'd really like to . . .*).

Culture note

People have made lists called "Wonders of the World," often in groups of seven. These lists vary, and there is no definitive list.

- Ancient and medieval writers in the West put together a list now called the "Seven Wonders of the Ancient World." This list included the Great Pyramid at Giza in Egypt, the Hanging Gardens of Babylon, the golden statue of Zeus at Olympia, the Temple of Artemis at Ephesus, the Mausoleum at Halicarnassus, the Colossus of Rhodes (a huge statue at the entrance to a harbor), and the Lighthouse of Alexandria.
- The American Society of Civil Engineers (ASCE), with help from experts around the world, selected these as the Seven Wonders of the Twentieth Century: the Empire State Building, the Itaipu Dam (between Brazil and Paraguay), the CN Tower in Toronto, the Panama Canal, the Channel Tunnel, the North Sea Protection Works in the Netherlands, and the Golden Gate Bridge in San Francisco.
- Some lists of the Seven Natural Wonders of the World include Mount Everest, Victoria Falls, the Grand Canyon, Great Barrier Reef, the Northern Lights, Paricutin Volcano in Mexico, and the harbor of Rio de Janeiro. Other lists include the Matterhorn, Uluru (Ayers Rock) in Australia, and Meteor Crater in Arizona.

Extra activity GROUPS

Group members discuss the experiences in the Before You Begin again; this time they discuss the experiences they would really *not* like to do and give reasons.

Lesson A Human wonders

1 Getting started

- **Set the scene** Say, "Look at the pictures. They are part of a quiz. Where would you find a quiz like this?" Call on one or two Ss to reply (e.g., *game shows, magazines, online geography sites*).

A

- **Preview and do the task** Have Ss look at the individual pictures. Say, "What do you see in each? Why do you think it might be special and be part of a quiz?" Call on one or two Ss to talk about each picture (e.g., *Picture 1 shows a very tall building.*). Read the instructions. Ask Ss to say what the quiz is about (e.g., *record-breaking things and places).* Have Ss raise their hands if they are good at doing quizzes like this.

B 1.22

- **Preview the task** Read the instructions aloud. Say, "Listen to the quiz, and guess the answers. Circle *a*, *b*, or *c*."
- **Play the recording** Ss listen and circle their guesses.
- **Play the recording again** Ss listen again and review their answers. Have Ss compare their answers in pairs and then check their answers on the last page of their Student's Books. Find out how many Ss got a perfect score.

Answers

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

Figure it out

C

- **Preview the task** Tell Ss to find the adjective in question 1 in the quiz [biggest]. Ask, "What's the usual form of this adjective?" [big] "What was added to *big*?" [-gest] Tell Ss to find the adjective in question 4 in the quiz [expensive]. Say, "This is a longer adjective. What was added to the end of it?" [nothing] "What word comes before it?" [most]
- Say, "Complete each question with the correct form of the adjective in parentheses." Remind Ss to look at the adjectives in the quiz for help.
- **Do the task** Have Ss complete the task. Check answers with the class: Write the answers on the board.

Answers

1. What's the biggest train station in the world?
2. What's the busiest airport in the world?
3. Where is the largest building in the world?
4. What's the most expensive city in the world?

- **Focus on the form and the use** Ask, "Do we know how many things are being compared in each question in Exercise 1C?" [no] "Do you think it's more than two?" [yes] "What phrase in each question tells us that many things are being compared?" [in the world]
- Ask, "What's added to short adjectives when three or more things are being compared?" [-est] "What word comes before longer adjectives when three or more things are being compared?" [most] Write on the board: *Superlative* Say, "When you compare three or more things, use the superlative form of the adjective.
- **Try it out** Tell Ss to guess the answers and take turns asking and answering the questions in pairs. Tell Ss to check their answers on the last page of their Student's Books. [1. The biggest train station is Grand Central in New York, USA. It has the most platforms. 2. The busiest airport in the world is Hartsfield Jackson Atlanta International Airport, USA. It has the most passengers. 3. The largest building in the world is the Boeing Everett factory in Washington, USA. It's the largest building in the world by volume. 4. The most expensive city is Oslo. It is the most expensive place to live.] Have Ss report back to the class, using the superlative forms.

Extra activity PAIRS

Write on the board: *car, food, animal.* Pairs race against other pairs to think of as many superlative adjectives as they can to describe each noun (e.g., *car: fastest, most powerful, cheapest, most expensive, safest; food: most expensive, saltiest, sweetest, most delicious, spiciest; animal: cutest, biggest, most dangerous, most popular, ugliest*). Pairs read their lists aloud. Each pair gets a point for every adjective. The pair with the most points wins.

Extra activity PAIRS

If Ss have done the Extra Activity above, pairs write sentences with three of their superlative adjectives (e.g., *The ugliest animals are bats.*).

2 Grammar

1.23

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Point out the first section on short adjectives in the chart. Say, "Notice that the word *the* is part of the pattern for superlatives." Ask, "What are some other short adjectives you can use to describe a building?" Write Ss' suggestions on the board (e.g., *new, large*). Tell Ss to close their books and write a question for each adjective on the board using the superlative. Have a few Ss each read one of their questions (e.g., *What's the largest mall in our town?*).
- Books open. Point out the section on long adjectives. Tell Ss you have looked at five apartments to rent. Write five prices on the board. Ask, "How much is the most expensive apartment? How much is the least expensive apartment?" Have Ss answer.
- Point out the irregular superlatives. Ask a few Ss, "What's the best restaurant you've eaten at recently? What's the worst restaurant you've eaten at recently?"
- Point out superlatives with nouns. Say, "In these sentences, *the most* means 'more than any other.'"
- **Present *In Conversation*** Books closed. Write on the board: *the most + adjective, the least + adjective*. Ask, "Which is more common? Write your guess." Write on the board: *10 times, 20 times, 50 times*. Ask, "How much more common? Write your guess." Books open. Ask a S to read the information aloud.
- **Present *Common Errors*** Read the information aloud.

A

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task and then compare their answers in pairs. Check answers with the class.

Answers

1. What's the largest city?
2. Which airport has the most / the least flights every day?
3. What's the fastest way to travel?
4. What's the most beautiful region?
5. Which city has the most / the least tourism?
6. What's the most famous monument?
7. What's the best university?
8. What's the worst problem for people?
9. Which city has the biggest population?

About you

B

- **Preview the task** Read the instructions aloud. Note: If the class includes Ss from different countries, pair Ss from the same countries. If this is not possible, have Ss talk about the country where the class is being held.
- **Do the task** Have Ss complete the task. Have several pairs each tell the class one thing they agreed on.

Extra practice

Tell Ss to turn to Extra Practice 3A on p. 142 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-142.)

3 Speaking naturally

A 1.24

- Say, "Remember that in spoken English, people often link words. When one word ends in a consonant and the next word begins with a vowel, the two words are often pronounced together. This linking often occurs with the final *t* in *most* and in the superlative ending *-est*. Look at the first example in the column on the left. What's the last letter in *most*?" [t] "What's the first letter in *interesting*?" [i] "The *t* in *most* and the vowel *i* in *interesting* link together so that *most interesting* sounds like one word."
- Say, "Look at the next example. Why are the two words *tallest* and *office* linked?" [One ends with *t*, and the other begins with the vowel *o*.]
- Say, "Now look at the rest of the examples. The sound /t/ is also pronounced before words that begin with the sounds that begin *hotel, library, restaurant, way*, and *university*."
- Say, "Look at the second example in the column at the right. What's the last letter in *busiest*?" [t] "What's the first letter in *mall*?" [m] "The letters *t* and *m* are consonants. People often drop the *t* because it is easier and quicker to say *busiest mall* with just one consonant between the words. This is true for other phrases with *most* or the superlative ending *-est* when the next word begins with a consonant."
- **Play the recording** Ss listen and repeat.

About you

B

- **Preview the task** Read the instructions aloud.

Recycle a conversation strategy Remind Ss to use "vague" responses (e.g., *I'm not sure. It depends.*) if they're not sure of an answer. (See *Touchstone* Student's Book 2, Unit 4, Lesson C.)

- **Do the task** Tell pairs to take turns asking and answering the questions. As Ss complete the task, go around the class listening for the linking and deletions. If necessary, replay Exercise 3A.
- Have several pairs tell the class the answer they agreed on for each question.

Workbook

Assign Workbook pp. 18 and 19. (The answer key begins on p. T-176.)

Lesson B Natural wonders

1 Building vocabulary and grammar

A

- **Preview the task** Books closed. Write on the board:

  What's . . .

  the highest mountain in the world?
  the longest river?
  the largest ocean?
  the largest rain forest?
  the largest desert?
  the most active volcano?

  Tell Ss that they have two minutes to write the answers to the questions. After two minutes, ask Ss to compare their answers in pairs. Then read each question aloud, and ask a S to say his or her answer. Write it on the board. Ask any Ss who disagree to raise their hands and give their answer.
- Books open. Read the instructions aloud. Check Ss' comprehension of the new natural features in the box.
- **Do the task** Have Ss read and complete the facts on the website. Help with new vocabulary as needed. Ask a few Ss to share with the class the facts they knew and the facts they did not know.

Answers

The Nile is the longest river in Africa. . . .
The highest mountain in the world is Mount Everest in Asia. . . .
The largest ocean is the Pacific. . . .
How big is the largest rain forest? . . .
The largest hot desert is the Sahara in Africa. . . .
The most active volcano is probably Kilauea on the island of Hawai'i. . . .

Extra vocabulary NATURAL FEATURES

Present or have Ss suggest extra vocabulary for natural features such as *bay*, *beach*, *canyon*, *cliff*, *fjord*, *forest*, *glacier*, *ice field*, *island*, *jungle*, *lake*, *prairie*, *sea*, *waterfall*, *valley*.

Word sort

B

- **Preview the task** Read the instructions aloud. Have Ss look at the chart. Have a S read the example sentences aloud.
- **Do the task** Have Ss complete the chart and then compare their charts in pairs.
- **Follow-up** Have Ss compare their charts as a class and see if they agree on which features go in each column.

Extra activity PAIRS

Partners look at each other's completed charts and talk about the features they listed for their country. Ss start with *Have you ever been to . . . ?* questions, and then continue the conversation (e.g., *S1: Where's the nicest beach you have ever been to? S2: The nicest beach I've ever been to is Waikiki. S1: When were you there?*).

Extra activity GROUPS

Write the following features on the board: *volcano, beach, desert, mountain, ocean, lake, sea, waterfall.* Each group's secretary copies them on a piece of paper as column headings. Groups then have four minutes to brainstorm as many examples of these features as they can. After four minutes, tell the groups to stop writing. Have groups take turns calling out examples for each feature (e.g., *volcano — Mount St. Helens, Mount Etna*). Write down the names on the board. Every time a group has a name that no other group has, they score one point. The group with the most points wins.

Vocabulary notebook

Tell Ss to turn to Vocabulary Notebook on p. 30 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-30.)

Figure it out

C

- **Preview the task** Say, "Find and circle the word *how* on the website in Exercise 1A. It appears several times." When Ss finish, ask, "What kind of word comes after *how*?" [adjective] Say, "Look at the *how* questions. What kind of information are they about?" [information about size or a measurement] Say, "Look at the information about how long or deep, wide or high things are. Where does the adjective go?"
- Read the instructions aloud.
- **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class: Have a pair of Ss read aloud each question and answer.

Answers

1. How long is the Nile River? 3. It's 6,695 kilometers long.
2. How high is Mount Everest? 4. It's 8,850 meters high.

- **Focus on the form and the use** Say, "Use *how* and an adjective such as *long*, *wide*, or *deep* to ask a question to get information about the size of things. In general, *how* is used to ask about the size, quantity, or degree of something. Use adjectives such as *long*, *wide*, *high*, or *deep* after the measurement. For example, *11,000 meters deep*."
- **Try it out** Tell Ss to look at the website again. Tell Ss to write a *How . . . ?* question about each place mentioned. Call on individual Ss to each read a question aloud, and write them on the board [How large is the Pacific Ocean?; How deep is the Pacific Ocean?; How big is the Amazon Rain Forest?; How large is the Sahara Desert?; How long has Kilauea been active?].

2 Grammar

1.25

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Say, "For questions with *how* and one of the adjectives in the chart, the answer will usually include a measurement such as *kilometers*, *meters*, or *degrees*. Notice that the answers here repeat the adjective from the *how* question. For example, 'It's 8,850 meters high.' You can also just say, 'It's 8,850 meters.'"

A

- **Preview and do the task** Read the instructions and the example aloud. Have Ss complete the task and then compare their questions in pairs. Check questions with the class. (The answers for Exercise 2B are included in parentheses.)

Answers

1. What's the longest river in Canada? (the Mackenzie River)
   How long is it? (It's 4,241 kilometers long.)
2. What's the highest mountain in South America? (Mount Aconcagua)
   How high is it? (It's 6,962 meters high.)
3. What's the smallest continent? (Australia)
   How big is it? (It's almost 7.7 million square kilometers.)
4. What's the widest canyon in the world? (the Grand Canyon)
   How wide is it? (It's 29 kilometers wide.)
5. What's the deepest lake in the world? (Lake Baikal)
   How deep is it? (It's 1,741 meters deep.)
6. Where's the coldest place in the world? (Antarctica)
   How cold is it? (It's 89.6 degrees Celsius.)

B

- **Preview and do the task** Read the instructions aloud. Have two Ss read the examples aloud. Have Ss complete the task. (See the answers in Exercise 2A.)

Extra activity INDIVIDUALS / CLASS

Ss write a list of ten questions about their country (e.g., *How high is Mount Fuji? How cold does it get in Moscow? How wide is the Amazon?*). Then Ss answer as many of the questions as they can. If they do not know some of the answers, they can leave them blank. When Ss finish, they go around the class asking classmates the questions, both to check the answers they wrote and to find out the answers to any questions they did not know. As a follow-up, Ss can check answers at home and report answers in the next class.

Extra activity CLASS

Ss choose one piece of information from Lessons A or B and write a question and answer for it (e.g., *How long is the longest suspension bridge in the world? It's 1,990 meters long.*). Ss memorize the information. Ss then have five minutes to study Lessons A and B and try to remember as many facts as they can. Ss then go around the class and ask their classmates their question. Tell them to keep a tally of how many Ss answer correctly. At the end of the activity, Ss read their questions aloud and say how many Ss answered correctly.

Extra practice

Tell Ss to turn to Extra Practice 3B on p. 142 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See teaching notes on p. T-142.)

3 Listening

A

- **Preview and do the task** Tell Ss to read the quiz questions. Put Ss in pairs to take the quiz. Don't go over the answers yet.

B 1.26

- **Preview the task** Read the instructions aloud.
- **Play the recording** ***Audio script p. T-165*** Ss listen and review their answers from Exercise 3A. Check answers with the class.

Answers

1. c They're 113 meters / 370 feet tall.
2. b It's 3,812 meters high.
3. a It's 7,600 kilometers long.
4. c It has about 13,000 islands.
5. b It's about 5,000 meters / 16,400 feet deep.
6. c It's about 13 meters / 43 feet high.

Extra activity PAIRS

Books closed. Write the following questions on the board:

1. *What are the world's tallest trees?*
2. *Where is Lake Titicaca?*
3. *What is a mountain range?*
4. *What is an archipelago?*

Have Ss ask and answer the questions in pairs before listening to the recording again and writing the answers. [1. California redwoods; 2. Peru; 3. a group of mountains; 4. a group of islands]

Sounds right

Tell Ss to turn to Sounds Right on p. 137 of their Student's Books. Have Ss do the task for Unit 3 in class, or assign it for homework. (See the teaching notes on p. T-137.)

Workbook

Assign Workbook pp. 20 and 21. (The answer key begins on p. T-176.)

Lesson C I had the best time.

Lesson C recycles the present perfect, present perfect versus simple past, and superlative adjectives.

1 Conversation strategy

- **Set the scene** Read the title of the lesson aloud. Say, "Look at the picture. Kim and Diego are on a day trip. What are they doing?" [hiking in a forest] Say, "Where are some good places to go for day trips from here?" Have a few Ss tell the class.

A

- **Preview and do the task** Read the instructions and have Ss call out their answers.

B 1.27

- **Preview the task** Read the instructions aloud. Say, "Listen to Kim and Diego's conversation. What do they say about Sequoia National Park? Write the answer."
- **Play the recording** Books closed. Ss listen and write the answers. Have Ss compare their answers in pairs.
- **Play the recording again** Ss listen, read along, and review their answers. Check answers with the class [The trees there are the tallest in the world.; It's just the greatest place to hike.].

C

- **Present *Notice*** Read the information aloud. Ask two Ss to read the example aloud. Say, "Find other examples like this in the conversation." [*Kim*: This is the most incredible place! *Diego*: Yeah, it really is.; *Diego*: It feels good to be out of the city. *Kim*: It sure does. *Kim*: You know, these trees are just awesome. *Diego*: They really are.; *Kim*: We should go hiking there sometime. *Diego*: You're right. We really should.]
- Write the examples on the board, including the one in Notice. Ask Ss to name the verbs in the short responses and underline them [Yeah, it really is. It sure does.; They really are.; We really should.]. Point out the short answers for *be* verbs and modals repeat the verbs in the speaker's statement. The short responses for the simple present use the auxiliaries *do / does*. Explain that short responses for the present perfect use *have / has*. (For more information, see Language Notes at the beginning of this unit.)
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role.

D

- **Preview the task** Tell Ss to match each comment with a response. Remind Ss that the short response repeats the verbs in the statement or uses an appropriate auxiliary form. Read the first comment aloud. Ask, "What verb will be in the short response?" [was] Point out that the underlined words will be used in Exercise 1E.
- **Do the task** Have Ss compare their answers in pairs. Check answers with the class: Have pairs of Ss each read a conversation aloud.

Answers

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

- **Practice** Tell Ss to practice the comments and responses in pairs, taking turns saying each.

About you

E

- **Preview and do the task** Read the instructions aloud. Call on a few pairs to present a new comment and its response to the class. Have Ss complete the task. Ss should try to continue the conversations as long as possible.

Extra activity PAIRS

Ss write true statements about places in their countries, either human or natural features. They then say their comments, and their partner gives the appropriate responses (e.g., *S1: Hong Kong Harbor is so beautiful at night. S2: It sure is. S1: The trees on the college campus looked so pretty last fall. S2: Yeah, they really did.*).

2 Strategy plus

- **Present *Strategy Plus*** Tell Ss to look at the conversation on p. 26 and find examples of superlative adjectives that emphasize an opinion [This is the most incredible place.; I had the best time. I mean, it's just the greatest place to hike.]. Say, "Using superlative adjectives in descriptions or comments helps the speaker show enthusiasm."
- Read aloud the information and the example in Strategy Plus.

About you

- **Preview the task** Tell Ss to complete the answers with the superlative of the adjectives.
- **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class: Have pairs of Ss each read a conversation aloud.

Answers

1. *B* Well, I really like going to cafés. You see the most interesting people.
2. *B* I like going into the mountains. It's so quiet, and you can see the most amazing wildlife.
3. *B* You sure can. You get the best views of the city. You really should do it.
4. *B* Yeah. We went sailing around some islands. I had the best time.

- **Practice** Tell Ss to practice the conversations in pairs, taking turns playing each role.
- Tell Ss to work with another partner, this time asking the questions and giving answers using their own information.

Extra activity PAIRS

Partners choose one of the questions from Exercise 2 and write a conversation. Ss should try to include follow-up questions, superlatives for emphasis, and *sure* and *really* in short responses. Pairs present their conversation to another pair.

3 Listening and strategies

A 1.28

- **Preview the task** Read the instructions aloud.
- **Play the recording** ***Audio script p. T-165*** Ss listen and number the photos.
- **Play the recording again** Ss listen and review their answers. Have Ss compare their answers in pairs. Check answers with the class.

Answers

4 a Caribbean cruise

1 a visit to Petra, Jordan

2 a trip to Antarctica

3 a train ride through the Copper Canyon in Mexico

B 1.28

- **Preview the task** Read the instructions aloud.
- **Play the recording** ***Audio script p. T-165*** Ss listen and write.
- **Play the recording again** Ss listen and review their answers. Have Ss compare their answers in pairs. Check answers with the class.

Answers

1. the most amazing city
2. the most beautiful natural features I've ever seen
3. were just wonderful
4. the train through Copper Canyon
5. got very seasick

About you

C

- **Preview and do the task** Read the instructions aloud. Have two Ss read the example conversation. Tell groups to discuss the questions in Exercise 3B. As groups discuss the questions, go around the class, and help as needed.
- **Follow-up** Ss report back to the class about an experience from one of their group members.

Extra activity INDIVIDUALS

Ss choose one of the questions in Exercise 3B and prepare a detailed response about an experience they have had. As Ss prepare their "speech," help with new vocabulary as needed. Ss take turns telling their stories to the class. Tell Ss to listen carefully. When each S finishes, another S asks two questions about the speech for classmates to answer.

Free talk

Tell Ss to turn to Free Talk 3 at the back of their Student's Books. Have Ss do the tasks. (See the teaching notes on p. T-130.)

Workbook

Assign Workbook pp. 22 and 23. (The answer key begins on p. T-176.)

Lesson D Is that a fact?

1 Reading

Prereading

- **Set the scene** Write *World Records* on the board. Ask Ss to give some examples of categories of world records (e.g., *the tallest or oldest person, the most poisonous animal, the most expensive city*).
- Say, "You're going to read some facts about world records on a website."
- **Present *Reading Tip*** Read the tip aloud. Point out the questions above each of the four items. Say, "The questions give you an idea of the topics in the article. Trying to answer them before reading the article will help you understand what you read."

A

During reading

- **Preview the task** Read the instructions aloud. Have Ss look at the questions and try to guess the answers. When Ss finish, have them work in pairs and tell their partners their guesses.
- **Do the reading** Have Ss read the article. When Ss finish, ask, "Which of the questions did you answer correctly?" Call on a few Ss to answer.
- Ask Ss if they had seen or heard about any of the things they read about.
- **Do the reading again** Have Ss read the article again and underline any new words. Have Ss work in pairs to compare new words and help each other with the meanings. Help with new vocabulary as needed.

Extra activity PAIRS

Ss take turns looking at the website and 'testing' each other on the facts. Ss A asks five questions about the information. Ss B tries to remember the facts. Then Ss change roles. (E.g., Ss A: *What was the name of the most liked video? Where is Mike Powell from?* Etc.)

Extra activity PAIRS

Ss think of some facts about their city or town (e.g., *coolest place to hang out, best movie theater, cheapest place to buy jeans*). Write a few ideas on the board. Groups choose one fact about their city (either from the board, or another idea of their own). Ss prepare a short speech to give the class about their chosen fact. All Ss in the group should prepare to say something (e.g., *S1: Did you know the best place to buy ice cream in this city is The Dairy? S2: Yes, it sells the best ice cream, in about 15 different flavors. S3: It may not be the cheapest ice cream, but at $5 a cone, it's worth it!*). Groups present their facts and opinions to the class. Encourage Ss to listen carefully and ask questions to find out more information.

B

Postreading

- **Preview the task** Have Ss look only at p. 29. Ask, "Can you remember this information from the paragraphs?" Have individual Ss read the sentences aloud. Have Ss work in pairs to circle the correct words to make the sentences true.
- **Do the task** Have Ss find the information in the paragraphs in the reading on p. 28 and check it against their answers. Check answers with the class: Have Ss call out the information they found in the text to support their answers.

Answers

1. The most popular video war game sold 6.5 million copies in one day.
2. The longest snake is shorter than the world's longest long jump.
3. The people at 1 Ebenezer Place have no next-door neighbors.
4. The worst time for accidents on the road is during the wet season.
5. Hong Kong has the most skyscrapers.
6. The oldest living tree is not in one of the oldest forests.

C

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task and then compare their answers in pairs. Check answers with the class.

Answers

1. a. sell
2. b. lives in
3. a. has
4. b. year
5. a. people
6. b. tall

2 Speaking and writing

A

- **Preview the task** Read the instructions aloud. To model the task, ask different Ss a few of the questions about their country or the country you are in. After each answer, ask "Does anyone have a different idea?" Encourage Ss to discuss the answers and come to an agreement (e.g., *T: What's the highest mountain in this country? S1: I think it's . . . T: Does anyone have a different idea? S2: Yes, I think the highest mountain is . . .*).
- **Do the task** Have Ss work in groups, discuss their ideas, and make notes of the answers they agree on. (Note: In classes made up of Ss from different places, put Ss from the same country or area together. This will better prepare Ss for the writing task.)
- **Follow-up** Groups report on the information they agreed on. *If Ss are from different places*: Ss in other groups ask follow-up questions to get more details. *If Ss are from the same place*: Groups compare their opinions and ideas.
- If there is an atlas and / or encyclopedia available, groups confirm their answers and write down some more details. Alternatively, Ss can confirm their answers and look up more details on the Internet or at the library. (Note: It will help to have Ss do this before doing the writing task.)

B

- **Preview the task** Read the instructions aloud. Tell Ss to read the example article.
- **Present *Help Note*** Read the information aloud. Say, "Notice that the information you are adding comes right after the name of the thing the information is about. Also notice the use of commas."
- Write these sentences on the board:

  Bangkok, Thailand has about 16 million visitors a year.

  Extra information about Bangkok: It's one of the world's most visited cities.

  The Kingda Ka is in New Jersey.

  Extra information about the Kingda Ka: It is the fastest roller coaster in the world.

  Have Ss rewrite the two sentences, adding the extra information. [Bangkok, Thailand, one of the world's most visited cities, has about 16 million tourists each year.; The Kingda Ka, one of the fastest roller coasters in the world, is in New Jersey.]
- Ask a few comprehension questions about the article (e.g., *How high is Mount Aconcagua? What mountain range is it in? What's special about the Andes?*). After Ss answer, say, "When you write, answer these kinds of questions in your paragraph."
- **Do the task** Have Ss write their articles. Say, "Look back at your notes and ideas from Exercise 2A. Choose one thing to write about." Tell Ss that it is not necessary to use number facts like those in the example article, but if they have time to find some, they can include them.

C

- **Preview and do the task** Read the instructions aloud. Have group members take turns reading their articles aloud. Have other group members say what new information they learned.

Extra activity PAIRS / GROUPS

Put Ss in pairs or groups to give each other feedback on their articles. Tell Ss to ask follow-up questions and to give their partners suggestions for additions or changes. Give Ss time to revise their articles and then to reread them to their classmates.

Extra activity PAIRS / GROUPS

Pairs choose a country and write down six sentences about it. Some of the sentences should be true, and some should be false. Then they exchange papers with another pair. They read the other pair's paper, try to identify the false sentences, and correct them.

Workbook

Assign Workbook pp. 24 and 25. (The answer key begins on p. T-176.)

Vocabulary Notebook

If done for homework

Briefly present the Learning Tip and the task directions. Make sure Ss understand what they need to do.

If done in class

- **Present *Learning Tip*** Read the information aloud. Say, "Visual information such as maps and pictures helps many people remember things better. This is especially true when the visual information has personal meaning as well, for example, if a map shows someplace you've been. Using or creating a map of your country will help you remember vocabulary about geographic features."
- **Present *In Conversation*** Books closed. Say, "What do you think are the natural features that people talk about most? Write six features." Books open. Tell Ss to compare their guesses to the information in the box. Call on several Ss to say how many items they guessed correctly.

These tasks recycle the vocabulary for natural and human "wonders."

1

- **Preview and do the task** Read the instructions aloud. Tell Ss to complete as many of the labels as they can using the pictures as clues. Have Ss complete the task and then compare their answers in pairs. Then, if possible, encourage Ss to look in a reference book such as an atlas or on the Internet to find any missing answers.

Answers

Melville Island
Great Barrier Reef
Pacific Ocean
Daintree Rain Forest
Darling River
Gold Coast
Blue Mountains
Sydney Harbour Bridge
Mount Gambier Volcano
Lake *Eyre*
Dampier Archipelago
Great Sandy Desert

2

- **Preview the *Word Builder* task** Say, "This Word Builder task will help you learn more vocabulary for talking about natural features." Read the instructions aloud.
- **Do the task** Have Ss complete the task in pairs. Tell Ss they can use their dictionaries if necessary. Have pairs compare their maps. Ss check to see if they included the same features.
- **Follow-up** If the class has Ss from different countries, form new, mixed groups, and have Ss use their maps to talk about their country.

On your own

- **Present *On Your Own*** Read the instructions aloud.
- **Follow-up** At the start of the next class, Ss form small groups and talk about the information they researched.

Now I can . . .

- Go over the Now I Can items. Put Ss in pairs to give one example each for the first four items. Call on Ss and ask for examples or explanations.
- Have Ss look over the four lessons and identify any areas they want to review.
- Tell Ss to complete the Now I Can items. Ss check (✓) the items they know and put a question mark (?) by items that they are not confident about. Check with individual Ss which areas need review to see if there are general problems to review in class. Help individual Ss as required. Have Ss hand in a piece of paper with their name and a schedule showing what they plan to review and when. Review or reteach these language items in a future class.

Checkpoint Units 1–3

Before you begin the Checkpoint, write on the board: *Grammar, Vocabulary, Conversation Strategies.* Tell Ss to think about Units 1–3 and write down which area they are most sure about. Say each area, and ask Ss to raise their hands for the one they wrote.

1 How much do you know about your partner?

This task recycles manner adverbs versus adjectives. It also recycles the conversation strategies of keeping a conversation going by showing interest and using response questions.

A

- **Preview and do the task** Read the instructions and the example aloud. Have Ss complete the sentences with the correct adverbs or adjectives. Then tell them to make guesses about their partners by circling the affirmative or negative forms of the verbs.
- Check that Ss chose the correct adverb or adjective: Call on individual Ss to share their answers with the class.

Answers

1. slowly
2. carefully
3. well
4. easily
5. bad; properly
6. hard

B

- **Preview the task** Read the instructions aloud. Have two Ss read the example conversation aloud. Model the task further by making a few of your own guesses about Ss, using the chart in Exercise 1A. Have Ss respond to your guesses. Encourage them to say more than just *yes* or *no.* Show interest in their responses or ask response questions (e.g., *T: I guessed that you don't listen carefully to the weather forecast. Do you? S: No, you're right. I don't. I only listen to the weather when I go on a trip. T: You do? That's a good time.*).
- **Do the task** Have Ss in each pair take turns asking and answering questions to see if their guesses from Exercise 1A are correct. Tell Ss to make checks (✓) in the chart to show if their guesses are right or wrong.
- **Follow-up** Ss count up the number of items they guessed correctly, report to the class, and find out who made the most correct guesses.

Extra activity INDIVIDUALS / CLASS

Ss write guesses about you, using the ideas in the chart. Then they take turns reading their guesses (e.g., *I guessed that you eat slowly.*). Other Ss raise their hands if they agree. Tell Ss if they are right or wrong and give more information. Remind Ss to show interest and ask follow-up questions.

2 Have you ever?

This task recycles the present perfect and the simple past. It also recycles the vocabulary for past participles of irregular verbs.

- **Preview the task** Write these headings on the board: *Base Form, Simple Past, Past Participle.*
- Tell Ss to look at the expressions in the chart. Ask, "Can you remember the simple past and the past participle forms for the verbs in these expressions?" Have Ss call out the verb forms, and write them under the correct headings [see, saw, seen; get, got, gotten; eat, ate, eaten; have, had, had; win, won, won; lose, lost, lost; be, was / were, been; buy, bought, bought; break, broke, broken; throw, threw, thrown].
- Read the instructions aloud. Have two Ss read the example conversation aloud.
- **Do the task** Have Ss work in pairs to take turns asking and answering the questions about the things in the chart. Say, "Answer each question, and then continue the conversation as long as you can."
- **Follow-up** A few Ss share one interesting or new thing they learned about their partners.

3 What natural and human wonders would you like to see?

This task recycles the vocabulary of natural features and buildings and structures.

- **Preview and do the task** Read aloud the instructions and the example in the chart. Ask, "What's another volcano you can think of?" Get ideas from Ss. Ask a few Ss to name some kinds of structures and examples of them (e.g., ***bridge — Golden Gate Bridge***).
- Have Ss complete the chart with their own ideas. Tell Ss to compare their answers in pairs and see who has the most correct answers. Then find out who in the class has the most correct answers. Check answers with the class: Draw a chart like the one in the book on the board. Call on the two Ss with the most correct answers to write their answers on the board. Ask other Ss to add any different answers.
- Ask a S to read the example sentences aloud. Tell Ss to take turns discussing the items in their charts.

Extra activity PAIRS

Pairs choose six of the natural places or structures on the board and write down one fact about each. Some of the sentences should be true, and some should be false. Encourage Ss to look back though Unit 3 for information. Then pairs exchange papers with another pair. They read the other pair's paper, try to identify the false sentences, and correct them. Pairs then compare their answers.

4 Can you complete this conversation?

This task recycles the present perfect, the simple past, superlatives, and adverbs before adjectives. It also recycles the conversation strategies of describing habits with *always*, response questions to show interest, and responses with *really*, *sure*, and *at least*.

- **Preview and do the task** Read the instructions aloud. Tell Ss to use each expression only once. Have Ss complete the conversation. Check answers with the class.

Answers

Milton Have you been to the new sports complex?
Peter No, but I've heard it's fabulous. How about you?
Milton Actually, I've been there every weekend this summer.
Peter Have you? What's it like?
Milton Great. You see the coolest people there. I saw Jillian and Maggie there Saturday. They're always hanging out at the skating rink.
Peter Maybe we should go skating there sometime.
Milton Yeah. We really should.
Peter So, what's the pool there like?
Milton Gigantic. I think it's the biggest pool I've ever seen.
Peter Do you remember that little pool in Lincoln Park?
Milton Yeah. We always had a lot of fun there.
Peter We sure did. But it was incredibly small.
Milton Yeah, but at least it was free. It costs $20 to swim in this new pool!

- **Practice** Have Ss practice the conversation in pairs, taking turns playing each role.

5 What do you think?

This task recycles superlatives.

- **Preview and do the task** Read the instructions aloud. Have Ss complete the questions and then compare their answers in pairs. Check answers with the class.

Answers

1. What's the tallest building in this city?
2. What's the nicest park around here?
3. Where's the best place to sit and enjoy the view?
4. Where's the most expensive restaurant in this city?
5. What's the most delicious thing you've ever eaten?
6. What's the worst movie you've ever seen?
7. Who's the busiest person you know?

- Have Ss take turns asking and answering the questions in pairs. Encourage Ss to give as much information as they can and to ask follow-up questions.
- **Follow-up** Read each question aloud, and call on pairs to tell the class their ideas.

Extra activity PAIRS

Pairs look back at Units 1–3 and write one question using superlatives for a topic from each unit (e.g., *Unit 1: Who's the most talented person you know?*). Each pair then joins another pair. Pairs take turns asking and answering the questions.

6 What are they like?

This task recycles adverbs before adjectives. It also recycles the conversation strategy of describing individual habits with *always* and a continuous verb.

A

- **Preview the task** Read the instructions aloud. Write the first word on the board: *generous*. Ask, "What adverbs can go before this word to make it stronger?" Have Ss call out adverbs (e.g., *extremely, incredibly, pretty*). Write them on the board.
- **Do the task** Have Ss add adverbs before the other adjectives. When Ss finish, have a few Ss read their adverb + adjective expressions.

B

- **Preview and do the task** Read the instructions and the example sentences aloud. Have Ss write sentences for each expression about people they know. Call on a few Ss to read one of their sentences. Ask Ss follow-up questions (e.g., *Is she? What kind of things does she do to help people?*). Have Ss take turns sharing their sentences in pairs. Tell them to ask follow-up questions to continue the conversation.

irLanguage

UNIT 4

Family life

Language notes

Lesson A Family gripes

Grammar *let, make, help, have, get, want, ask, tell*

(See Student's Book p. 35.)

The lesson teaches patterns of the above verbs when they are followed by objects and verbs.

Form

- Verb + object + base form (verb)

  Let, *make*, and *have* are followed by object + the base form of the verb.

  My parents won't let me stay out late.

  They make me come home before 10:00.

  I have them do their homework before dinner.

- Verb + object + *to*-infinitive (*to* + verb)

  Get, *want*, *ask*, and *tell* are followed by object + *to*-infinitive

  I can't get them to clean up their rooms.

  My parents want me to study law.

  I have to ask them to drive me everywhere.

  My wife is always telling me to slow down.

- *Help*

  Help can be followed by either pattern but is usually followed by object + the base form of the verb.

  My kids never help me clean the house.

  I help them to get ready for school.

Use

The verbs *let*, *make*, *help*, *have*, *get*, *want*, *ask*, and *tell* are part of a larger group of verbs known as *causatives*. These verbs name an action taken to cause someone else to do something. Other verbs in this category include *allow*, *convince*, *permit*, *require*, and *encourage*.

Corpus information *Help*

In conversation, the verb *help* is normally followed by the base form of the verb. This pattern is about eight times more frequent than *help* followed by the *to*-infinitive.

Common error with *let*, *make*, or *have*

Ss often use *to* with *let*, *make*, or *have* where it shouldn't be used. (*They make me come home before 10:00.* NOT *They make me ~~to~~ come home before 10:00.*)

Lesson B Family memories

Vocabulary Family terms

(See Student's Book p. 36.)

The vocabulary in the lesson includes terms for *immediate*, *extended*, and *blended* families.

- *Immediate family* includes parents, children, and spouses (e.g., *mother*, *son*, *wife*).
- The term *blended family* includes stepparents, stepchildren, half brothers, and half sisters.
- *Extended family* includes grandparents, great-grandparents, aunts, uncles, cousins (first and second), nieces / nephews, and in-laws.
- Other expressions such as *only child* and *fiancé* are also included.

Grammar *Used to* and *would*

(See Student's Book p. 37.)

Form

- *Used to*

  In affirmative statements, *used to* is followed by the base form of the verb.

  I used to go over to my sister's house a lot.

  She used to keep candy in her pockets.

  Used to always refers to the past. There is no present tense form.

  Negatives and questions with *used to* follow the rules for regular verbs in the simple past.

  I didn't use to like jazz, but I do now.

  What did you use to do on Sundays?

- *Would*

  In affirmative statements, *would* is followed by the base form of the verb. The contracted form is *'d*.

  I'd play with my niece and nephew.

  We would always win.

Use

- *Used to*

  Used to is used to talk about activities, events, or situations that were done regularly in the past or that were the case in the past, but that no longer exist in the present.

  We used to play on a team. (= but we don't now)

  My sister used to live next door. (= but then she moved away)

  Used to is not generally used to talk about times in the recent past. You cannot say, for example, *I used to play on a team last week.*

- *Would*

  Would (and its contracted form *'d*) is used to talk about regular activities and events in the past, but not situations.

  We would always win.

  BUT NOT: *My sister would live next door.*

Corpus information *Used to* and *would*

In conversation, when people begin a story or talk about a memory, they often start with *used to* (or simple past tense verbs) and then continue with *would*. Most of the uses of *used to* are in affirmative statements. Negative statements and questions with *used to* are much less frequent.

Common errors with *used to*

Ss often use *used* to talk about the present instead of *usually*. (*I used to skip lunch, but now I usually have a sandwich.* NOT *I used to skip lunch, but now I ~~used to~~ have a sandwich.*)

Speaking naturally *Used to*

(See Student's Book p. 37.)

The section gives Ss practice in hearing and saying *used to* as it is reduced in conversational speech to /yúwstə/. Note the sound /s/ in the word *used* in the expression *used to*. In contrast, for the past tense of *used*, the sound /z/ occurs (e.g., *I used my mom's car yesterday.*).

Lesson C If you ask me, . . .

Conversation strategy Giving opinions

(See Student's Book p. 38.)

- *I think . . . , It seems like . . . , If you ask me, . . . ,* etc., are common expressions that people use at the beginning of a sentence to signal to the listener that they are going to express an opinion.
- Notice the affirmative verb in the main clause after *I don't think . . . .*

  I don't think families spend enough time together. (= In my opinion, families don't spend enough time together.)

Strategy plus Agreeing

(See Student's Book p. 39.)

There are many expressions that people use to agree with another person's opinions in conversation. The lesson presents some of the more common ones (e.g., *Absolutely., Definitely., Exactly.*). There are many more variations (e.g., *You're absolutely right.; I couldn't agree more.; I tend to agree.*), which Ss will learn as they encounter more English.

Corpus information Expressions for agreeing

Exactly, *definitely*, and *absolutely* are in the top 600 words in conversation. *I agree* is approximately 30 times more frequent than *I don't agree*, which can sound too direct or even rude in English. When people do use *I don't agree*, it is often in expressions such as *I don't agree with that* rather than *I don't agree with you.*

Lesson D Family activities

Reading tip

(See Student's Book p. 40.)

The Reading Tip tells Ss to notice that the ideas in the first and last paragraphs are similar. These are the main ideas of the article. By reading the first and last paragraphs first, readers can often get a general idea of the content of an article, which can help them understand the details as they read.

Help note Using time markers

(See Student's Book p. 41.)

The Help Note presents some useful expressions to show past and present time.

- Past

  When we were kids, . . .

  When I was . . .

  In those days, . . .

  Back then, . . .
- Present

  Today, . . .

  Now, . . .

  Nowadays, . . .

  These days, . . .

Kids

Kids is considered informal, and so it is permissible in the writing assignment in the lesson, which is a blog. In formal writing, ***children*** should be used instead.

Family life

Teach this unit opener page together with Lesson A in one class period.

Introduce the theme of the unit Say, "Do these things sound familiar? A little sister who wants to borrow your favorite clothes? A big sister who doesn't want you to borrow her clothes? A big brother who taught you how to play basketball? Family picnics at the beach? Learning to cook with your mother or father? All these things are part of family life."

In this unit, you learn how to . . .

- **Unit aims** Read the lesson headings and key unit aims aloud. Tell Ss to listen and read along.

Extra activity CLASS

Ss look at the aims in Lesson A and Lesson B and find examples in the unit of phrases with *let*, *make*, *help*, *have*, *get*, *want*, *ask*, and *tell*, and examples of *used to* and *would* to talk about memories and past routines (e.g., *My parents won't let me use the car* on p. 34 and *She always used to keep candy in her pockets* on p. 36).

Before you begin . . .

- **Introduce the family activities** Say, "Look at picture 1. What activity is this family doing together?" [They're eating together.] Say, "Work with a partner. Decide what's happening in the other pictures." Then call on individual Ss to respond [Picture 2: A family is going biking together. Picture 3: A family is playing a game together. Picture 4: Some family members are watching their child's soccer game.].
- Tell Ss to look at Before You Begin, and read it aloud. Have Ss make a list of at least five activities they do as a family or with a family member. Ask several Ss to tell the class three things from their lists. Write the Ss' ideas on the board (e.g., *watch movies, talk about their day, go biking, work in the garden*).

Recycle grammar This task recycles time expressions.

- Have pairs ask each other about how often they do the activities on their lists or on the board with their families (e.g., *S1: How often does your family watch movies together? S2: Not very often. About once a month, I guess. How about you? S1: We watch movies together every Tuesday night. My mom makes a big bowl of popcorn, and we all watch together.*).

Extra activity GROUPS

Groups talk about their personal experiences related to the four pictures (e.g., *When I was young, Saturday night was game night in my family. We all gathered in the living room after dinner. We often played board games, but sometimes we played card games or did puzzles together. We still like to play games when we all get together.*).

Lesson A Family gripes

1 Getting started

- **Set the scene** Write on the board: *gripes.* Say, "My sister always calls me really early on Sunday mornings. That really annoys me. I want to sleep late. Tell me something a family member does that annoys you." Ask a few Ss to tell the class, and write their responses on the board (e.g., *My sister uses my laptop all the time. My mom talks on the phone for hours. My daughter borrows my clothes and doesn't ask. My kids never make their beds.*). Say, "Small complaints such as these are called *gripes.*"

A

- **Preview and do the task** Read the instructions aloud. Check Ss' comprehension of *chores.* Have Ss do the task and then share their ideas with the class.

B 2.01

- **Preview the task** Have Ss look at the website. Ask, "What do people use this website for?" [writing about their gripes and complaints] Read the instructions aloud. Tell Ss to listen and read the messages.
- **Do the task** Play the recording and have Ss complete the task and compare their answers in pairs. Check answers with the class: Ask individual Ss about each person's gripe (e.g., *What is Tom's gripe?*).

Possible answers

Tom's parents are always pressuring him about school. They want him to study law. He wants to study drama.

Marina can't use her parent's car. She has to ask them to drive her everywhere.

Pedro's parents won't let him stay out late. They always make him come home before 10:00.

Mae thinks her kids play computer games all the time. She tries to have them do their homework before dinner, but they usually play games instead.

Eduardo's kids don't help with the housework. He can't even get them to clean up their own rooms.

Sue's husband holds the remote when they're watching TV. He never lets her have it.

Mehmet's wife is a backseat driver / nervous about his driving. She's always telling him to slow down.

Figure it out

C

- **Preview the task** Write on the board: *let, make, help, have, get, want, ask, tell.* Tell Ss to find these verbs on the website and circle them. Then tell them to look for any verb that comes after the verbs they circled. Ask, "What do you notice about the second verb?" [Sometimes there's *to* before the second verb, and sometimes there's just the verb.]
- Say, "Complete these sentences about the people." Remind Ss to look at the website for help.
- **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class.

Answers

1. Marina's parents won't let her use the car.
2. Pedro's parents make him come home before 10:00.
3. Mae tries to have her kids do their homework before dinner.
4. Eduardo can't get his kids to clean their rooms.
5. Mehmet's wife always tells him to slow down even when he's not driving fast.

- **Focus on the form and the use** Ask, "In the sentences in Exercise 1B, after which verbs do you use *to* + verb?" [get, tell] "After which verbs do you use just the verb without *to*?" [let, make, have]
- Ask Ss to look at the website again. Ask, "What form do you use after the verbs *let* and *have* when they are followed by an object?" [verb without *to*] "After *tell*?" [*to* + verb]
- Say, "These are some of the verbs you use when you want somebody to do something. Some are followed by *to* + verb, and some are followed by just the verb."
- Write on the board:

  I let him / her = I give him / her permission

  I make him / her = He / She has to

  I have him / her = I ask him / her, and he / she does the action

  I get him / her to = I persuade him / her to

  Ask a few Ss, "What's something you let someone do? What's something someone makes you do? What's something you have someone do? What's something someone gets you to do on the weekend?"

About you

D

- **Preview the task** Read the instructions aloud. Tell Ss to think of one complaint about each member of their family.
- **Do the task** Have Ss complete the task. Then say, "Do you have the same gripes as the ones on the website? Tell a partner." Have several pairs share one of their gripes about their family members to the class.

Extra activity CLASS

Write on the board: *Our English teacher always makes us . . .* Ss call out as many ideas as they can to complete the sentence (e.g., *do homework every night / turn off our cell phones in class / speak in English / use dictionaries*).

Extra activity GROUPS

Write on the board: *Kids gripe about their siblings.* Each group member writes a short gripe about a brother or sister. A group secretary writes all the gripes on one piece of paper. Groups leave their gripes on a desk for other groups to read. Then Ss say which gripe is the most unusual.

2 Grammar

2.02

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Have Ss look at the chart and read the sentences.
- Write on the board:

  1. *You ____ someone do something.*
  2. *You ____ someone to do something.*

  Have Ss fill in the blanks with the correct verbs [1. let, make, help, have 2. get, want, ask, tell, help].
- Point out the objects (e.g., *me*) in the chart. Explain that the object can be a noun or any object pronoun. (For more information, see Language Notes at the beginning of this unit.)
- **Present *In Conversation*** Ask a S to read the information aloud.
- **Present *Common Errors*** Read the information aloud. Write on the board: *They make me come / to come home before 10:00.*
- Tell Ss only one of the two options is correct. Have Ss work in pairs to figure out which sentence is incorrect and what the error is. [*They make me ~~to~~ come home before 10:00.*]
- **Follow-up** Put Ss in pairs to say true things about their lives using *let*, *make*, *have*, or *get*.

A

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task and then compare their answers in pairs. Check answers with the class: Ask individual Ss to each read a sentence.

Answers

1. When I was a kid, my parents never let me walk to school by myself.
2. My parents made me go to bed at 8:00.
3. My mother couldn't get me to eat fish. I was a picky eater!
4. My brother never lets me use his computer.
5. My parents want me to spend more time with them. I should, but I'm too busy.
6. My dad's always telling me to get more exercise.
7. I always have my husband make breakfast on weekends so I can sleep late.
8. I think kids should help their parents clean the house.
9. My parents always say they want me to be happy, not rich.
10. I usually let my parents know when I'm going to be home late.

About you

B

- **Preview and do the task** Say, "Make five of the sentences true for you. Write your new sentences, and then read them to a partner." Have two Ss read the example conversation aloud.

Extra practice

Tell Ss to turn to Extra Practice 4A on p. 143 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-143.)

3 Listening and speaking

A

- **Preview and do the task** Read the instructions aloud. Call on individual Ss to each read one of the demands aloud. Ask, "What other demands do parents make?" Write Ss ideas on the board.

B 2.03

- **Preview the task** Read the instructions aloud.
- **Play the recording** ***Audio script p. T-166*** Ss listen and write.
- **Play the recording again** Ss listen and review their answers. Have Ss compare their answers in pairs. Check answers with the class.

Answers

1. 3 get married and start a family
3. 1 work in the family business
4. 2 call them every week
5. 5 change my appearance
6. 4 move nearer to them

About you

C

- **Preview the task** Read the instructions aloud. Say, "Check (✓) the demands in Exercise 3A that your parents or your friends' parents make." Read each demand aloud, and ask Ss to raise their hands if they checked it. Ask, "What other demands do parents make? Why? Make a list."
- **Do the task** Have a S read the example sentences. Ask, "Is this demand reasonable, or unreasonable?" Have Ss work in pairs to discuss the demands parents make. Go around the class, and help as needed. Have each pair report one reasonable and one unreasonable demand. Write them on the board.

Extra activity GROUPS

Put Ss in groups. Using the demands written on the board and their own lists, groups decide on three demands that are reasonable and three demands that are not. Groups report to the class giving reasons for their choices.

Workbook

Assign Workbook pp. 26 and 27. (The answer key begins on p. T-176.)

Lesson B Family memories

1 Building vocabulary and grammar

- **Set the scene** Books closed. Ask, "What kinds of things do you think are family memories?" Have Ss call out ideas, and write them on the board (e.g., *memories about vacations, birthdays, weekends, trips, family get-togethers, a fight with a brother or sister*).

A 2.04

- **Preview the task** Books open. Read the instructions aloud. Read the title of the article. Say, "Listen and read along."
- **Play the recording** Ss listen and read along.
- Ask, "What memories do these people have?" Have Ss work in pairs to discuss the memories of the people in the article.
- Tell Ss to read the article again and underline new vocabulary. Have Ss work in pairs to compare the words they underlined and to help each other with the meanings. Help with new vocabulary as needed.
- **Follow-up** Ss form small groups. Ask, "Do you have any similar memories?" Groups tell one another about their memories. A few Ss share a memory with the class.

Word sort

B

- **Preview the task** Tell Ss to look at the four parts of the chart, and read the column headings aloud. Point out the examples.
- Explain the terms *immediate, blended,* and *extended*: *Immediate family* includes parents, children, and spouses (e.g., *mother, son, wife*).

  Blended family includes stepparents and stepchildren. Stepchildren are the children of one's spouse and his or her previous husband or wife. *Blended family* also includes half brothers and half sisters. A half brother or half sister is someone with whom a person has one biological parent in common.

  Extended family includes grandparents, great-grandparents, aunts, uncles, cousins, nieces / nephews, and in-laws. Go over the Other Expressions in the chart.
- **Do the task** Have Ss complete the chart and then compare their charts in pairs. Check answers with the class.

Answers

Immediate family

father	*mother*
brother	*sister*
husband	wife
son	*daughter*

Blended family

stepfather	stepmother
stepbrother	*stepsister*
stepson	stepdaughter
half brother	*half sister*

Extended family

great-grandfather	*great-grandmother*
grandfather	grandmother
uncle	*aunt*
(first / second) cousin	
nephew	*niece*
brother-in-law	sister-in-law

Other expressions

only child sibling *fiancé* fiancée

- Ask, "What's the only word that doesn't change form for males or females?" [cousin]
- Write on the board: *one brother-in-law, two brothers-in-law.* Say, "To talk about more than one brother-in-law, add the plural *s* to *brother.* You say 'brothers-in-law.'" Ask a S for the plural form of *sister-in-law* [sisters-in-law].
- Say, "Now tell a partner about your family." Have a S read the example aloud.

Vocabulary notebook

Tell Ss to turn to Vocabulary Notebook on p. 42 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-42.)

Figure it out

C

- **Preview the task** Tell Ss to look back at the memories in Exercise 1A. Ask, "When are these memories from?" [the past; when they were younger] Read the instructions aloud.
- **Do the task** Have Ss underline all the examples of *used to* and *would* (or *'d*) and then compare their answers in pairs to make sure they found them all. Have Ss decide whether the situations are finished or still continuing. Check answers with the class.

Answers

The activities and situations are finished.
Rosa: used to keep, she'd always give, used to tease
Haruka: used to live, used to go over, we'd play
Vasily: used to come over, would crawl
Justin: used to love, used to play, we would always win

- **Focus on the use** Say, "When you talk about something that was a regular activity in the past, but that is not true now, use *used to* or *would* and a verb."
- **Try it out** Say, "Think of three family members, and tell your partner something you used to do with them."

Extra activity PAIRS

Each partner prepares a set of notes about his or her happiest memory of growing up. S1 then tells S2 about his or her happiest memory. S2 asks questions to get more information.

2 Grammar

2.05

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Have Ss look at the left side of the grammar chart. Ask, "Are these activities and situations still true?" [no] Explain that *used to* describes regular activities and situations from the past and that it is a fixed expression: It has the same form for all subjects, and it is followed by a verb without *to*. Point out that it is different from the verb *use*, which means "do something with an object" (e.g., *I use the Web for research.*) and whose past form is *used* (e.g., *I used the Web for research.*). Explain that *used* in *used to* and *used* as the past tense of *use* have different pronunciations, which are studied in Speaking Naturally.
- Have Ss look at the section on negatives and questions. Point out that *used to* follows the pattern for regular verbs in the simple past: It loses the *d* in a negative statement with *didn't* or a question with *did*. Read the example sentences aloud.
- Point out the section on *would*, which is used to talk about regular activities in the past. Ask a few Ss to call out some of their regular activities in the past using *would* (e.g., *I'd sleep late on Saturday., I'd go to the movies with my brother.*). Write their ideas on the board.
- Say, "Don't use *would* if you're describing a situation in the past. Use *used to* and not *would* with verbs such as *live, work, like*, and *have*."
- Have Ss read the first three examples in the chart going across, beginning with the sentence with *used to*, then the sentence with *would*. Point out that *would* is often used for the second idea in a story. Write on the board: *When I was little, I used to love Saturdays. I'd go to the store and buy a comic book with my allowance.*
- **Present *In Conversation*** Read the information aloud.

About you

- **Preview the task** Say, "What family memories do you have? Complete each sentence, and add a sentence with *would*." Read the example sentences aloud.
- **Present *Common Errors*** Read the information aloud. Write on the board: *I used to skip lunch, but now I have a sandwich / used to have a sandwich.* Say, "Which option is correct?" Have Ss call out the correct option. (. . . *but now I have a sandwich.*)
- **Do the task** Have Ss complete the sentences and then write their additional sentences.

Recycle a conversation strategy Ask two Ss to read the example conversation. Say, "Remember that you can use superlatives to give more emphasis; for example, 'My family used to visit my grandmother. She was the most incredible person!' Now compare your memories with a partner. Try to use one or two superlatives." (See Unit 3, Lesson C.)

- When pairs have finished comparing memories, ask a few Ss to share a memory for each statement.

Extra practice

Tell Ss to turn to Extra Practice 4B on p. 143 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-143.)

3 Speaking naturally

A 2.06

- **Preview the task** Write on the board:

Verb	*Simple past form*
use	*used*

My grandmother used a big pot to cook rice.

Read the sentence aloud. Ask, "What does the *s* in *used* sound like?" [/z/] "Did you hear the *d* at the end of the word?" [yes] Say, "When *used* is the simple past tense of the regular verb *use*, it sounds like /yuwzd/."

- Write on the board:

My grandmother used to cook rice in a big pot.

Read the sentence aloud. Ask, "What did the *s* in *used to* sound like?" [/s/]

- Say, "Look at the example sentences with *used to*. When people say *used to* in natural spoken English, the *s* sounds like /s/, and the *d* is reduced with *to*."
- Read the instructions aloud.
- **Play the recording** Ss listen and repeat.

B 2.07

- **Preview the task** Read the instructions aloud.
- **Play the recording** Ss listen and repeat the sentences.

About you

C

- **Preview and do the task** Read the instructions aloud. Ask two Ss to read the example conversation. Have Ss complete the task in pairs, taking turns sharing memories and responding. As Ss do the task, go around the class listening for the reduction of *used to*. If necessary, replay Exercise 3B and have Ss repeat.

Extra activity GROUPS

Write on the board: *appearance, taste in music, taste in clothes, complaints about my family.* Group members discuss how these things have changed for them in the past 10 years (e.g., *I used to have a lot of freckles. I used to wear braces. I used to love boy bands.*).

Sounds right

Tell Ss to turn to Sounds Right on p. 137 of their Student's Books. Have Ss do the task for Unit 4 in class, or assign it for homework. (See the teaching notes on p. T-137.)

Workbook

Assign Workbook pp. 28 and 29. (The answer key begins on p. T-176.)

Lesson C If you ask me, . . .

Lesson C recycles *used to*.

1 Conversation strategy

- **Set the scene** Say, "We've talked about family memories. Think of something your family used to do together that you don't do together anymore. Explain why." Ss call out ideas. Write them on the board (e.g., *We used to go to the movies together, but we don't go anymore. My parents don't have time, and we don't like the same kind of movies anymore anyway.*).

A

- **Preview the task** Read the instructions aloud. Say, "Put a check (✓) next to the statements you agree with." Help with new vocabulary as needed.
- **Do the task** Have Ss complete the task. Write the statements on the board. Have individual Ss each read a statement aloud. Ss raise their hand if they checked the statement in their book. Write the totals on the board.
- **Follow-up** Have Ss work in groups to discuss their opinions.

B 2.08

- **Preview the task** Books closed. Read the instructions aloud. Say, "Listen to Rob and Corey's conversation. Which of the statements on the board do they agree with?"
- **Play the recording** Ss listen and do the task. Have Ss compare their answers in pairs.
- **Play the recording again** Books open. Ss listen, read along, and review their answers. Check answers with the class.

Answers

People spend too much time at work.
Everybody's getting burned out.
People don't have enough time to relax.

- Ask, "What does Corey think: *We get enough time together* or *We don't get enough time together*?" [We don't get enough time together.] Say, "Notice that the negative *don't* comes before *think*. Corey says, 'I don't think we get enough time together.' It means the same as 'I think we don't get enough time together.'"

Extra activity PAIRS

Have pairs think of their own topic (one not listed in Exercise 3B). Have Ss prepare and practice a short conversation. Ss present their conversation to another pair.

C

- **Present *Notice*** Read the information and the expressions aloud. Have Ss find the examples in the conversation. Ask individual Ss to each read aloud an example from the conversation. [I don't think we get enough time together. If you ask me, we all work too much these days. It seems like we don't get enough time to relax. And it seems to me that's why people often get burned out.] (For more information, see Language Notes at the beginning of this unit.)
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role.

Extra activity CLASS

Write on the board:

Families don't get enough time together.
We all work too much these days.
Some people get burned out because they never get time to relax.

Read each statement aloud, and ask Ss to raise their hands if they agree. Write the numbers of Ss who raised their hands next to each statement. Call on a few Ss to give their opinions about the statements.

About you

D

- **Preview the task** Say, "Complete these sentences with the expressions from *Notice* to give your opinions. Which expression will you use if you disagree with an opinion sentence in the exercise?" [I don't think . . .] Tell Ss that there are no wrong answers because these are their opinions.
- **Do the task** Have Ss complete the task. Ask individual Ss to each read a completed sentence aloud.
- Have two Ss read the example conversation. Then say, "Now discuss your opinions in pairs." As Ss discuss their opinions, go around the class, and help as needed.
- **Follow-up** Pairs each choose one of the statements in Exercise 1D and present their ideas to the class or to a larger group.

Extra activity GROUPS

Groups have a short debate. Assign or have groups choose one of the statements from Exercise 1D. Each group divides itself into two teams: *Agree* and *Disagree*. Teams make short notes on the opinions and arguments they will use to either agree or disagree with the statement they chose. When teams are ready, each team presents its side of the debate to the other.

2 Strategy plus

- **Present *Strategy Plus*** Tell Ss to look back at the conversation on p. 38 and find examples of expressions that show agreement with an opinion [Definitely.; Absolutely.; Oh, I know.; Yeah.; That's for sure.; Exactly.]. Explain that these expressions are useful because they keep the conversation going. They also provide the listener with an opportunity to add a similar or supporting opinion.
- Read aloud the information and the examples in Strategy Plus.
- **Present *In Conversation*** Books closed. Write on the board: *exactly, definitely, absolutely.* Ask, "Are these in the top 600, 800, or 1,000 words? Write your guess." Books open. Ask a S to read the information aloud.

A 2.09

- **Preview the task** Say, "Listen. Number the appropriate responses."
- **Play the recording *Audio script p. T-166*** Ss listen and number the responses. Don't check the answers until after B.

B 2.10

- **Preview the task** Read the instructions.
- **Play the recording *Audio script p. T-166*** Ss listen and review their answers. Check answers with the class by playing the recording and stopping to let Ss respond.

Answers

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

- Say, "Now discuss the opinions with a partner. Do you agree with them?" When Ss finish, ask several pairs to tell the class which opinions they disagree with and why.

3 Strategies

A

- **Preview the task** Read the instructions. Have individual Ss each read one of the responses.
- **Do the task** Have Ss complete the task. Check answers with the class.

Answers

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

- **Practice** Say, "Practice the conversations with a partner. Take turns playing each role."

About you

B

- **Preview the task** Say, "Give your opinions about the topics. Which ones do you agree on?" Have individual Ss each read one of the topics aloud. Remind Ss to use the expressions from Exercise C *Notice* to give opinions.
- **Do the task** Have groups complete the task. As groups discuss the topics, go around the class, and help as needed. Have several groups report to the class about which topics they agreed on.
- **Follow-up** Groups each choose one of the topics and present their ideas to the class.

Workbook

Assign Workbook pp. 30 and 31. (The answer key begins on p. T-176.)

Lesson D Family activities

1 Reading

- **Set the scene** Read the lesson title aloud. Say, "Think about your childhood memories. How are family activities today different from when you were growing up?" Tell about a change you have observed (e.g., *When I was a child, I used to play a lot of games outdoors with my brothers and sisters. Now, children have a lot more after-school activities and less free time to just play with their brothers and sisters.*).
- Have Ss work in groups, discuss how family life has changed, and make notes of their ideas. Write these topics on the board to help the discussion: *family, friends, school, games and hobbies, transportation, vacations*. When Ss finish, have groups report some of their ideas.

About you

A

Prereading

- **Preview and do the task** Ask, "When you were a child, did you and your family use to eat together every day? What were family meals like? Were they relaxed? Were they fun?" Get ideas from Ss (e.g., *We always used to eat in the dining room together. We didn't used to eat together because everyone was on a different schedule.*).
- **Present *Reading Tip*** Read the tip aloud. Ask Ss what the first and last paragraph of an article are usually called [introduction, conclusion]. Explain that these paragraphs usually include the main ideas of the article. Say, "Ask yourself what the main ideas of the reading are when you finish the introduction. Then confirm that you were correct when you read the conclusion." Explain that this will help their reading comprehension.

B

During reading

- **Preview and do the reading** Read the instructions aloud. Say, "Before you read carefully, skim the blog. Write an answer to the question." Have a few Ss read their answers [It's good for children / kids.].
- Have Ss read the blog. Then have them answer the question again, giving more detail [Children learn to share and take turns. She also read that kids are less stressed, healthier, better at school, and get in less trouble when they eat with their families regularly.].
- **Do the reading again** Have Ss read the blog again. When Ss finish, ask the following questions to help them focus on the main points of the story:
  1. Do you think that Barbara's memories of her family dinner are happy or unhappy? [Happy – she says that kids today are missing something if they don't have family meals, so she probably thought her childhood experiences were good ones.]
  2. How do you think she got along with her brothers and sisters? [It sounds like they argued sometimes but that they got along pretty well.]
  3. What were some of the rules or policies? [Everyone ate together; no phone calls; no eating in front of the TV; no fighting]

C

Postreading

- **Preview the task** Read the instructions and the first expression aloud. Tell Ss to find the expression *no matter what* in the blog. Have a S say where the expression is and read the sentence it is in. [Second paragraph: My family always used to eat dinner together, no matter what.] Point out the example answer. Say, "The expression *in any situation* has a similar meaning to *no matter what*. Try it in the sentence instead of *no matter what*. It means the same thing." Say, "Read through the article slowly. When you come to an expression that you think has a similar meaning, try it in the sentence."

Do the task Have Ss find the words and expressions with similar meanings. Check answers with the class.

Answers

1. f (Paragraph 2: My family always used to eat dinner together, no matter what.)
2. a (Paragraph 3: We'd always have fresh food, or at least leftovers from the night before . . .)
3. d (Paragraph 4: Now, I won't pretend our mealtimes were perfect.)
4. b (Paragraph 4: There was plenty of sibling rivalry, . . .)
5. c (Paragraph 4: Then our parents would intervene, . . .)
6. e (Paragraph 4: telling us to "get along or else!")

- **Follow-up** Ss read the article again and underline any remaining new words. Ss call out the words and write them on the board. Ss explain the meanings of the words. Help with new vocabulary as needed.

Extra activity CLASS

Ask, "Have any older members of your family – such as one of your grandparents – ever told you stories about their childhood? How were things different when they were growing up?" Ss share some stories.

D

Postreading

- **Preview the task** Read the instructions aloud. Ask a S to read the first statement aloud. Ask, "Is this true or false?" Have Ss look in the blog for the information. Call on a S to say the answer. [False] Call on another S to give a correct sentence. [Barbara's mother never used to let her watch TV while she ate dinner.]
- **Do the task** Have Ss check (✓) *True* or *False* for the remaining statements and correct the false statements. Check answers with the class: Call on individual Ss to answer and give corrected sentences.

Answers

1. False, Barbara's mother never used to let her watch TV while she ate dinner.
2. True
3. True
4. False, there was plenty of sibling rivalry at dinnertime.
5. True

2 Listening and writing

A 2.11

- **Preview the task** Read the instructions aloud. Have Ss look at the pictures and say what the people are doing in each one. Ask Ss if they used to do things like these with their families.
- **Play the recording** ***Audio script p. T-167*** Ss listen and write their answers. Check answers with the class.

Answers

3 (play games) 1 (go to the movies)
2 (play the saxophone)

B 2.11

- **Preview the task** Read the instructions aloud.
- **Play the recording** ***Audio script p. T-167*** Play the first conversation, and then pause the recording. Ask, "Why don't they go to the movies now?" Call on Ss to answer [Movie tickets are so expensive.]. Have Ss write the answer under the picture they numbered 1.
- Play the remaining conversations. Ss write their answers.
- **Play the recording again** Ss listen and review their answers. Have Ss compare answers in pairs. Check answers with the class: Call on three Ss to write the correct answers on the board.

Answers

1. Movie tickets have gotten so expensive.
2. His brother and sister got married and moved away. He got busy with other things.
3. The kids are older. They're always busy texting and following their friends on their social networks.

About you

C

- **Preview the task** Read the instructions aloud. Have Ss work individually and write at least three sentences about things they or their family members used to do. Write these topics on the board to help Ss: *sports and exercise, hobbies, entertainment, travel, chores, free time.*
- **Do the task** Have Ss in pairs take turns reading their sentences. Tell Ss to make comments and ask follow-up questions. To model the task, have two Ss read the example conversation aloud.
- **Follow-up** Have Ss in groups share their sentences. Groups choose the two with the most interesting activities to share their stories with the class.

D

- **Preview the task** Read the instructions aloud. Have Ss read the example blog.
- **Present** ***Help Note*** Read the information aloud.
- Say, "Descriptions about the past with *used to* often begin with time expressions such as *When we were kids*, . . . and *When I was* [*younger*], . . . Expressions such as *in those days* and *back then* can appear later in the paragraph to talk about the same time." Have Ss underline examples of these time expressions in the blog in Exercise 2D. [When we were kids, . . . ; In those days, . . . ; Back then, . . .]
- Say, "Remember, *used to* talks about something in the past that is no longer true. We can use it and then give information that is true *now* using the present. Expressions such as *today*, *now*, *nowadays*, and *these days* introduce this information." Have Ss underline examples of these time expressions in the blog in Exercise 2D. [today; These days, . . .]
- **Do the task** Have Ss write their blog entries. Say, "Look back at the exercises on p. 37 for ideas. In your blog, describe your memory using *used to*, *would*, and the simple past. Then give some information that is true now using the present." Point out to Ss that the term "kids" is informal but is appropriate for a blog. However, in formal writing, *children* should be used instead.

E

- **Preview and do the task** Read the instructions aloud. Have two Ss read the example conversation. Tell Ss to work in groups, taking turns reading one another's blogs and asking follow-up questions.
- **Follow-up** Groups choose the most interesting family memory. That S reads his or her blog to the class.

Free talk

Tell Ss to turn to Free Talk 4 at the back of their Student's Books. Have Ss do the tasks. (See the teaching notes on p. T-131.)

Workbook

Assign Workbook pp. 32 and 33. (The answer key begins on p. T-176.)

Vocabulary Notebook

If done for homework

Briefly present the Learning Tip and the task directions. Make sure Ss understand what they need to do.

If done in class

- **Present *Learning Tip*** Read the information aloud. Say, "Word webs help you organize vocabulary around key areas or in a meaningful context. In the lesson, the context is your memories of family members. Because these memories have real meaning for you, the new vocabulary will be easier to remember. Think about your family members. What memories do you associate with each person?"
- Ask a few Ss to each call out a family member and a short memory.

These tasks recycle *used to* and a variety of nouns associated with describing people and their habits.

1

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task and then compare their answers in pairs. Check answers with the class: Sketch the word web on the board, and for each item, ask several Ss to say their memory. Write the Ss' answers on the web.

Answers

was interested in (old) cars.
used to drink milk.
had a beard and a mustache.
used to wear overalls and a cap / hat.
always listened to the radio.

2

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task and then tell a partner about their word webs.

3

- **Preview the *Word Builder* task** Say, "This Word Builder task will help you learn more vocabulary for talking about family members." Read the instructions aloud.
- **Do the task** Have Ss complete the task. Tell Ss they can use dictionaries or ask classmates to find the meaning of any words they do not know. Tell Ss to add any of the new words to their word webs if possible.

On your own

- **Present *On Your Own*** Read the instructions aloud.
- **Follow-up** At the start of the next class, Ss show their photos to a partner and talk about the memories they wrote about.

Now I can . . .

- Go over the Now I Can items. Put Ss in pairs to give one example each for the first five items. Call on Ss and ask for examples or explanations.
- Have Ss look over the four lessons and identify any areas they want to review.
- Tell Ss to complete the Now I Can items. Ss check (✓) the items they know and put a question mark (?) by items that they are not confident about. Check with individual Ss which areas need review to see if there are general problems to review in class. Help individual Ss as required. Have Ss hand in a piece of paper with their name and a schedule showing what they plan to review and when. Review or reteach these language items in a future class.

UNIT 5

Food choices

Language notes

Lesson A Healthy food

Grammar Talking about quantities of food

(See Student's Book p. 45.)

The lesson includes a review of quantifiers and covers some new points about them.

Form

- *A little, very little, less, not much* + uncountable noun
  We have a little butter in the fridge.
  There's very little food. We need to go shopping.
  I'm trying to eat less fat (than I ate before).
  There's not much food in the house.
- *A few, very few, fewer, not many* + countable noun
  We have a few slices of cheese.
  We eat very few frozen meals. I think that's healthier.
  One percent milk has fewer calories (than whole milk).
  There aren't many vegetables.

Use

- *A little*
  A little means "a small amount."
  We have a little butter in the fridge.
- *Very little*
  Very little means "almost none" or "hardly any."
  There's very little food. We need to go shopping soon.
  She ate very little chocolate last week. Good for her!
- *Less*
  Less compares quantities with uncountable nouns.
  I'm trying to eat less fat (than I ate before).
- *Not much*
  Not much means "a small amount."
  There's not much food in the house.
- *A few*
  A few means "a small number."
  We have a few slices of cheese.
- *Very few*
  Very few means "almost none" or "hardly any." When *very few* is used to talk about necessities or important things, it has a negative meaning.
  I bought a lot of eggs, but there are very few left.
  I made a lot of food, but very few people came.
- *Fewer*
  Fewer compares quantities with countable nouns.
  One percent milk has fewer calories (than whole milk).
- *Not many*
  Not many means "a small number."
  There aren't many vegetables.

  Some nouns can be both countable and uncountable. For example, "*I'd like some coffee, please.*" Or "*I'd like two coffees, please.*"

Grammar Food containers / items

The names of food containers and items (sometimes called *partitives*) are introduced. With uncountable nouns, the container or partitive word can be plural, not the uncountable food word.

a carton of juice	*two cartons of juice*
a loaf of bread	*some loaves of bread*

Corpus information *Less* versus *fewer*

In conversation, people often use *less* with plural countable nouns rather than *fewer* (e.g., *She eats less cookies than I do.*). Many people think this is incorrect. In formal writing, *fewer* should be used.

Common errors with quantifiers and *of*

Students often use *of* after the quantifiers *a little*, *much*, and *many* immediately before a noun. (*There isn't much cheese.* NOT *There isn't much ~~of~~ cheese.*) *Of* can be used before another determiner to refer to specific things. (E.g., *There isn't much of that cheese you bought.*)

Lesson B A question of taste

Vocabulary Cooked foods

(See Student's Book p. 46.)

The lesson presents vocabulary for the different ways food is cooked or prepared. These words are presented mostly as adjectives before nouns. Most of the adjectives are derived from verbs.

fry → fried	*grill → grilled*	*steam → steamed*
fried fish	*grilled meat*	*steamed vegetables*

Speaking naturally Stressing new information

(See Student's Book p. 46.)

This section shows how new information carries the main or primary stress.

*A Do you like fried **rice**?*

Rice, as the key content word, carries the main stress where the intonation changes.

*B1 Yes, I **love** fried rice. / B2 I prefer **steamed** rice.*

Love and *steamed* have the main stress because this is the new information. *Rice* is now old information.

Grammar *Too, too much, too many,* and *enough*

(See Student's Book p. 47.)

The lesson introduces ways to describe excessive amounts and acceptable amounts.

Form

- With nouns

  too much + uncountable noun

  I ate too much food. *I ate too many fries.*

  too many + countable noun

  enough + uncountable or countable noun

  I ate enough food. / I didn't eat enough fries.

- As pronouns

  verb + *too much / many*; verb + *enough*

  I ate too much. (= e.g., too much food)

  I ate too many. (= e.g., too many fries)

  I didn't eat enough. (= e.g., food)

- With adjectives

  too + adjective; adjective + *enough*

  He's too full. / Her salad wasn't filling enough.

- With adverbs

  too + adverb; adverb + *enough*

  She eats too slowly. / She doesn't eat fast enough.

- With verbs

  verb + *too much*; verb + *enough*

  She talks too much. / Maybe she doesn't listen enough.

Use

- *Too, enough*

  Too generally expresses the idea of an excessive amount or more than someone wants or expects. *Enough* expresses the idea of an acceptable amount or the amount someone wants or expects.

  I put too much salt on my fries. (Now I'm thirsty.)

  I had enough to eat. (I don't need anything else to eat.)

- *Enough*

  Enough can be used as a determiner before countable and uncountable nouns.

  I didn't have enough food / fries.

  It can also be used as a pronoun when it is clear what is meant.

  I didn't eat enough. (= enough food)

  When *enough* is used as an adverb, it comes after the adjective, adverb, and verb it modifies.

  It wasn't filling enough. (after adjective)

  I don't listen enough. (after verb)

  I don't eat fast enough. (after adverb)

Corpus information *Enough, too*

- In conversation, almost half the uses of *enough* are after adjectives and adverbs. About a quarter of its uses are before nouns.
- Almost half the uses of *too*, meaning "excessive," are with adjectives. Twelve percent of the occurrences are before adverbs, and 35 percent come before *much* and *many*.

Lesson C Whatever you're having.

Conversation strategy Letting another person decide

(See Student's Book p. 48.)

- The lesson teaches expressions to use when the listener is unsure how to respond to an offer that gives a choice. These expressions are especially useful in responding to offers of food or drink (e.g., *Would you like tea or coffee?*).
- *Whatever* and *whichever* can be used in different expressions (e.g., *Whatever you want / you like / you think. Whichever one(s) you want.*).
- *Either one* usually refers back to a choice of specific things (e.g., *A: Tea or coffee? B: Either one is fine.*).

Corpus information *Whatever* and *whichever*

Whatever is much more common than *whichever* — almost 90 times more frequent. *Whatever* is frequently used in the vague expression *or whatever*, which means "or something like that."

Strategy plus Polite refusals

(See Student's Book p. 49.)

Simply saying "no" to an offer of food is regarded as impolite. This section teaches some expressions to refuse such offers politely, such as *I'm OK for now. But thanks.*

Lesson D The world's favorite snacks

Reading tip

(See Student's Book p. 50.)

The Reading Tip draws Ss' attention to a common written convention of describing an item before naming it. Always encourage Ss to read on rather than stop when they don't understand something, as the subject of the sentence may come later.

Help note Giving examples

(See Student's Book p. 51.)

The Help Note presents three expressions for introducing examples:

- *Like*

  Try some of the delicious desserts like sweet sticky rice.

  Note: *Like* is not used to introduce examples in formal writing.

- *For example*

  You can eat sticky rice with different toppings, for example, coconut cream and mango.

- *Such as*

  They can have a delicious meat filling such as lamb.

Food choices

Teach this unit opener page together with Lesson A in one class period.

Introduce the theme of the unit Ask, "When you go grocery shopping, how do you choose what food to buy?" Have Ss call out ideas (e.g., *I choose healthy food / the cheapest food / food that looks good / things that are easy to cook / items that are on sale / snack foods so I don't have to cook.*). Ask Ss what food choices they make if they go out to eat (e.g., *things on the menu I never make at home, something new, my favorite dish*).

In this unit, you learn how to . . .

- **Unit aims** Read the lesson headings and key unit aims aloud. Tell Ss to listen and read along.

Extra activity GROUPS

Write on the board:

a food you have at home right now
a food you ate today
a food you've never eaten
a food you'd like to try one day
a food you never want to try
a food your parents used to make you eat

Ss look through the unit and find the name of one food for each item on the board. Ss form groups and tell each other the foods they chose. For each item, ask a few Ss to tell the class their choice.

Before you begin . . .

- **Introduce the foods** Have Ss look at Before You Begin. Read the list of things aloud, and have Ss repeat. Ask, "Can you find any of these things in the picture?" Tell Ss to locate each thing and then compare their answers in pairs.
- Say, "Look at these things again. You buy potato chips in a bag. How do you buy ketchup?" [in a bottle] Ask about the other things listed in Before You Begin. Have individual Ss identify the containers [cookies: package; juice: carton; cereal: box; mustard / tomato sauce / peanut butter: jar; soup: can; bread: loaf; margarine: tub].

Recycle grammar This task recycles short answers with the present perfect and follow-up information with the simple past. Ask, "Have you bought any of these things recently?" Tell Ss to respond with a short answer and to give more information if they give a *yes* answer (e.g., *T: Have you bought any of these things recently? S1: Yes, I have. I bought a carton of juice this morning. I drank it at lunch. S2: Yes, I have. I bought a bag of potato chips after school yesterday. I had them for a snack.*).

Extra activity PAIRS

Write as column headings on the board: *Bag, Bottle, Package, Carton, Box, Jar, Can.* Pairs see how many different foods they can think of that they can buy in these types of packages. At the end of five minutes, call "Time." Pairs get a point for each correct item they thought of that no other pair has. The pair with the most points wins.

Extra activity INDIVIDUALS / GROUPS

Write on the board:

a healthy food
a convenient food
a foreign food
a junk food
a food that's always in your fridge
a food you eat or drink every day
a food you don't like

Ss have three minutes to look through the unit again and find the name of one food for each item listed. Ss form groups and compare their answers. If several group members chose the same food for any of the items listed, groups report the food to the class.

Lesson A Healthy food

1 Getting started

- **Set the scene** Books closed. Write *Healthy food* on the board. Ask Ss to brainstorm a list of healthy foods. Write them on the board. If someone calls out a food other Ss do not think is healthy, tell Ss to raise their hands and challenge the suggestion, saying why they think it is not healthy.

A

- **Preview and do the task** Read the questions aloud. Have Ss call out answers.

B 2.12

- **Preview the task** Read the instructions aloud. Tell Ss to cover the text on the page and to look at the pictures. Tell Ss to see if any items from the list on the board are in any of the refrigerators in the pictures. Have Ss call out items. Circle them on the board.
- **Play the recording** Ss listen and check (✓) the food items in the refrigerator on each picture as they hear them.
- **Play the recording again** Ss listen and review their answers.
- **Play the recording again** Ss listen and read along.
- Ask, "Who has the healthiest food in the refrigerator? Decide with a partner. Be ready to give a reason." Check the answer with the class [Marta. She has a lot of fruit and fresh vegetables. She buys one percent milk.].

Figure it out

C

- **Preview the task** Write on the board: *a few, a little*. Say, "Look at the article again. What kind of noun comes after *a few*?" [countable] "What kind of noun comes after *a little*?" [uncountable] Write on the board: *jar / mustard* Ask, "How does David use these words to talk about what's in his fridge?" [a jar of mustard] Read the instructions aloud. Tell Ss they can look back at the article for help if needed.
- **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class.

Answers

1. Chris also has a little butter and a carton of orange juice.
2. Marta also has a few apples and a loaf of bread.
3. David also has a bottle of ketchup and some soda. He doesn't have much food.

- **Focus on the use** Say, "Look at the three sentences. Which are the quantifiers you can use before uncountable nouns?" [a little, not much] "How about before countable nouns?" [a few not many] Ask, "What are the correct expressions to talk about containers for food?" [a bottle of, a carton of] "What word can you use to talk about an amount or part of an uncountable noun?" [a loaf] Say, "You can also use quantity words like a kilo of."
- **Try it out** Have Ss each list six items in their refrigerators, using each of the expressions from Exercise 1B (e.g., *a bottle of, a jar of*). Then have Ss compare their answers in pairs (e.g., *There's a jar of hot chilies in my refrigerator. Do you have a jar of hot chilies in yours? / What do you have a jar of?*).

Extra activity CLASS

Ss go around the class telling other Ss some unusual items in their refrigerators and trying to find someone with the same items (e.g., *I have a jar of jellied eels in my refrigerator. Do you?*). Ss keep asking until they find someone who has the same item(s). At the end of the activity, if Ss have not found anyone who has one of their items, they report to the class (e.g., *No one has a jar of jellied eels in their refrigerator, except me!*). Ss vote on the strangest item in the refrigerators.

Extra activity PAIRS

Ss have one minute to study the pictures of the three refrigerators. Then, with books closed, Ss in each pair race against each other to write what each of the people (David, Marta, and Chris) have in their refrigerators. Ss get one point for each item correctly remembered. The S in each pair with the most points wins.

2 Grammar

2.13

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Have Ss look at the section of the chart on uncountable nouns. Write on the board, underlined as shown: *a little, very little.* Tell Ss to look at the first two sentences. Explain that in both sentences, *little* means "a small amount."
- Say, "If you use *a little*, you are saying 'some,' but it's a small amount. For example, *We have a little butter* means 'We have some butter, but not a lot.'"
- Say, "*Very little* also means 'not a lot,' but it gives the idea of 'almost none.' If you use *very little* to talk about something that is important or necessary, such as money or food, it can have a negative meaning. For example, *There's very little food* means 'We don't have a lot of food. We really need to get some food.' If you use *very little* about things that are not necessary, it may have a positive meaning. For example, *I drink very little coffee during the day* can have a positive meaning if the speaker doesn't want to drink a lot of coffee."
- Have Ss look at the sentence with *less.* Say, "Remember that *less* is used before an adjective to compare a quality of two things. *Less* is also used to compare quantity with uncountable nouns." Write on the board: *I'm trying to eat less fat . . .* Ask a S to add a phrase to make the full comparison [. . . than I ate before.].
- Have Ss look at the sentence with *not much.* Say, "*Not much* means 'a small amount.'" Point out that it is used before an uncountable noun and that it is used with a singular verb (e.g., *There's not . . .*).
- Have Ss look at the section of the chart on countable nouns. Say, "*A few* means 'a small amount, but some,' and *very few* means 'not a lot — almost none.'"
- Have Ss look at the sentence with *fewer.* Say, "*Fewer* is used to compare quantity with countable nouns." Write on the board: *One percent milk has fewer calories . . .* Ask a S to add a phrase to make the full comparison [. . . than whole milk / than some other kinds of milk.].
- Have Ss look at the sentence with *not many.* Say, "*Not many* also means 'a small amount.'" Point out that it is used with a plural verb (*There aren't . . .*). (For more information, see Language Notes at the beginning of this unit.)
- Have Ss look at the section about food containers. Point out that the containers can be plural (e.g., *cartons*), but uncountable contents have no plural form (e.g., *juice*). Point out the irregular plural of *loaf → loaves.* Point out the weights and measures.

Culture note

A system of measurement called *standard* is still commonly used in the United States and has measurements such as inches, quarts, and gallons. The metric system is used in many places around the world, including Canada.

- **Present *Common Errors*** Read the information aloud.

A

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task and then compare their answers in pairs. Check answers with the class.

Answers

1. a jar of spaghetti sauce; a quart of milk
2. a package of rice; a bag of chips.
3. a few vegetables; a little fruit
4. very little meat; very few cookies.
5. less junk food; many vitamins
6. less fast food; a few fries
7. a little chocolate
8. a couple of loaves of bread; some cartons of milk; a few slices of cheese; a few eggs

About you

B

- **Preview and do the task** Read the instructions aloud. Have two Ss read the example conversation. Have Ss complete the task and compare their ideas in pairs.

Extra practice

Tell Ss to turn to Extra Practice 5A on p. 144 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-144.)

3 Talk about it

- **Preview the task** Read the instructions aloud. Have two Ss read the example conversation.

Recycle a conversation strategy Ask, "What can A say next to continue the conversation with an opinion about why nuts are good?" Ask for an idea (e.g., *I think some nuts have healthy fat in them.*). Ask Ss for other ways to give opinions (e.g., *It seems to me . . . , If you ask me, . . .*). "What can A say to agree with B?" Ask for ideas (e.g., *That's true.*). Tell Ss to use the strategies of giving opinions and agreeing as they do the task. (See Unit 4, Lesson C.)

- **Do the task** Have Ss discuss each belief in groups. Go around the class, and help as needed. Read each belief, and have groups report whether they agreed or disagreed.

Extra activity PAIRS

Write on the board: *You should eat / drink less . . . , You should eat / drink fewer . . . , You should eat / drink more . . .* Partners tell each other the foods they eat in an average week and how often they eat them. Then partners tell each other what they should do to improve their food choices and eating habits.

Workbook

Assign Workbook pp. 34 and 35. (The answer key begins on p. T-176.)

Lesson B A question of taste

1 Building vocabulary

- **Set the scene** Books closed. Write on the board: *cooking methods*. Ask, "What different ways to cook food do you know?" Write Ss' answers on the board (e.g., *fry, steam, boil, barbecue, bake*).

A

- **Preview the task** Books open. Read each type of food aloud, and have Ss repeat.
- Ask, "Which of these things have you eaten recently?" Tell Ss to put a check (✓) beside each one.
- **Do the task** Have Ss check (✓) the foods. Call out the foods one by one. Ss raise their hands if they have eaten a food recently. Call on a few Ss to tell the class what they ate, where they ate it, who made it, etc. (e.g., *Actually, I had stir-fried noodles for dinner last night. I often make noodles — it's my favorite food.*).
- Ask, "Which of the foods do you like best? Work in pairs and tell your partner."
- **Follow-up** Partners look at the pictures again and tell about foods they have never tried, but would like to.

Culture note

Many people use the terms *barbecue* and *outdoor grill* interchangeably for cooking done outdoors. *Grill* refers to the rack that the food is placed on for cooking.

Extra activity CLASS / GROUPS

Ss go around the class asking classmates to name their two least favorite foods in the pictures. Ss then form groups to share their results. Each group names the two foods that got the most votes. Write the results on the board. The class then votes on the "least favorite" from the foods on the board.

Word sort

B

- **Preview the task** Say, "How do you like different kinds of foods to be cooked? Complete the word webs with foods from Exercise 1A."
- **Do the task** Have Ss complete the word webs. Tell Ss they can also use any other foods they know. Then call on a few Ss to give their answers for each category.

Possible answers

fried: eggs, potatoes, chicken
grilled: fish, vegetables, steak
steamed: vegetables, rice, fish

- **Present *Note*** Read the information aloud. Have Ss take turns telling the class what their favorite food is using an adjective and then the verb (e.g., *My favorite food is steamed dumplings. My mom makes shrimp dumplings, and she steams them for two hours or more.*).

Extra vocabulary MORE WAYS OF PREPARING FOOD

Present or have Ss suggest extra vocabulary for preparing food such as *broiled, hard-boiled (eggs), mashed (potatoes), poached (eggs, fish), stewed (meat)*.

Vocabulary notebook

Tell Ss to turn to Vocabulary Notebook on p. 52 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-52.)

2 Speaking naturally

A 2.14

- **Preview the task** Have Ss look at the first example conversation. Explain that the words that are in red are stressed.
- Ask Ss to look at A's question. Ask, "Which word gets the most stress?" [rice] Explain that *rice* gets the main stress because it is the topic of the sentence.
- Ask Ss to look at the first B response. Ask, "Which word gets the main stress?" [love] Explain that *love* gets the main stress because it is the new, and now the most important, information. It is the answer to the question, and *fried* and *rice* are now old information.
- Ask Ss to look at the second B response. Ask, "Which word gets the main stress?" [steamed] Explain that *steamed* gets the main stress because it is now the new information. (For more information, see Language Notes at the beginning of this unit.)
- Read the instructions aloud.
- **Play the recording** Ss listen and repeat. Tell Ss to take turns asking and answering the questions in pairs.

About you

B

- **Preview the task** Read the instructions aloud. Have Ss look at the example conversation. Ask, "Which words are new information and receive the main stress?" [fried eggs, boiled, hate] Ask two Ss to read the example conversation aloud.
- **Do the task** Have pairs take turns asking and answering questions like the ones in Exercise 2A. Go around the class listening for correct stress and intonation. If necessary, replay Exercise 2A, and have Ss repeat.
- Have a few Ss share some things they found they had in common with their partners.

3 Building language

- **Set the scene** Ask, "If you go out to a restaurant, what dessert do you usually order?" Ask a few Ss, and write their answers on the board (e.g., *ice cream, fresh fruit*).

A 2.15

- **Preview the task** Say, "Listen. What do Carla and Leo want to order? Underline the answers."
- **Play the recording** Ss listen, read along, and underline. Check answers with the class [Carla wants to order dessert — some apple pie. Leo wants to order another iced tea. He says maybe he'll have some apple pie, too.].
- **Practice** Have Ss practice the conversation in pairs, taking turns playing each role. Have Ss practice the conversation again, talking about different foods.

Figure it out

B

- **Preview the task** Tell Ss to look at the conversation. Ask, "Why is Leo thirsty?" Write the answer on the board as shown: *He put too much salt on his fries.* Ask, "Did he put the right amount of salt on his fries or more than needed?" [more than needed] "What kind of noun comes after *too much*?" [uncountable noun]
- Say, "Carla is worried about the time. What does she ask?" Write the answer on the board as shown: *I mean, is there enough time?* Explain that the question asks if they have the amount of time they need. Ask, "What kind of word comes after *enough*?" [noun]
- Ask, "Why doesn't Leo want dessert?" Write the answer on the board as shown: *He's too full.* Ask, "Did he eat the right amount of food or more than he needed?" [more than he needed] "What kind of word comes after *too*?" [adjective]
- Read the instructions aloud. Say, "Look at the type of word that comes after each blank."
- **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class.

Answers

1. Leo ate too many fries, and he put too much salt on them.
2. Carla's still hungry because she didn't eat enough food.
3. Leo is too full, but Carla isn't. Her salad wasn't filling enough.
4. Carla eats too slowly. She doesn't eat fast enough. She talks too much.

- **Focus on the use** Tell Ss to find *too much* + uncountable noun in the conversation. Ask, "What does *too much* mean?" [more than needed] Tell Ss to find *enough* + noun. Ask, "What does *enough* mean?" [the amount that you need] Tell Ss to find *too* + adjective. Ask, "What does *too* mean?" [more than needed]

4 Grammar

2.16

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Have Ss look at the *too, too much*, and *too many* section of the chart. Ask, "What kind of noun do you use with *too much*?" [uncountable] "What kind of noun do you use with *too many*?" [countable] Explain that *too much* and *too many* can also be used as pronouns when the thing talked about is clear (e.g., *A: Did you enjoy the apple pie / fries? B: Yes, but I ate too much / too many.*).
- Explain that *too* is used in front of an adjective or an adverb to mean "more than is acceptable or right." Tell Ss that when *too much* is used after a verb, it has the same meaning as when it is used as a pronoun.
- Have Ss look at the *enough* section of the chart. Point out that *enough* comes before countable and uncountable nouns. Explain that *enough* can be used as a pronoun when the thing talked about is clear (e.g., *The food was good, but I didn't have enough.*). Point out that *enough* comes after adjectives, adverbs, and verbs.

A

- **Preview and do the task** Read the instructions aloud. Say, "More than one answer may be possible." Have Ss complete the task and then compare their answers in pairs. Check answers with the class: Ask individual Ss to each read a sentence aloud.

Possible answers

1. too much, enough
2. enough
3. too much, enough
4. too much
5. enough / too much, enough, too
6. too, too much
7. too
8. too, too many

About you

B

- **Preview and do the task** Read the instructions aloud. Ask two Ss to read the example conversation. Have Ss complete the task.

Extra practice

Tell Ss to turn to Extra Practice 5B on p. 144 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-144.)

Sounds right

Tell Ss to turn to Sounds Right on p. 138 of their Student's Books. Have Ss do the task for Unit 5 in class, or assign it for homework. (See the teaching notes on p. T-138.)

Workbook

Assign Workbook pp. 36 and 37. (The answer key begins on p. T-176.)

Lesson C Whatever you're having.

Lesson C recycles vocabulary for containers and amounts of food, and *too much* + noun.

1 Conversation strategy

- **Set the scene** Say, "Can you think of a time when you let a friend or family member decide something for you? What did you let the person decide? Why did you let the person make the decision?" To provide help, give one of the following examples or a similar one based on your own experiences (e.g., *Last time we rented a video, my friend chose it. She really wanted to see it and I didn't mind.; My husband made dinner last night, and he asked me, "Do you want spaghetti or rice?" I like both and I didn't want to trouble him, so he made the decision and prepared some . . .*). Have several Ss respond.

A

- **Preview and do the task** Read the instructions aloud. Have Ss answer the questions in pairs. Call on Ss to share their ideas with the class.

B 2.17

- **Preview the task** Read the instructions aloud. Have Ss look at the picture and the first sentence of the conversation, and say which woman is Laura [the woman standing with things in her hands] and which woman is Kayla [the woman sitting down]. Have Ss look at the picture and brainstorm ideas for what Laura offers Kayla. Write ideas on the board.
- Books closed. Say, "Listen to Laura and Kayla's conversation. What snack does Laura offer Kayla? What drinks does Laura offer Kayla? Write the answers."
- **Play the recording** Ss listen and write the answers. Have Ss compare their answers in pairs.
- **Play the recording again** Books open. Ss listen, read along, and review their answers. Check answers with the class [Laura offers Kayla cheese and crackers, tea or coffee, and milk or lemon for the tea.].
- Have Ss look at the answers on the board, and check (✓) any that they guessed correctly.

C

- **Present *Notice*** Read the information and the examples aloud. Have Ss find the examples in the conversation. Say, "People often let someone else make decisions because they do not want to appear to be 'too much trouble.'" Ask individual Ss to each read an example from the conversation aloud [Laura: So tea or coffee? Kayla: Either one is fine. Whatever you're having.; Laura: Do you want it with milk or lemon? Kayla: Oh. Either way. Whichever is easier.].
- Say, "You can use any of these expressions to let another person decide." Write the following chart on the board:

What: coffee or tea?	*How: milk or lemon?*

Say, "When Laura offers Kayla a choice of coffee or tea, which responses can Kayla use?" Add Ss' responses to the chart under *What* [Either one (is fine).; Whatever you're having.; Whichever is easier (for you).; Whatever you prefer.].

- Say, "Laura wants to know how Kayla would like her tea. She offers milk or lemon. What responses can Kayla use?" Add the Ss' responses to the chart under *How* [Either one (is fine).; Either way (is fine).; Whatever you're having.; Whichever is easier (for you).]. (For more information, see Language Notes at the beginning of this unit.)
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role. Have Ss practice the conversation again, this time offering different food and drinks.

D

- **Preview the task** Have a S read the first item aloud. Ask, "Where is the speaker? What is your guess?" [probably at home]
- **Do the task** Tell Ss to write a response to each question, letting the other person decide. Tell Ss to vary the responses.
- Have two Ss read the example conversation. Tell Ss to take turns asking and answering the questions. Have pairs each present a question and a possible response.

Possible answers

1. Either one (is fine). / Either way (is fine). / Whatever you prefer.
2. Either one (is fine). / Whatever/Whichever you prefer.
3. Either one (is fine). / Either way (is fine). / Whatever// Whichever you prefer.
4. Either way (is fine). / Whichever is easier. / Whatever// Whichever you prefer.
5. Either way (is fine). / Whichever is easier. / Whatever// Whichever you prefer.
6. Either one (is fine). / Whatever you're having. / Whichever is easier (for you). / Whatever you prefer.

Extra activity PAIRS

Pairs write a conversation. Ss imagine that it is a beautiful Saturday, and S1 wants to make plans with S2. S2 wants S1 to make all the decisions (e.g., *S1: This is the most incredible day! Do you want to go to the park or play tennis? S2: I don't know. Whatever you prefer. S1: Well, OK. Let's go to the park. Do you want to walk or ride our bikes? S2: Either way is fine.*). Pairs present their conversations to another pair.

2 Strategy plus

- **Present *Strategy Plus*** Tell Ss to look back at the conversation on p. 48 and find examples of expressions that Kayla uses to refuse politely [Oh, I'm OK for now. But thanks.; No, thanks. I'm fine. Really. Maybe later.]. Say, "To refuse an offer of food or drink with a simple *no* can sound impolite. Adding these expressions shows that you appreciate the offer, but are not interested at the moment."
- Read the information and the examples in Strategy Plus.

Culture note

In North America, offers and invitations often follow "the rule of three." In the conversation on p. 48, Laura offers Kayla food a second time even though Kayla has indicated she is not hungry at the moment. Some people will make a third offer, but it will be the last offer.

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task. Check answers with the class.

Possible answers

No, thanks. Maybe later.
I'm OK for now. But thanks.
No, thanks. I'm fine. Really.

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- **Practice** Have Ss practice the conversation in pairs, taking turns playing each role.

Extra activity PAIRS

Partners take turns offering each other food or drink, making the offer sound as tempting as possible. Each offer is refused politely (e.g., *S1: Wow. It's really hot today. How about some nice iced tea? S2: No, thanks. Maybe later. S1: Are you sure? It's nice and cold, and incredibly good. S2: No, I'm fine. Thanks anyway. S1: Really? It's so refreshing, and not too sweet. I made it myself.*). A few pairs present one of their conversations to the class.

3 Listening and strategies

- **Set the scene** Tell Ss to look at the pictures. Ask, "Where are the people? What are they doing?" Get ideas from Ss.

A 2.18

- **Preview the task** Read the instructions aloud.
- **Play the recording** ***Audio script p. T-167*** Ss listen and number the pictures.
- **Play the recording again** Ss listen again and review their answers. Have Ss compare their answers in pairs. Check answers with the class.

Answers

4 2 3 1

B 2.18

- **Preview the task** Read the instructions aloud.
- **Play the recording** ***Audio script p. T-167*** Ss listen and number the appropriate response. Pause after the first conversation to check the answer [Picture 1]. Ask, "Why did you choose picture 1?" [There are several desserts on the cart. *They all look good* sounds like there is a lot of choice.] Play the rest of the recording without pausing.
- **Play the recording again** Ss listen again and review their answers. Have Ss compare their answers in pairs. Check answers with the class: Ask individual Ss to each call out an answer and say why they chose it.

Answers

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

C

- **Preview and do the task** Read the instructions aloud. Have two Ss read the example conversation. Have Ss complete the task in pairs, taking turns playing each role. As Ss complete the task, go around the class, and help as needed. Have several pairs present their conversations to the class.

Free talk

Tell Ss to turn to Free Talk 5 at the back of their Student's Books. Have Ss do the tasks. (See the teaching notes on p. T-131.)

Workbook

Assign Workbook pp. 38 and 39. (The answer key begins on p. T-176.)

Lesson D The world's favorite snacks

1 Reading

- **Set the scene** Books closed. Write the lesson title on the board. Say, "I'm thinking of my favorite snack. Can you guess what it is?" Tell Ss they can only ask *yes* or *no* questions to guess your favorite snack (e.g., *Is it sweet / salty? Is it good for you? Do you buy / make it? Does it come in a bag / box? Is / Are there . . . in it? Do you eat it with something?*). Give Ss 20 guesses before you tell them the answer. If a S guesses correctly, have that S come to the front of the room, and play the game again.

A

Prereading

- **Preview and do the task** Books closed. Ask, "How many different snacks can you think of?" Have Ss work in pairs and write lists. Give Ss one minute to brainstorm as many ideas as they can.
- When Ss finish, have pairs read their lists, and write them on the board. If a snack is unfamiliar, ask, "What's in it? How do you cook it?" Find out which pair(s) thought of the most snacks. Note: If your class is large, have Ss do this activity in groups, asking about any snacks with which they are unfamiliar, and have groups report to the class on both popular and unusual snacks.
- Ask, "Which of the snacks are popular in your country / here?" Call on a few Ss to give answers. Continue the discussion by asking questions such as the following: *Does anyone like this snack? How often do you eat it? Do you make it or buy it? If you buy it, how much does it usually cost?*
- **Follow-up** Ss vote on the most popular snacks. Read through the list. Ss raise their hands if the snack is their favorite. Count the hands for each. At the end, circle the three choices that got the most votes.

B

During reading

- **Preview the reading** Books open. Have Ss read the title of the article and look at the photos and headings.
- Ask Ss to say if any of the snacks in the article are on the list on the board. Then ask Ss to raise their hands if they eat any of the snacks in the article. Ask Ss who raise their hands to tell the class if they know anything about the snack. Ask questions such as *Where does it come from? What's in it? How do you make it?*
- Write on the board:

  Where does the snack come from?

  How do you make it?

  Have Ss scan the article for the answers to the questions. Call out the name of each snack, and have Ss raise their hands when they find the answers. Call on a S to give the answers for each snack.
- **Present *Reading Tip*** Read the tip aloud. Say, "The phrase *Originally from Spain* tells you something about what you are about to read. What does it tell you?" Elicit answers (e.g., *It tells you the food is from Spain. It gives you more information about the food.*). Point out that writers often give a short description of the subject of the sentence before they mention it. If you don't understand the first part of a sentence, it's a good idea to carry on reading as it might become clear later. Have Ss look for other examples of descriptions before the subject in the article. (Bao: *A favorite in many Asian countries, they . . .* Dolma: *Popular throughout Mediterranean countries, dolma . . .*)
- **Do the reading** Say, "Read the article. Underline snacks you have heard of. Circle snacks you have tried." When Ss finish reading, have them work in pairs and tell their partners which snacks they have heard of and which snacks they have tried.

Recycle a conversation strategy Tell Ss to show interest and to keep the conversation going as they do the task (e.g., *S1: Have you ever tried . . . ? S2: No, I haven't, but I'd like to. What's it like? S1: It's very sweet. . . .*). (See Unit 2, Lesson C.)

- Call on a few pairs to report to the class about the snacks they have both tried.

Extra activity CLASS

Ss read the article again and underline any vocabulary they do not know. Ss call out the words they underlined. Write the words on the board. Ss have a dictionary race. Call out one of the new words or phrases on the board. Ss look for the word in their dictionaries and raise their hands when they find it. The first S to raise his or her hand reads the definition aloud to the rest of the class.

Extra activity PAIRS / GROUPS

Write this question on the board: *Do you think . . . is good for you?* Pairs or groups discuss whether or not each snack in the article is good for you (e.g., *S1: Do you think dolma are good for you? S2: I don't know. It depends. The vegetarian ones seem OK. And they're not fried so they probably don't have a lot of fat. . . .*). When Ss finish their conversations, have a few pairs or groups report some of their opinions.

C

Postreading

- **Preview the task** Read aloud the instructions, the chart heads, and the examples.
- **Do the task** Have Ss complete the chart. Check answers with the class:

Answers

Name of snack	Popular where?	Cooked? How?	Ingredients / flavors
baos	*Asia*	*steamed / baked*	*spicy meat, sweet bean pickles, custard, scrambled eggs, coconut*
mochi ice cream	Japan / many countries	no	ice cream, sticky rice green tea, chocolate, mango
dolma	Turkey	steamed	vegetables, grape leaves, ground meat, rice, herbs and spices, nuts
flavored popcorn	around the world	cooked in oil (popped) / microwaved	cheese, chocolate, caramel, baked potato, curry, taco
empanadas	Latin America / Spain / Southern Europe	baked / deep-fried	meat, potatoes, meat with spices, chopped onion, egg, olives, raisins, fish

2 Listening and speaking

A

- **Preview and do the task** Read the instructions. Have Ss look at the pictures and captions. Read the name of each snack aloud, and have Ss raise their hands if they've tried it. Ask, "Which country do you think it comes from originally?" Have Ss call out their ideas.

B 2.19

- **Preview the task** Read the instructions aloud. Have Ss read the questions in the chart.
- **Play the recording** ***Audio script p. T-167*** Ss listen for the answers. Pause after each conversation to give Ss time to complete their charts. Check answers with the class.

Answers

	Zoe	Josh	Kate
1.	nachos	chocolate chip cookies	hummus
2.	while watching baseball	before bed / while watching TV	after work / before dinner
3.	no	no	yes
4.	yes	no	no

About you

C

- **Preview the task** Read the instructions aloud. Say, "Make a chart like the one in Exercise 2B with your group members' names."
- **Do the task** Have Ss take turns asking and answering the questions in groups and complete their charts. Then tell groups to agree on which of the snacks are healthy. Groups report to the class about their snacks.

3 Writing

A

- **Preview the task** Read the instructions aloud.
- **Present *Help Note* and do the task** Read the information aloud. Have pairs find the sentences in the example article that use *like*, *for example*, and *such as*. Ask, "What does *like* give an example of?" [Thai desserts] "What about *for example*?" [types of sweet sticky rice] "What does *such as* give examples of?" [different toppings]

B

- **Preview the task** Read the instructions aloud. Have Ss each choose a snack. Tell them to make notes about their snack using the headings in Exercise 1C.
- **Do the task** Tell Ss to write a short article about their snack using the notes they have just made. Tell Ss to use *like*, *for example*, and *such as* to introduce examples.

C

- **Preview and do the task** Read the instructions aloud. Have Ss put their articles on their desks or chairs. Say, "Go around the class, and read five other articles." Have Ss choose three to post with their own.

Workbook

Assign Workbook pp. 40 and 41. (The answer key begins on p. T-176.)

Vocabulary Notebook

If done for homework

Briefly present the Learning Tip and the task directions. Make sure Ss understand what they need to do.

If done in class

- **Present *Learning Tip*** Read the information aloud. Say, "It's always a good idea to learn vocabulary in expressions and not just as individual words. Learning the names of the foods with an adjective is useful, for example, *steamed vegetables.* It can help you learn the verbs for preparing foods because many adjectives are formed from the verb — such as the adjective *steamed* from the verb *steam.*"
- **Present *In Conversation*** Books closed. Write the six food words on the board with a blank in front of each (e.g., ____ *chicken*), and ask Ss to write the word related to cooking that most frequently comes in front of it. Books open. Tell Ss to read the information and review their answers. Have a few Ss report on the foods they guessed correctly.

These tasks recycle food names and methods of preparing food.

1

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task. Check answers with the class.

Answers

a. smoked
b. barbecued
c. pickled
d. smoked

2

- **Preview and do the task** Read the instructions aloud. Point out the example. Have Ss complete the task and then tell a partner their preferences. Ask Ss to call out any new words that they used. Write them on the board.

3

- **Preview the *Word Builder* task** Say, "This Word Builder task will help you learn more vocabulary for describing foods." Read the instructions aloud. Point out the example.
- **Do the task** Have Ss complete the task. Check answers with the class.

Answers

scrambled eggs
whole milk
sweet and sour shrimp
creamed spinach
dark chocolate
mashed potatoes
whole wheat bread
grated cheese

On your own

- **Present *On Your Own*** Read the instructions aloud. If classes are being held in an English-speaking country, have Ss describe five dishes from their country.
- **Follow-up** At the start of the next class, Ss form small groups and tell one another about the dishes.

Now I can . . .

- Go over the Now I Can items. Put Ss in pairs to give one example each for the first four items. Call on Ss and ask for examples or explanations.
- Have Ss look over the four lessons and identify any areas they want to review.
- Tell Ss to complete the Now I Can items. Ss check (✓) the items they know and put a question mark (?) by items that they are not confident about. Check with individual Ss which areas need review to see if there are general problems to review in class. Help individual Ss as required. Have Ss hand in a piece of paper with their name and a schedule showing what they plan to review and when. Review or reteach these language items in a future class.

UNIT 6

Managing life

Language notes

Lesson A Making plans

Grammar Talking about the future

(See Student's Book p. 55.)

The lesson reviews the different ways of talking about the future in English and presents new information on the topic. This is a difficult and complex area for learners. To decide on the form to use, it is best for speakers to think of how they see the future situation or activity, not the situation or activity itself.

Form

The following forms are often used to express the future.

- Modal *will / won't*
  I'll just stop by my apartment. I won't be long.
- *Be going to*
  I'm going to be out of town.
- Present continuous
  I'm meeting Ana after class. I'm not going home.
- Simple present
  I have my kickboxing class tonight. It starts at 7:00.

Use

- *Will / won't*
  Will / Won't are used when the speaker decides to do something as he or she is speaking.
  I'll just stop by my house and get changed.
  For factual information
  I'll be back Friday.
  To make a prediction based on what the speaker knows
  We'll get into trouble if we do that.
- *Be going to*
  Be going to is used for factual information.
  I'm going to be back Friday.
  To make a prediction based on what the speaker knows
  The boss is going to be angry when she finds out.
  For decisions the speaker has made and fixed plans
  (Note: *Will / won't* are not usually used for this.)
  We're going to have dinner together after class.
- Present continuous
  This form is used for decisions that the speaker has made and plans that are fixed.
  (Note: *Will / won't* are not usually used for this.)
  We're having dinner together after class.
- Simple present
  This form is often used for schedules.
  I have my kickboxing class tomorrow. It starts at 7:00.

Lesson B Problems and solutions

Vocabulary Collocations with *do* and *make*

(See Student's Book p. 56.)

The lesson teaches some of the most frequent collocations with *do* and *make*. Encourage Ss to learn these as set expressions.

Corpus information *Do* and *make*

- The most frequent words and phrases that are used after *make* are *sure*, *a / no difference*, *sense*, *a decision*, *a mistake*, *money*, *judgments*, *reservations*, *an effort*.
- *Do* is used with general pronouns such as *something*, *anything*, *everything*, adverbs such as *well*, *much*, *OK*, and sports, interests, and general activities such as *aerobics*, *gardening*, *business*, *research*, *(some) reading*.

Grammar What's advisable, necessary, preferable

(See Student's Book p. 57.)

Form

Note: The verbs following the expressions do not change and remain the same with all subjects.

- *Had better (not)*
  Had better always takes the past form, even though it is used to talk about the present or future. *Had* is usually contracted to *'d*. In informal spoken English, the *'d* is often dropped (e.g., *I better go.*).
  You'd better do something quickly.
  I'd better not add anything to my schedule.
- *Ought to*
  You ought to let them do the talking.
- *Might want to*
  You might want to take a colleague with you.
- *Be going to have to*
  I'm going to have to do something about it.
- *Have got to*
  With *he*, *she*, and *it*, *has* is usually contracted to *'s*. *Have* is used with other pronouns and is usually contracted to *'ve*.
  She's got to get a job.
- *Not have to*
  You don't have to spend time on this.
- *Would rather (not)*
  Would is usually contracted to *'d* in statements.
  I'd rather (not) stay in my current job.

Use

What's advisable

Three expressions that are similar to *should* for recommendations and advice are taught.

- *Had better*

  Had better is used to give strong advice or to say what the speaker or others should do. It is generally used to talk about a specific situation, rather than about things in general. It also suggests that something should be done to avoid a bad consequence.

- *Ought to*

  Ought to has a similar meaning to *should*, but many of its uses have a sense of moral obligation (e.g., *I ought to do some volunteer work.*). Like *should*, it can also have the meaning of "It's a good idea to . . ." (e.g., *You ought to let them do the talking.*), as well as "This is probable or expected" (e.g., *That ought to work.*).

- *Want to / Might want to*

  The verb *want* is often used in giving advice (e.g., *You want to be careful.*), and it is commonly used with *might* to make a suggestion (e.g., *You might want to take a colleague with you* = It's a good idea for you to take a colleague with you.).

What's necessary

Two variations of *have to* are taught.

- *Be going to + have to*

  Be going to can soften the strong sense of obligation that *have to* has, especially when the subject is *you* (e.g., *You're going to have to do something about this problem.*).

- *Have got to*

  Have got to has a similar meaning to *have to.*

What's preferable

- *Would rather*

  Would rather means "prefer to."

Corpus information *Had better, ought to, would rather*

- Over 80 percent of the uses of *had better* are in affirmative statements. Questions are not very common.
- Negative statements with *ought to* (e.g., *That ought not to be allowed.*) are not very common in ordinary conversation, where they account for less than one percent of the uses of *ought to.* They are more common in formal language.
- Over 80 percent of the uses of *'d rather* have the subject *I.* Over 90 percent are in affirmative statements.

Common errors with *had better*

Students often use *had better* instead of *should* to give general advice. *Had better* can be used in place of *shouldn't* for specific advice, but not for general advice. (*You **shouldn't** ignore problems.* NOT *You ~~had better not~~ ignore problems.*)

Speaking naturally Reduction of verbs

(See Student's Book p. 57.)

The section gives Ss practice in hearing and saying the key modal structures of the lesson in natural speech.

Lesson C I've got to get going.

Conversation strategy Ending phone conversations

(See Student's Book p. 58.)

The section teaches useful expressions for ending phone conversations. Many can also be used in face-to-face conversations, especially after words such as *Well, . . .* and *Anyway, . . .* (See *Touchstone* Student's Book 1, Unit 11, Lesson C.)

Strategy plus Friendly good-byes

(See Student's Book p. 59.)

The section teaches some informal expressions for saying good-bye. In informal conversations, it is common to drop subject pronouns, the modal *'ll*, and auxiliary verbs.

I'll see you later. → *See you later.*

I've done it. → *Done it.*

Corpus information Long vs. short forms

In conversation, the shorter forms of some expressions for *good-bye* are more common than the full forms. As the In Conversation graphic on p. 59 shows, they can be two to three times more frequent.

Lesson D Less is more

Reading tip

(See Student's Book p. 60.)

The Reading Tip tells Ss that writers often use questions as a way of raising and organizing topics and ideas. Questions often function like headings, previewing the topics or arguments to follow. Understanding this can help Ss follow a text more easily.

Help note *as long as, provided that,* and *unless*

(See Student's Book p. 61.)

The Help Note teaches three expressions that introduce conditions and have a similar meaning to *if.*

- *As long as / provided that*

  As long as and *provided that* mean "if" or "only if."

  *So make time to review them **as long as / provided that** they are worth watching.*

- *Unless*

  Unless means "if not."

  ***Unless** you find time to watch the recordings, there is really no point in having them.*

Managing life

Teach this unit opener page together with Lesson A in one class period.

Introduce the theme of the unit Write on the board: *Have to do . . . , Want to do . . .* Ask, "What are things people have to do in everyday life?" Give pairs two minutes to brainstorm ideas, and then have Ss call out their ideas. Write their ideas on the board (e.g., *go to school / work, clean the house, shop for food, prepare food, take care of children, do laundry, pay bills*). Ask, "What are things people want to do in everyday life?" Give pairs two minutes to brainstorm ideas, and then write their ideas on the board (e.g., *relax, go out with friends, play sports, go to a movie, eat out, travel*). Say, "For many people, there's just too much to do. They need to find ways to manage their lives."

In this unit, you learn how to . . .

- **Unit aims** Read the lesson headings and key unit aims aloud. Tell Ss to listen and read along.

Extra activity CLASS

Ss look at the aims in Lesson A and Lesson B and find examples in the unit of sentences that talk about the future and which discuss problems and solutions. Ss look at the aim of Lesson C and find sentences with the phrases *I'd better go* and *Catch you later.*

Before you begin . . .

- **Introduce the life situations** Have Ss look at the pictures. Ask, "Do you think any of these people need help managing their lives? Which ones? Why do you think so? Tell a partner." After a minute, ask several Ss for their opinions (e.g., *I think that the woman in picture 1 needs help. There are many things in her closet, and it looks pretty messy. She can't find the clothes she wants because the closet is too full and messy. I think that the woman in picture 3 needs help. She looks stressed. Maybe she has too much work to do.*).
- Tell Ss to look at Before You Begin. Read the questions aloud. Have Ss underline new vocabulary. Tell Ss to read the questions with underlined words again and look at the pictures to help them guess the meaning. Check the new vocabulary with the class, and help as needed.

Recycle grammar This task recycles preposition + verb + *-ing*. (See *Touchstone* Student's Book 2, Unit 2, Lesson A.) It also recycles adjectives and adverbs before adjectives. (See *Touchstone* Student's Book 3, Unit 1, Lessons A and B.) Ask, "Are you good at keeping your house neat and organized? How good? Are you pretty good? very good? great? Or are you not very good?" Write on the board:

A Are you good at keeping your house neat and organized?
B I'm great at keeping my house neat and organized.
C I'm not very good at keeping my house neat and organized. Actually, I'm really terrible at it.
D I used to be bad, but I'm getting better at keeping my house neat and organized.

- Have four Ss each read one of the items.
- Have Ss work in groups to discuss the three questions in Before You Begin (e.g., *House: S1: I'm pretty good at keeping the kitchen clean, but my bedroom is incredibly messy. S2: I'm really good at getting my little sister to do the housework; Social life: S1: I'm really good at making plans. I always know what I want to do. S2: I'm pretty bad at making plans. I always let other people decide.; Work or school: S1: I'm shy about asking questions, so sometimes I don't understand my boss. S2: I'm OK. I always finish my homework before dinner.*). Have several Ss share their responses with the class.

Extra activity CLASS / GROUPS

Write on the board: *strengths, weaknesses.* With the class, brainstorm other topics related to managing one's life, and write them on the board (e.g., *handling money or saving money, eating healthy, scheduling time to relax, spending time with family*). Group members continue their discussions of how good they are at managing their lives, using topics on the board. Each member should discuss one thing that he or she is good at doing (strength) and one thing that he or she is not good at doing (weakness).

Lesson A Making plans

1 Getting started

- **Set the scene** Ask, "Who's good at making plans with friends? Raise your hand." Ask Ss whose hands are raised, "What kinds of details do you need when you're making plans to do something with a friend?" Write Ss' suggestions on the board (e.g., *what to do, where to go, when to meet, where to meet*). Say, "Sometimes the other person is busy when you want to go out. What can you do then?" Call on a few Ss to answer (e.g., *suggest a different time or day*).

A

- **Preview and do the task** Read the instructions aloud. Have Ss call out their answers.

B 2.20

- **Preview the task** Books closed. Say, "Listen. Stacy is talking to her friend Brandon. When do they decide to meet? Write your answer."
- **Play the recording** Ss listen and write.
- **Play the recording again** Books open. Ss listen, read along, and review their answers. Check the answer with the class [They decide to meet tonight at 7:30.].
- Ask, "Can you guess what they're going to do? Write your guess, and compare it with a partner." Check the answer with the class [They're probably going to have dinner at a restaurant.]. Ask, "What was the reason for your guess?" [Stacy says she'll call for a reservation.]

Extra activity PAIRS

Partners work together to add Brandon's side of the conversation. Pairs present their completed conversation to another pair. A few pairs present their conversations to the class.

Figure it out

C

- **Preview the task** Write on the board: *a plan, a prediction*. Say, "Look at Stacy's side of the conversation again. Find sentences that talk about plans and underline the verbs." [What am I doing tomorrow night? Actually, I don't think I'm doing anything. . . .; and then I'm meeting Anna afterwards. We're going to have dinner together.; So you're going to be out of town for a couple of days . . . ?; My boss is going to have us all work late Friday.] Ask, "What verb forms do you see?" [present continuous, *going to* + verb]
- Say, "Find sentences that talk about guesses or predictions, and draw two lines under the verbs." [. . . but you'll be back Friday?; We won't be finished on time.] Ask, "What verb form do you see?" [future with *will*]
- Read the instructions aloud.
- **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class.

Answers

1. "We're going to have dinner together."
2. "We won't be finished on time."
3. "I'm not doing anything."
4. "I have my kickboxing class."

- **Focus on the use** Say, "Look at sentence 1. Stacy is telling Brandon about her plans, so she uses *be going to* + verb. In sentence 2, she's making a prediction, so she uses *will*. Look at sentence 3. Stacy is also talking about a plan here, and she uses the present continuous. When you use present continuous to talk about future plans, it suggests that the plan is already fixed." Say, "Look at sentence 4. What future form is she using? [simple present] This is because the kickboxing class is part of Stacy's schedule."
- **Try it out** Tell Ss to think about some things they are going to do in the future. Have Ss write two sentences for each of the following: talking about possible plans, talking about definite plans, talking about events that happen every week or are scheduled, and making predictions. Then have Ss read their sentences in pairs.

Extra activity PAIRS

Say, "Imagine it's Sunday night. Work individually to make a list of your plans for each evening this week. Don't show your partner your plans." When Ss are finished, they work in pairs to have a conversation similar to Stacy and Brandon's, using their own information. The conversation continues until partners have found an evening when they're both free. Pairs present their conversation to another pair. A few pairs present their conversations to the class.

2 Grammar

2.21

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Have Ss look at the first section of the chart with *will*. Remind Ss that *will* is also used to volunteer or make offers. (See *Touchstone* Student's Book 2, Unit 12, Lesson C.)
- Have Ss look at the example sentences in the second section of the chart with *will* and *going to*. Ask, "Which example with *will* talks about factual information?" [You're going to be out of town, but you'll be back Friday?] "Which sentence with *will* has a prediction?" [Our project won't be finished on time.]
- Have Ss look at the third section of the chart with the present continuous and *be going to*. Say, "When you talk about future plans, you can use *be going to* or the present continuous. The present continuous makes your plans sound more definite. Don't use *will* to talk about plans you've decided on and made."
- Have Ss look at the fourth section of the chart with the simple present. Say, "The simple present is used for schedules. Other examples are *My plane leaves at three o'clock next Sunday* or *The stores close early tomorrow because it's a holiday.*" (For more information, see Language Notes at the beginning of this unit.)

A

- **Preview and do the task** Read the instructions aloud. Have Ss complete the written part of the task and then compare their answers in pairs. Check answers with the class: Have three different pairs each read a conversation aloud.

Answers

1. *A* So, what are you doing / are you going to do after class tomorrow?
   B Well, actually, I'm taking / going to take the afternoon off tomorrow. I'm having / going to have lunch with my sister. So yeah, I'm not working / 'm not going to work in the afternoon.
   A That sounds nice. Where are you having / are you going to have lunch?
   B I'm not sure. Do you want to meet us? I'm sure my sister won't mind.
   A OK. Sure. I'll text you tomorrow when I get out of class.
2. *A* I'm having / 'm going to have a party at my place Friday night. Can you come?
   B Actually, I have basketball practice at 7:00 on Friday. It doesn't finish / won't finish until 9:00. Is that too late?
   A No, not at all. My guess is that most people aren't going to arrive / won't arrive until after 9:00 anyway.
   B OK, great. So I'll come over right after practice. It'll be around 9:30.
3. *A* So are you going away / are you going to go away this weekend?
   B Actually, we're going / we're going to go on a boat trip on the lake on Saturday. The weather report says it won't be / 's not going to be / isn't going to be too windy. So yeah, it'll be / 's going to be fun, I think.
   A That sounds great. I've never done that.
   B You're kidding? Why don't you come with us? The boat leaves / is going to leave / is leaving at 9:00. I'll call my brother and ask him to get you a ticket.

- **Practice** Tell Ss to practice the conversations in pairs, taking turns playing each role.

About you

B

- **Preview and do the task** Read the instructions. Have Ss take turns asking and answering the questions with their own plans.

Extra practice

Tell Ss to turn to Extra Practice 6A on p. 145 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-145.)

3 Listening and speaking

A 2.22

- **Preview the task** Say, "Listen. Complete the chart." Point out the example answers.
- **Play the recording** *Audio script p. T-168* Play the first conversation. Ask individual Ss for their answers to the last two questions about Anton [His plans: He has a meeting. His decision: He decides to meet them at the concert.]. Play the rest of the recording, pausing after each conversation to give Ss time to write. Ss listen and complete the chart.
- **Play the recording again** Ss listen again and review their answers. Have Ss compare their answers in pairs. Check answers with the class.

Answers

Anton: a concert; Friday at 7:00 p.m.; He has a meeting.; meet them at the concert

Clareta: ice skating; tonight at 9:00 p.m.; do laundry; stay home and do laundry

Callie: a food festival; Saturday at 2:00 p.m.; get her cousin from the airport; get her cousin from the airport

B

- **Preview and do the task** Read the instructions aloud. Have pairs complete the task.

Workbook

Assign Workbook pp. 42 and 43. (The answer key begins on p. T-176.)

Lesson B Problems and solutions

1 Building vocabulary and grammar

- **Set the scene** Books closed. Say, "When you want advice, who do you ask?" Ask a few Ss (e.g., *family member, friend, teacher, counselor*). Say, "Some people write a letter to an advice column. Where can you find advice columns?" Ask a few Ss (e.g., *newspaper, magazines, Internet*). Ask, "What kind of problems do people write about to advice columns?" Ask several Ss (e.g., *relationship problems, problems with friends / neighbors / boss*).

A 2.23

- **Preview the task** Books open. Read aloud the article title and the information under it. Say, "Read the posts and replies on a website." When Ss finish, ask, "What problems do these people have? What topics are they asking about? Which problem is the most serious?"
- Say, "Underline any new vocabulary." Ask Ss to call out any vocabulary they don't understand. Have other Ss try to provide definitions. Help with definitions for the remaining vocabulary words as needed.
- Say, "Now complete the expressions with the correct form of *do* or *make*." Ask a S to read the example in the Q1 letter.
- **Do the task** Have Ss complete the task and then compare their answers in pairs. Say, "Now listen and review your answers."
- **Play the recording** ***Audio script p. T-168*** Ss listen and review their answers. Check answers with the class.

Answers

Q1: do some volunteer work; make a living
A1: make excuses; Do some research; make a difference; do some good
Q2: make a mistake; makes fun of; do any good; do something
A2: make any sense; Make an appointment
Q3: do my best; make a good impression
A3: Make an effort; make sure; Make some nice comments; do the talking
Q4: done a lot of thinking; make up my mind
A4: Make a list; do the math; make a decision

Word sort

B

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task and then compare word webs in pairs.
- Draw two word webs on the board: one for *do* and one for *make*. Have Ss call out other expressions they know for *do* and *make*, and write them on the board.
- For each problem on the website, have one S read aloud the question and another S read aloud the answer. Ask, "Do you agree? What advice can you add?"
- Have Ss discuss the life coach's advice with a partner. Go around the class, and help as needed. Put two pairs together to share their extra advice. Call on several groups to tell the class the advice they added. The class decides on the best advice.

Extra vocabulary *DO AND MAKE*

Present or have Ss suggest extra vocabulary for expressions using *do* and *make*, such as:

Do: *an assignment, (someone) a favor, all right, something over again, the right thing, without*

Make: *a change, a point of, a scene, all the difference, an attempt, believe, ends meet, friends, the best of, the most of, (something) up, oneself useful*

Vocabulary notebook

Tell Ss to turn to Vocabulary Notebook on p. 62 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-62.)

Extra activity PAIRS

Ss write down the expressions that are in boldface on the website, including the blanks. Books closed. Ss take turns completing an expression with *do* or *make* and using it in a sentence with true information.

Figure it out

C

- **Preview the task** Ask a S to read sentence 1. Say, "Read the problem from Q1. Find a sentence with an expression that has the same meaning as *should*, and underline the expression." [Sometimes I think I ought to do some volunteer work. . . .] Read the instructions aloud. Tell Ss to look for sentences with the same meaning as the ones in the exercise.
- **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class: Individual Ss each read an answer and say where they found the answer.

Answers

1. ought to (Q1: Sometimes I think I ought to do some volunteer work. . . .)
2. you'd better (A2: . . . and you'd better do something quickly before it gets worse.)
3. I've got to (Q4: I've got to decide by next week.)
4. I'd rather (Q4: Sometimes I think I'd rather stay in my current job.)

- **Focus on the use** Write on the board: *ought to, have got to, had better.* Say, "You can use these expressions to give advice or say what's necessary." Write on the board *would rather.* Say, (You can use this expression to say what you prefer. "Ask, "What verb form comes after each expression?" [base form / verb]
- **Try it out** Write on the board: *This week I've got to ____, but I'd rather ____.* Have Ss complete the sentence with true information and compare with a partner. Have several Ss report their partners' sentences.

2 Grammar

2.24

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Have Ss look at the *What's advisable* section of the chart. Point out that *'d* in *You'd better* and *I'd better not* is a contraction of *had*. Say, "Think of *had better* as a two-word expression. Even when the subject is *he* or *she*, the expression is *had better*. Tell Ss to use *had better* in very specific situations. When you give advice with *had better*, you're telling people to take your advice or something bad might happen." (e.g., *You'd better leave now or you'll be late.*)
- Point out *ought to* and *might want to* in the chart. Tell Ss that these are softer than *had better*. They are closer in meaning to *should* and mean "It's a good idea." Tell Ss that *ought to* can also mean "This is the right thing to do." (e.g., *I ought to do some volunteer work.*).
- Have Ss look at the *What's necessary* section of the chart. Say, "*I'm going to have to* is used to talk about what's necessary in the future, but it's softer than *have to*. *Have to* by itself sounds more urgent."
- Point out *I've got to*. Say, "*Have got to* is considered strong, especially when there's extra stress on *got*." Tell Ss that *'ve* in *I've got to* is a contraction of *have*. Say, "When the subject is *he* or *she*, use the contraction for *has* — *'s*; for example, *he's got to* or *she's got to*."
- Say, "*You don't have to* means 'it's not necessary.' It doesn't mean, 'you shouldn't.'"
- Have Ss look at the *What's preferable* section of the chart. Say, "*I'd rather* means 'I prefer.'" Point out that *'d* in *I'd rather* is a contraction of *would*, not *had*.
- For more information, see Language Notes at the beginning of this unit.
- **Present *In Conversation*** Have a S read the information aloud.
- **Present *Common Errors*** Read the information aloud.
- **Preview and do the task** Read the instructions aloud. Have Ss complete the task.

Extra activity PAIRS

Pairs give each other solutions for their problems in Exercise 2. Ss find a different partner. S1 reads his or her problems. S2 suggests a solution. Pairs switch roles, and S2 reads his or her problems. S1 offers solutions. Ss find out how often they are told the same solution they initially wrote.

Extra practice

Tell Ss to turn to Extra Practice 6B on p. 145 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-145.)

3 Speaking naturally

A 2.25

- **Preview the task** Have Ss look at the example sentences. Say, "Here are some examples of how verbs such as these are reduced in natural, spoken English." Explain that the words in parentheses show how the words in dark red are pronounced. Say, "Listen and repeat the sentences. Notice the reduction of the verbs."
- Read each reduction, and have Ss repeat. Say, "Listen and repeat the sentences. Notice the reduction of the verbs."
- **Play the recording** Ss listen and repeat. Ask, "In what situation might you give this advice?" [to someone who is learning to drive] Ask, "Can you think of any other advice?" Ask a few Ss (e.g., *You ought to practice in a quiet neighborhood first.*).

About you

B

- **Preview and do the task** Read the instructions aloud. Have Ss work in groups to complete the task.

4 Talk about it

- **Preview the task** Read the instructions aloud. Ask individual Ss to each read one of the situations. Then have a S read the example advice.

Recycle a conversation strategy Ask Ss what expressions for responding to suggestions they can also use for responding to advice (e.g., *That's a great idea., That sounds good., I guess I could, but . . . , I don't know. I guess.*). (See *Touchstone* Student's Book 2, Unit 7, Lesson C.) Say, "Use these expressions to respond to the advice from the group."

- **Do the task** Have Ss complete the task. Remind Ss to use reduced speech for the verbs to give advice. Go around the class, and help as needed. As Ss offer their advice, listen for the verb reductions. If necessary, replay Exercise 3A, and have Ss repeat.

Sounds right

Tell Ss to turn to Sounds Right on p. 138 of their Student's Books. Have Ss do the task for Unit 6 in class, or assign it for homework. (See the teaching notes on p. T-138.)

Workbook

Assign Workbook pp. 44 and 45. (The answer key begins on p. T-176.)

Lesson C I've got to get going.

Lesson C recycles ways to talk about the future and expressions for talking about what is necessary.

1 Conversation strategy

- **Set the scene** Ask, "Which situations is it important to be on time for? Which situations don't matter as much? Make a list with a partner." Call on Ss to tell the class their list.

A

- **Preview and do the task** Ask, "When was the last time you were running late? Why?" Call on a few Ss to tell the class.

B 2.26

- **Preview the task** Read the instructions aloud. Ask, "What do you do when the phone rings but you don't have time to talk? How many of you ignore the call? Raise your hands." Then ask the Ss who do not raise their hands, how they handle the situation.
- Say, "Look at the picture. Ling and Ramon are on the phone. Does Ling have time to talk?" [no] "Where do you think she's going?" [to an assertiveness seminar] Explain that *being assertive* means "telling people what you want or need to do in a firm but polite way."
- Books closed. Say, "Listen to Ling and Ramon's conversation. Why can't Ling talk longer on the phone? Write the answer."
- **Play the recording** Ss listen and write the answer. Have Ss compare their answer in pairs.
- **Play the recording again** Books open. Ss listen, read along, and review their answer. Check the answer with the class [Ling is late for an assertiveness seminar.].

C

- **Present *Notice*** Read the information and the examples aloud. Have Ss find the examples in the conversation. Ask individual Ss to each read aloud an example from the conversation [I'm going to have to run.; Well, can I call you back tonight? I've got to get going.; I'll call you later. I'd better go now.; Listen, Ramon, I've really got to go.]. Explain that simply saying *good-bye* can sound too abrupt. Say, "It is considered polite to give a reason why you have to get off the phone."
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role. Have pairs perform one of their conversations for the class.

D

- **Preview and do the task** Read the instructions. Have two Ss read the example conversation. Put Ss in pairs to practice the phone conversation six times with their own excuses, taking turns playing each role. Have pairs perform one of their conversations for the class.

2 Strategy plus

- **Present *Strategy Plus*** Tell Ss to look back at the conversation on p. 58. Ask, "Which expression does Ramon use to say *good-bye*?" [Talk to you later.] Explain that in friendly conversations, expressions like these often follow a good-bye.
- Read aloud the information and the examples in Strategy Plus. Tell Ss that in very friendly or informal conversations, the words in parentheses are usually dropped.
- **Present *In Conversation*** Books closed. Write on the board:

1. I'll see you later.	2. I'll talk to you later.
See you later.	Talk to you later.

Say, "Look at these two pairs of expressions. Which is more common, the longer form or the shorter form? Write your guess." Books open. Ask a S to read the information.

Culture note

"Catch you later" is the most informal of the expressions taught in Strategy Plus. It is used more often by young people.

- **Preview and do the task** Say, "Write the shorter forms of the underlined expressions to make these conversations more informal."
- Have Ss complete the written part of the task. Check answers with the class: Have pairs of Ss each read a conversation aloud.

Answers

1. *A* Hi, it's me. Are you on your way?
   B Yeah. I'll be there in about half an hour.
   A All right. See you soon.
2. *A* Well, my appointment is at 2:00, so (I) better go.
   B OK. Talk to you later.
   A Yeah. Got to go. See you later.
3. *A* OK, well, (I) better let you go.
   B Yeah. (It was) Nice talking to you.
   A Yeah. Take care. Bye.
4. *A* Listen, my train's coming. Catch you later.
   B Yeah. See you tomorrow. Bye.

- Tell Ss to practice the conversations in pairs, taking turns playing each role. Remind Ss to use the reduced form of *got to*.

3 Strategies

- **Preview and do the task** Read the instructions aloud. Have two Ss read the example conversation. Have pairs choose a topic. Tell Student A to think of three or four things to say. Tell Student B to think of three or four ways to end the conversation and to think of a reason why. Have Ss complete the task. Then have Ss switch roles and do the task again.
- For each topic, call on one or two pairs to present their conversations.

Free talk

Tell Ss to turn to Free Talk 6 at the back of their Student's Books. Have Ss do the tasks. (See the teaching notes on p. T-132.)

Extra activity GROUPS

Ask, "What do you think bad phone manners are?" Groups discuss their ideas (e.g., *answering a cell phone in the theater, talking for a long time to someone while you are at lunch with a friend, not calling someone back the same day, answering the phone during dinner*). Ss then compare their ideas with another group. If Ss disagree with an item on the other group's list, they have to say why.

Extra activity CLASS

Ss choose eight items from their lists about bad phone manners in the previous Extra Activity and go around the class asking their classmates questions and finding out what bad phone habits the class has (e.g., *Do you answer your phone during dinner? Do you talk on the phone when you are with a friend at lunch? Do you turn your cell phone off in class?*). Ss survey their classmates and then report to the class (e.g., *Generally, I think we are pretty well mannered with our phone habits. Most people don't answer their phones during dinner.*).

Workbook

Assign Workbook pp. 46 and 47. (The answer key begins on p. T-176.)

Lesson D Less is more

1 Reading

- **Set the scene** Read the lesson title aloud. Say, "The title refers to doing less at one time can be better than doing more than one thing at a time." Explain that when you do more than one thing at a time, you are multitasking. Ask, "What is multitasking? What does that mean? What are some examples?" Get ideas from Ss (e.g., *You do more than one thing at a time. You make phone calls while you're checking your email.*).

A

Prereading

- **Preview and do the task** Read the instructions aloud. Ask, "Who multitasks? What kinds of things do you do when you are multitasking?" Elicit Ss' ideas. Ask, "How can multitasking be a good thing? How can it be a bad thing?" (e.g., *Good thing: People get more done. Bad thing: People make mistakes with the things they are doing.*)
- **Present *Reading Tip*** Read the tip aloud. Say, "Questions are sometimes like headings — they help you to know or predict what comes next." Point out the question in the first heading. Have a S read the question. Ask, "What does this tell you about the topic of the article?" [The article is about the effectiveness of multitasking] Have a S read aloud the question in the first paragraph. [But does it really?] Ask, "What does the question mean?" [Does multitasking mean that we get more done?] "What is the next part of the article about, then?" [Whether or not we get more done if we multitask.] Have a S read aloud the second section; *An alternative approach* [So how can we change our multitasking ways?] Ask, "What do you expect the next part of the article to say?" [changing multitasking habits] Say, "Sometimes if you understand how an article is organized it can help you read more efficiently."

B

During reading

- **Preview the reading** Read the instructions aloud.
- **Do the reading** Have Ss read the article. Then have Ss work in groups to discuss the writer's ideas about whether or not multitasking is a good thing. Ask, "What is the writer's opinion of multitasking? Is it a good thing?" [The writer doesn't think multitasking is a good thing.]
- **Do the reading again** Say, "As you read this time, make notes about the author's main points." Have Ss reread the article and take notes. When Ss finish, say, "Look at your notes. What are the main reasons the author gives for not multitasking?" [It can take longer to do each thing. Research shows it leads to a 40 percent drop in productivity. We're not really multitasking, we're switching from one task to another. It's distracting, and it's stressful.]

About you

C

Postreading

- **Preview and do the task** Read the instructions and the expressions in the box. Say, "Now find the other expressions in the article. Rewrite the questions using the correct form of the expressions." When Ss finish, check answers with the class.

Answers

1. played a trick
2. making progress on
3. get distracted by
4. drive you crazy
5. set yourself a tight deadline
6. make up your mind

D

Postreading

- **Preview the task** Read the instructions aloud. Ask individual Ss to each read a question aloud.
- **Do the task** Have Ss find the information in the blog to answer the questions. Then have them discuss their answers in pairs. Check answers with the class.

Possible answers

1. He forgot to send an attachment, sent the wrong attachment, and didn't hear a question.
2. He stopped multitasking for one week.
3. He made great progress on challenging projects. His stress levels dropped dramatically.
4. Get rid of interruptions. Set tight deadlines.
5. Multitasking is stressful and unnecessary.

2 Listening and writing

- **Set the scene** Ask, "What are the different parts of your life that you spend time on?" Get ideas from Ss (e.g., *work, school, friends, family, homework, hobbies*). Put these categories on the board.

About you

A

- **Preview and do the task** Read the instructions. Have Ss share their thoughts with the class.

B 2.27

- **Preview the task** Read the instructions aloud. Check Ss' comprehension of *time management*. Ask Ss to raise their hands if any of them ever have problems with time management. Have Ss read the time management problems listed. Ask them again if any of them have any of those problems.
- **Play the recording** ***Audio script p. T-169*** Ss listen and write the number of the speaker beside each problem.

Answers

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

C

- **Preview the task** Read the instructions aloud.
- **Play the recording again** Ss listen again. Pause after each speaker to give Ss time to write the advice each speaker received.

Answers

1. Try keeping a diary of everything you do.
2. When you get stressed, go for a walk.
3. Write a list of things you have to do for the day.
4. Break big jobs down into smaller tasks.

D

- **Preview and do the task** Read the instructions aloud.
- **Present *Help Note*** Read the information aloud. Say, "*As long as, provided that,* and *unless* all have a meaning similar to *if.* They say what has to happen before something else can happen. When you add an idea with *as long as* or *provided that,* you state something that is necessary. *Unless* has a meaning similar to 'except if' or 'if not.' When you add an idea with *unless,* you talk about an exception."
- Have Ss read the blog and circle the sentences that link ideas with *as long as, provided that,* and *unless.*

Answers

Unless you find time to watch the recordings, there is really no point in having them.

So make time to review them — provided that they are worth watching again, of course!

. . . so use that time to watch your classes on your laptop — as long as you're not driving, of course!

About you

E

- **Preview and do the task** Read the instructions aloud. Have Ss think of a question about time management they could write about. Refer Ss back to the problems in Exercise 2B.
- Have Ss exchange their questions with a partner and write advice to answer the question. Encourage Ss to be creative.
- **Follow-up** Ss work in groups and take turns reading their questions and their partner's advice. Other Ss say if they think it is good advice or not.

Workbook

Assign Workbook pp. 48 and 49. (The answer key begins on p. T-176.)

Vocabulary Notebook

If done for homework

Briefly present the Learning Tip and the task directions. Make sure Ss understand what they need to do.

If done in class

- **Present *Learning Tip*** Read the information aloud. Check that Ss understand the meaning of *clarify* — "make something easier to understand by being more exact or by giving examples" and *paraphrase* — "use different words to say the same thing."

↻ These tasks recycle verbs with *do* and *make*.

1

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task and then compare their answers in pairs. Check answers with the class.

Answers

1. I'm going to try to make a good impression on my new boss. I want her to have a good opinion of me.
2. I'd like to do something useful in life. I want to make a difference in people's lives.
3. I can't make up my mind if I want to buy a new cell phone. I can't decide if I need one.
4. I find exams very stressful, but I always do my best. I try very hard to do well.

- **Present *In Conversation*** Books closed. Write the six expressions with *make* on the board, and ask Ss to rank them from most frequent to least frequent. Books open. Tell Ss to read the information and review their answers.

2

- **Preview and do the task** Read the instructions aloud. Ask a few Ss for an example, and write them on the board (e.g., *When I have a problem, I usually do some thinking about it before talking it over with anyone.*). Have Ss complete the task. Check answers with the class: For each expression, ask a few Ss to read their sentences to the class.

3

- **Preview the *Word Builder* task** Say, "This Word Builder task will help you learn more expressions with *make* and more verb-noun combinations." Read the instructions aloud. Tell Ss to use dictionaries for help.
- **Do the task** Have Ss complete the task. Check answers with the class.

Answers

1. make changes
2. make a mess
3. have a dream
4. make progress
5. make a suggestion
6. make plans
7. take / go for a walk
8. do / ask a favor

On your own

- **Present *On Your Own*** Read the instructions aloud. Point out examples from the picture.
- **Follow-up** At the start of the next class, Ss form small groups and read their lists.

Now I can . . .

- Go over the Now I Can items. Put Ss in pairs to give one example each for the first four items. Call on Ss and ask for examples or explanations.
- Have Ss look over the four lessons and identify any areas they want to review.
- Tell Ss to complete the Now I Can items. Ss check (✓) the items they know and put a question mark (?) by items that they are not confident about. Check with individual Ss which areas need review to see if there are general problems to review in class. Help individual Ss as required. Have Ss hand in a piece of paper with their name and a schedule showing what they plan to review and when. Review or reteach these language items in a future class.

Checkpoint Units 4–6

1 What do you think?

This task recycles the verbs *let*, *make*, *help*, *get*, and *ask*. It also recycles the conversation strategy of giving opinions and agreeing.

A

- **Preview and do the task** Read the instructions aloud. Have Ss complete each sentence with a verb or *to* + verb. Tell Ss that there may be more than one correct answer for some sentences.
- Have Ss compare their answers in pairs. Check answers with the class: Call on individual Ss to each read a statement, and ask if other Ss have different answers.

Possible answers

1. Parent's shouldn't let teenagers watch violent shows on TV.
2. Parents ought to make their kids read books every night.
3. Teachers ask students to do too much homework.
4. Parents shouldn't help their children do / to do their homework.
5. Parents shouldn't let their children eat too much junk food.
6. Parents should get their kids to eat more vegetables and fewer sweets.
7. We shouldn't let young people drive cars until they're 21.
8. We ought to make all teenagers do some volunteer work.

B

- **Preview the task** Read the instructions and expressions in the boxes aloud. Call on two Ss to read the example conversation aloud. Then model a negative response: Call on a S to read a sentence from Exercise 1A, and disagree with it (e.g., *S: Parents ought to make their kids read books every night. T: Maybe. But I think if you make children do something, they won't like it.*).
- **Do the task** Have Ss work in pairs and take turns reading and responding to the statements. Tell Ss to choose statements they agree with and to respond with information that is true for them.

Extra activity INDIVIDUALS / PAIRS

Ss each write five more opinion sentences like the ones in Exercise 1A. Ss can look through the units for other topics to discuss. Ss then discuss their opinions in pairs, as they did in Exercise 1B. This task recycles *used to / would* and the simple past.

2 The way it used to be

This task recycles *used to / would* and the simple past.

- **Preview and do the task** Read the instructions aloud. Write the first part of the paragraph on the board:

  When I was a kid, we used to ____ my grandparents every month. They ____ two hours from our home, . . .

  Ask Ss to call out the correct verbs from the box in the correct form [visit; lived]. Write them in the sentences on the board. Point out the two different verb forms: *used to* + verb and the simple past.
- Have Ss complete the sentences. Tell them to use each verb only once. Check answers with the class: Read the paragraph aloud, pausing at the missing parts, and call on Ss to say the verbs in the correct form.

Answers

When I was a kid, we used to visit my grandparents every month. They lived two hours from our home, so we always brought some books to read in the car. I used to hate the drive, and I'd always complain, so my dad would buy us ice cream. That was fun. When we got to my grandparents' house, my grandma would always let us play in her yard. They had a swing set, and my grandpa would push us on the swings.

3 How many words can you remember?

This task recycles the vocabulary for family members, as well as expressions with *make* and *do*.

- **Preview and do the task** Write on the board:

  ____ a living *____ an effort*

  ____ work *____ a decision*

  Ask individual Ss to complete each expression with *make* or *do*.
- Say, "Write expressions with *do* or *make* about six family members or friends." Read the examples aloud.
- Tell Ss to make a list like the one in the book on a piece of paper, using their own family and friends. Tell Ss to look at Unit 6, Lesson B, for more expressions with *make* or *do*.
- When Ss finish, say, "Tell a partner about each person on your list using the expressions you wrote. Ask follow-up questions and continue the conversation as long as you can." To model the task, read the example aloud. Say, "What can you ask to continue the conversation?" Have a S ask a follow-up question (e.g., *Really? What does he teach?*). Have Ss complete the task in pairs.

4 What's going to happen?

This task recycles the future with *will*, *going to*, the present continuous, and the simple present.

- **Preview and do the task** Read the instructions aloud. Write the first sentence on the board: *What time your train (leave) today?* Ask Ss to call out the future forms that can complete it [does, leave; is, leaving; is, going to leave].
- Have Ss complete the conversation. Tell Ss to compare their answers in pairs: S1 reads Cindy's lines, S2 reads Dana's lines. Check answers with the class: Call on a pair of Ss to read their answers, and ask Ss to raise their hands if they have different answers.

Answers

Cindy What time does your train leave today?
Dana I'm taking / 'm going to take the 3:30 train. Oh, no, it's almost 3:00!
Cindy Don't worry. I'll drive you to the station.
Dana Oh, you don't have to do that. I'll call a taxi.
Cindy No way! I can take you. I'm going to / 'm going to go to the mall this afternoon. . . .
Dana Are you sure it won't be / 's not going to be a problem?
Cindy No problem at all. I'm meeting / 'm going to meet a friend there at 4:00.
Dana Well, OK. Thanks. I'll get my suitcase.
Cindy Yeah. We're going to have to / have to leave right away.
Dana OK. I'll be ready in five minutes.

- **Practice** Have Ss practice the conversation in pairs, taking turns playing each role.

5 A healthy diet?

This task recycles countable and uncountable nouns, quantifiers, and *too*, *too much*, *too many*, and *enough*. It also recycles the vocabulary for containers and quantities and methods of cooking.

A

- **Preview and do the task** Say, "Complete the sentences with different foods. Use your own ideas." Read the example aloud. Have Ss complete the sentences.
- When Ss finish, have them work in pairs. Say, "Now discuss your ideas with a partner. Do you agree with your partner's sentences?" To model the task, have a S read a sentence. Respond to the sentence with your opinion (e.g., *S: It's not healthy to eat too many hamburgers. T: I agree. If you ask me, it's not healthy to eat meat at all.*).
- Have Ss take turns reading their sentences in pairs. Have Ss make notes of the things they agree on.
- **Follow-up** Pairs report to the class what they agree on (e.g., *We both think it's not healthy to eat meat.*).

B

- **Preview and do the task** Have different Ss each read a sentence aloud. Say, "Replace the underlined words. How many true sentences can you make?" To model the task, write the first sentence on the board: *I like boiled eggs better than fried eggs.* Cross out the underlined words and write information true for you (e.g., *I like roast chicken better than fried chicken.*).
- Have Ss write true sentences about themselves. Give Ss five minutes to write as many sentences as they can. When Ss finish, have them work in pairs. Say, "Now compare your sentences with a partner." Have two Ss read the example conversation aloud.
- Have Ss compare their sentences in pairs. Have pairs report on one sentence on which they both agreed. Find out which Ss wrote the most sentences.

6 Get off the phone!

This task recycles the conversation strategy of ending phone conversations.

- **Preview the task** Read the instructions aloud. Ask, "What are some questions Student A can ask? What are some things Student B can say to get off the phone?" Get ideas from Ss, and write them on the board (e.g., *Student A: Do you think I can make a traditional meal? Student B: Can I call you back?*).
- **Do the task** Have Ss work in pairs, sit back to back, and role-play the phone calls. Tell Student As to try and continue the conversation as long as they can. Then have Ss change roles and repeat the task.
- Have a few pairs present their role plays to the class.

Extra activity PAIRS

Pairs write another situation for Student A to call about and another reason why Student B cannot stay on the phone. Pairs exchange their situations with another pair. Ss in each pair then role-play the new phone call.

UNIT 7

Relationships

Language notes

Lesson A Circle of friends

Grammar Relative clauses

(See Student's Book p. 67.)

- The lesson introduces relative clauses. There are two types of relative clauses. The first type identifies or gives information about a noun (e.g., *He's the guy **who got me started running**.; She had a company **that planned weddings**.*). In the second type, there are *which*-clauses that refer to a whole sentence (e.g., *He lives down the street, **which is very convenient**.*). The relative clauses taught in the lesson are the first type.
- Relative clauses can be *defining* (restrictive) or *non-defining* (non-restrictive). *Defining* relative clauses are used to identify which person or thing is being talked about (e.g., *Nina is the woman that sits across from me at work.*). *Non-defining* relative clauses are not used to identify something but just to give extra information about the person or thing being talked about (e.g., *Nina, who sits across from me at work, used to have her own company.*). The lesson teaches defining relative clauses.

Form

- Relative pronouns

  Many relative clauses start with a relative pronoun, but not all relative clauses need a relative pronoun (see Object Relative Clauses, below). The relative pronouns *who* and *that* are used to refer to people. The relative pronouns *that* and *which* are used to refer to things.
- Subject relative clauses

  In subject relative clauses, the relative pronoun is the subject of the verb in the clause.

  *Nina is an interesting woman **who sits across from me**.*

  (The relative pronoun *who* refers back to *woman*, and it is the subject of the verb *sits*.)

  *Nina had a company **that planned weddings**.*

  (The relative pronoun *that* refers back to *company*, and it is the subject of *planned*.)
- Object relative clauses

  In object relative clauses, the relative pronoun is the object of the verb in the clause. In these clauses, the relative pronoun is often left out.

  *Charlie is someone **(who / that) I can trust**.*

  (The use of *who / that* is optional; they are the object of the verb *trust*. *I* is the subject of the verb *trust*.)

  *She talks about the things **(that) she's doing**.*

  (The relative pronoun *that* is optional; it refers back to *things*, and it is the object of the verb *doing*. *She* is the subject of the relative clause.)

Use

Whom is considered by some people to be the correct relative pronoun in object relative clauses about people (e.g., *Charlie is someone whom I can trust.*). However, in conversation, *whom* is becoming less common (*who* is used instead). *Whom* is mostly used after a preposition — in the corpus, over 70 percent of the occurrences of *whom* are after a preposition.

Corpus information *Who, that,* and *which*

In subject relative clauses, *who* is more common than *that* to refer to people, and *that* is more common than *which* for things. In object relative clauses, *which* is not very frequent.

Common errors with pronouns and relative clauses

Ss often put an extra subject or object pronoun in a relative clause where it is not needed. (*Janet has a company **that makes** toys.* NOT *Janet has a company that it makes toys.*)

Lesson B Dating

Vocabulary Phrasal verbs

(See Student's Book p. 68.)

- The vocabulary in the lesson reviews some of the phrasal verbs that Ss have learned in earlier units (e.g., *go out, grow up*) and adds some new ones.
- Phrasal verbs are difficult for Ss, not only because there are so many of them in English, but also because a phrasal verb can have more than one meaning, and the meaning is often idiomatic — Ss cannot guess a phrasal verb's meaning from its individual elements.

  She pulled out her wallet and paid the bill.

  She pulled out into traffic.

Grammar Phrasal verbs

(See Student's Book p. 69.)

The lesson teaches intransitive phrasal verbs.

Intransitive phrasal verbs do not take objects, and they are not *separable* — the verb and the particle stay together.

She went away to college. NOT: She went to college away.

(See Language Notes in this Teacher's Edition for Unit 9, Lesson B, for a discussion of separable phrasal verbs.)

Form

- Verb + particle

  Phrasal verbs are verbs plus a particle such as *back, down, up,* and *out*. Examples of intransitive phrasal verbs are *get along, grow up, go out,* and *settle down*.

  Steve and Anna grew up in the same town.
- Reciprocal phrasal verbs

  Some of the verbs in the lesson (e.g., *get along, settle*

down, and *break up*) are reciprocal phrasal verbs: the two subjects are doing the same thing to each other.

Steve and Anna got along well. (with each other)

The same idea can be expressed by using a prepositional phrase with *with.*

Steve got along with Anna, and Anna got along with Steve.

Speaking naturally Stress in phrasal verbs

(See Student's Book p. 69.)

In previous *Touchstone* units, Ss learned not to stress grammatical words, including prepositions (see *Touchstone* Student's Book 2, Unit 8, Lesson A), and they may think that the particles in phrasal verbs are unstressed. These particles are considered adverbial in nature (not prepositions), and they often take a stronger stress than the main verb in normal speech. This section gives Ss practice in stressing the particle in phrasal verbs.

Lesson C She's just a bit odd.

Conversation strategy Softening comments

(See Student's Book p. 70.)

In conversation, people often soften the things they say because they want to sound less direct or definite. The lesson reviews some of the expressions that Ss have learned so far as a way of softening comments (*kind of, just, I guess*) and adds new ones (*sort of, in a way, a little bit, a bit*). It focuses on ways of talking about people.

Corpus information Softening comments

I think and *kind of* are in the top 100 words and expressions in conversation; *I guess* is in the top 150. *A little*, *probably*, and *maybe* are in the top 200, and *a little bit* is in the top 500.

Corpus information *Kind of* and *sort of*

Kind of is about four times more frequent than *sort of.* When used to soften comments, they can both come before verbs and adjectives but *kind of* is more likely to be followed by an adjective, and *sort of* is more likely to be followed by a verb.

Strategy plus *though*

(See Student's Book p. 71.)

- *Though* and *although* are common in speech and writing as conjunctions that introduce contrasting ideas. They mean "in spite of this."
- In conversation, *though* is often used, particularly at the ends of sentences, to give a contrasting idea, with the meaning of "but" or "however."
- *Though* at the end of a sentence can be used by a speaker to contrast two ideas:

  We've spoken a few times. We only talked about the weather, though. (= We've talked, **but** we only talked about the weather.)
- It can also be used by a second speaker to introduce a contrasting idea and is a useful way to soften a statement that contradicts the first speaker or disagrees with what the first speaker has said.

  A *He's a nice guy.*

  B *Yeah. He can be a little weird, though.* (= I agree, but he can be a little weird.)

Corpus information *though*

Though is one of the top 200 words in conversation. Over half of its uses are at the end of a sentence.

Lesson D New friends, old friends

Reading tip

(See Student's Book p. 72.)

The Reading Tip points out to Ss the different ways there are to present statistics, e.g., *20 percent, one in five, one out of (every) five*, which can be helpful for Ss to know before reading to avoid confusion.

Help note *Both* and *neither*

(See Student's Book p. 73.)

The Help Note shows Ss how to express things they have in common with a friend, using *both, both of us,* and *neither of us.*

- *Both*

  The usual position for *both* is:

  after the verb *be*

  We're both science-fiction fans.

  between the subject and the verb

  We both like science fiction.

  between the auxiliary verb and the main verb (not shown in the Help Note)

  We've both seen Star Wars *many times.*
- *Both of us*

  Both of us as the subject of the verb can be used in a similar way to *both. Both of us* sounds slightly more emphatic than *both.*

  Both of us are science-fiction fans / like science fiction.
- *Neither of us*

  Neither of us is used like *both of us,* but it expresses negative ideas.

  Neither of us liked art. (= I didn't like art, and my friend didn't like art [either].)

Relationships

Teach this unit opener page together with Lesson A in one class period.

Introduce the theme of the unit Write on the board: *Relationships*. Say, "When you get to know a person, you form a relationship. Some relationships are formal, such as the one you might have between you and your boss or you and a teacher. Some, like the ones with classmates, are informal. You have a close relationship with your best friend and members of your family. If you have a husband, wife, boyfriend, or girlfriend, you have a romantic relationship."

In this unit, you learn how to . . .

- **Unit aims** Read the lesson headings and key unit aims aloud. Tell Ss to listen and read along.

Extra activity PAIRS

Ss look through the unit and find out what different types of relationships the unit talks about. Ss discuss their ideas in pairs. A few pairs share their ideas with the class [friends in Lesson A, romantic relationships in Lesson B, more formal relationships such as with neighbors in Lesson C, and finding old friends and dating online in Lesson D].

Before you begin . . .

- **Introduce the different relationships** Have Ss look at the pictures. Say, "What are the relationships you see in these pictures? There might be more than one for each picture. Work with a partner." Write Ss' answers on the board [1. relationship with classmates / friends 2. relationships with classmates / teacher 3. relationships with family: parents / brother(s) / sister(s) 4. relationship with co-workers / colleagues / boss].
- Tell Ss to look at Before You Begin. Read the information aloud.
- Have pairs discuss the various relationships they have with other people. Have pairs tell the class about any other relationships they thought of (e.g., *a neighbor, friends on social networks, their hairdresser.*).

Recycle vocabulary, grammar, and a conversation strategy This task recycles a number of language items Ss learned in Unit 1 that will help them talk about the relationships they enjoy most: grammar — adverbs before adjectives and adverbs (see Unit 1, Lesson B, p. 5); conversation strategy — describing individual habits (see Unit 1, Lesson C, p. 6).

- Ask, "Which relationships do you enjoy the most? Tell your partner about the people. First, look quickly at pages 5 and 6 to review some ideas for describing the people you're going to talk about." Pairs tell each other about the relationships they enjoy most and why (e.g., *My mother is extremely kind and generous. We get along really well. She's always giving me help and good advice for my problems.*). Tell partners to ask each other follow-up questions.

Extra activity GROUPS

Write on the board: *friend, boss / teacher, parents*. Group members decide three things that are necessary for a good relationship with a friend, a boss or teacher, and a parent (e.g., *S1: I think trust is really important with friends. S2: Yeah, it really is. And my friends should make me laugh a lot. I'd rather laugh than cry! S1: That's true, but friends have got to be good listeners, too.*).

Lesson A Circle of friends

1 Getting started

- **Set the scene** Say, "A circle of friends are the friends you see most often. Who is in your circle of friends?" Ask a few Ss (e.g., *the people I play baseball with, my best friend, my roommate*).

A

- **Preview and do the task** Ask, "Where do people make friends? Make a list." Have Ss complete their list. Elicit ideas from the class. Write them on the board.

B 3.01

- **Preview the task** Have Ss look at the magazine article. Ask, "Who is in Christopher Owen's circle of friends?" Ask a S to read the headings that tell the kinds of friends Christopher is going to talk about [his running buddy, his most exciting friend, his roommate, a friend from work, a new friend, his oldest friend].
- Books closed. Say, "Listen. How did Christopher meet each of his friends? Write a few words for each of his friends to answer the question."
- **Play the recording** Pause the recording after Christopher talks about his running buddy. Ask, "How did Christopher meet Mike?" [He met Mike in college.] Play the rest of the recording, pausing after each person Christopher talks about to give Ss time to write. Have Ss listen and write.
- **Play the recording again** Books open. Ss listen, read along, and review their answers. Check answers with the class [1. Christopher met Mike in college. 2. He met Jennifer in college. 3. Jennifer introduced Christopher to Yuya. 4. He met Nina at work. 5. He met Angela through Mike. 6. He grew up with Charlie.].
- Help with new vocabulary as needed.

Extra activity PAIRS

Partners each choose two people from their circle of friends and describe them. Partners tell each other how they met the people and why each person is in their circle of friends.

Figure it out

C

- **Preview the task** Read the instructions aloud.
- **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class: Have individual Ss read their answers and write them on the board.

Answers

1. Nina is an interesting woman who sits across from me at work.
2. Jen plays in a rock band that's really hot right now . . .
3. She's a new friend I met through Mike.
4. She still calls a lot to talk about all the things she's doing.

- **Focus on the form and the use** Underline the relative clauses in the sentences on the board as shown:

1. *Nina is an interesting woman who sits across from me at work.*
2. *Jen plays in a rock band that's really hot right now.*
3. *She's a new friend I met through Mike.*
4. *She still calls a lot to talk about all the things she's doing.*

Say, "The underlined sections of these sentences are called *relative clauses*. Relative clauses give more information about a person or thing. In the first sentence, what person or thing does the relative clause give more information about?" [(interesting) woman] "How about sentence 2?" [(rock) band] "Sentence 3?" [(new) friend] "What words start the relative clause?" [*that*, *who*, and no extra word] Explain that *that* and *who* often start relative clauses and that they are called *relative pronouns*. Point out that some relative clauses do not start with a relative pronoun, as in sentences 3 and 4 on the board.

- **Try it out** Ss look through the magazine article and identify other relative clauses. Call on a few Ss to say the sentences they found. Write them on the board, and underline the relative clauses [Mike is the guy I run with in the morning. He's the one who got me started running when I was in college.; Yuya is a guy that Jen introduced me to. I've never lived in a place that's so clean.; She [Nina] used to have a company that planned weddings for people.; [Angela] She's the kind of person you can just call and say, "You want to go see a movie tonight?"; Charlie is someone I grew up with. He's just someone I can totally trust.].

2 Grammar

3.02

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Have Ss look at the section on subject relative clauses. Write on the board:

  1. *Nina is an interesting woman. She sits across from me.*
  2. *Nina had a company. It planned weddings.*

- Ask, "How does the underlined sentence in number 1 become a relative clause?" [Change *she* to *who* or *that*.] Ask, "How about number 2?" [Change *it* to *that* or *which*.]
- Say, "*Who*, *that*, and *which* are relative pronouns. They begin relative clauses. Use *who* or *that* when the relative pronoun refers to a person. Use *that* or *which* when the relative pronoun refers to a thing." Write on the board:

Main clause	Subject relative clause
Nina is an interesting woman	who / that sits across from me.
She had a company	that / which planned weddings.

- Say, "Look at the underlined relative pronouns in the chart on the board. In a subject relative clause, the relative pronoun is the subject of the verb in the relative clause. *Who* or *that* is the subject of *sits*. *That* or *which* is the subject of *planned*."
- Have Ss look at the section on object relative clauses. Write on the board:

  3. *Charlie is someone that I can trust.*
  4. *Jen talks about the things that she's doing.*

  Say, "Look at number 3 on the board. *That I can trust* adds more information about *someone* or Charlie. It means 'I can trust Charlie.' *That* refers back to *someone*. *I* is the subject of the verb *can trust*, and *that* is its object. This is an object relative clause." Say, "Now look at sentence 4. What does *that* refer back to?" [things] "What is the subject of the clause?" [she] "What is the object?" [that]
- Write on the board:

Main clause	Object relative clause
Charlie is someone	(who / that) I can trust.
Jen talks about things	(that / which) she's doing.

- Say, "In object relative clauses, you don't have to use the relative pronouns *who*, *that*, or *which*. People often leave them out, especially in spoken English." (For more information, see Language Notes at the beginning of this unit.)
- **Present *In Conversation*** Read the information aloud.
- **Present *Common Errors*** Read the information aloud. Write on the board: *She's a new friend. I met her through Mike.* Have Ss connect the two sentences using a relative clause [She's a new friend that I met through Mike.]. Make sure Ss haven't added the pronoun *her* in the relative clause [. . . *I met ~~her~~ through Mike.*]. Provide Ss with other examples for them to do in the same way (e.g., *They're my neighbors. They live next door* [They're my neighbors who live next door.].

A

- **Preview and do the task** Read the instructions. Have Ss complete the task and then compare their answers in pairs. Check answers with the class: Have individual Ss each read an answer.

Answers

Note: ( ) indicates that the pronouns can be omitted

1. I have a really good friend who / that works at a local radio station.
2. There was a really funny guy in my high school who / that was always telling jokes.
3. One of my friends from class has a football (which / that) his favorite team signed.
4. My best friend has a really pretty gold ring (which / that) her grandfather gave her.
5. I have a new friend (who / that) I met in my kickboxing class.
6. My friend and I saw a movie last night which / that made us both cry.

About you

B

- **Preview and do the task** Read the instructions aloud. Have two Ss read the example aloud. Have Ss complete the task.

Extra activity PAIRS

New partners tell each other about an old school friend that used to be in their circle of friends and who they would like to see again. Partners ask follow-up questions to get more information. A few Ss tell the class about their partner's old friend.

Extra practice

Tell Ss to turn to Extra Practice 7A on p. 146 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-146.)

3 Talk about it.

- **Preview the task** Read the instructions aloud. Have individual Ss each read a discussion question aloud.

Recycle a conversation strategy Tell Ss to use short responses to show interest, such as *Has he?* or *Does she?* as they do the task. Review Unit 2, Lesson C, p. 17. Remind Ss to listen carefully for the subject and the tense of the verb.

- **Do the task** Have Ss complete the task. Go around the class, and help as needed.

Workbook

Assign Workbook pp. 50 and 51. (The answer key begins on p. T-176.)

Lesson B Dating

1 Building vocabulary and grammar

- **Set the scene** Say, "*High school sweetheart* is an expression that people use to talk about someone they used to date in high school. Do you know anyone who married their high school sweetheart? Do you think it's a good idea to marry your high school sweetheart, or is it better to go out with several people before you settle down?" Ask a few Ss to give their opinions.

A 3.03

- **Preview the task** Books open. Read the instructions aloud.
- **Do the task** Have Ss number the paragraphs in the correct order and then compare their answers in pairs. Say, "Now listen and review your answers."
- **Play the recording** Ss listen and review their answers. Check answers with the class.

Answers

1. Steve and Anna grew up . . .
2. After they graduated, . . .
3. But the long-distance relationship didn't work out, . . .
4. When Steve was 35, . . .
5. He discovered that Anna was a member . . .
6. When they saw each other, . . .

Culture note

In North America, it is common for women to refer to their women friends as "girlfriends"; men, however, refer to their male friends as "friend," "buddy," or "pal" rather than as "boyfriends." When women use the term "boyfriend" or when men use the term "girlfriend," they are usually talking about someone they are dating steadily.

Figure it out

B

- **Preview the task** Write on the board: *eat out, get up.* Ask, "Which one of these means 'leave your bed in the morning'?" [get up] Ask, "What does *eat out* mean?" [have dinner in a restaurant] Say, "These are two-part verbs, with a main verb like *eat* or *get* and another word like *out* or *up*." Ask, "What other two-part verbs like these do you know?" Ask Ss for examples (e.g., *wake up, go out, work out*). Read the instructions aloud.
- **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class.

Answers

1. Steve and Anna grew up in the same town.
2. Steve and Anna started going out.
3. Anna went away to college.
4. Steve and Anna decided to break up.

- **Focus on the form and the use** Say, "These two-part verbs are called phrasal verbs. They have a main verb and a particle such as *up, down, out.* Sometimes the same verb can have different particles. For example, with the verb *go* you can say *go up, go down, go in, go out, go on,* and *go off.* Sometimes you can guess the meaning of the phrasal verb from its parts, for example, *write back, fly back.* Sometimes you cannot guess its meaning from the two words because the meaning is different from the meaning of the two words on their own. For example, *get along* means 'have a good relationship'; *go out* in the story means 'date'; *work out* in the story means 'end happily' or 'be successful.' Vocabulary logs are helpful for learning and remembering phrasal verbs."
- **Try it out** Write on the board: *write back, get along, settle down, fly back.* Have Ss write a new sentence using each phrasal verb. Have Ss read their sentences to a partner, and then for each verb, call on a few Ss to read their sentences.

Word sort

C

- **Preview the task** Say, "Complete the chart with phrasal verbs from the story." Have Ss look at the example, *write back.* Say, "Use the base form of the verb in the chart."
- **Do the task** Have Ss complete the task and then compare their chart in pairs. Check answers with the class.

Answers

along: get along
away: go away, move away
back: *write back*, come back, fly back
down: settle down
up: break up, grow up, sign up
out: go out, hang out, turn out, work out

- Ask, "Can you use four of the verbs to retell Steve and Anna's story?" Tell Ss to cover the magazine article before they begin. Have Ss write a short version of Steve and Anna's story, including at least four two-part verbs. Have Ss tell their story to a partner, using the "read, look up, and say" technique.

Extra activity GROUPS

Group members tell one another about someone they know who got together with their current girlfriend / boyfriend / wife / husband under unusual circumstances. The group decides who has the most unusual story and retells the story to the class.

Vocabulary notebook

Tell Ss to turn to Vocabulary Notebook on p. 74 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-74.)

2 Grammar

3.04

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Have Ss look at the left side of the chart. Ask, "What are the phrasal verbs in these sentences?" [grew up, got along, going out, went away, flew back, (didn't) work out, break up] Say, "Notice that the verb can have different forms, but the particle never changes its form."
- Say, "These phrasal verbs do not have objects in the story. Most of these are usually used on their own, without objects." Write this outline of Steve and Anna's story on the board, and ask Ss to complete it using the phrasal verbs.

  Steve and Anna ____ (get along), so they started ____ (go out). Then Anna ____ (go away). Although she ____ (fly back) and saw Steve once a month, the relationship didn't ____ (work out), and so they ____ (break up). Anna's family ____ (move away), and Steve and Anna lost touch. But in the end, it all ____ (work out), and Steve and Anna got married and ____ (settle down).
- Have Ss look at the right side of the chart. Say, "Look at the sentence *Steve and Anna got along well.* Steve and Anna are doing the same action; that is, they got along with each other. You can express the same idea by saying, 'Steve got along with Anna, and Anna got along with Steve.' With some phrasal verbs, you can have a plural subject, for example, *Steve and Anna,* or you can have a single subject and add *with* after the verb." (For more information, see Language Notes at the beginning of this unit.)
- Write on the board: *settle down, went out.* Have Ss write three sentences similar to those on the right side of the chart for these verbs. Call on two Ss to each read their set of sentences (e.g., *Anna and Steve settled down. Anna settled down with Steve. Steve settled down with Anna.; Anna and Steve went out. Anna went out with Steve. Steve went out with Anna.*).

A

- **Preview and do the task** Read the instructions and the example answer aloud. Have Ss complete the task and then compare their answers in pairs. Check answers with the class.

Answers

1. It's more fun to go out with someone you know than to go on a "blind date."
2. If you don't get along well with your boyfriend's or girlfriend's family, your relationship won't work out.
3. It's good to date a lot of different people before you settle down with one person.
4. After you break up with someone, you should try and stay friends.
5. You should never go back to someone you've broken up with.
6. If you want to meet someone, it's a good idea to sign up for a class.
7. First dates usually turn out to be a disaster!
8. Relationships never work out when one person has to move away.
9. When a close friend sends email, you should write back immediately.

About you

B

- **Preview and do the task** Read the instructions aloud. Have pairs discuss the ideas. Have several pairs tell the class which sentences they did not agree on.

Extra practice

Tell Ss to turn to Extra Practice 7B on p. 146 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-146.)

3 Speaking naturally

A 3.05

- **Preview the task** Have Ss look at the example questions. Ask, "What do the questions mean?" [Are you dating anyone?; Is it going well? or Do you have a good relationship?]
- **Play the recording** Ss listen and repeat.
- **Play the recording again** Ss listen and say which part of the phrasal verb gets the most stress: *going* or *out*, and *getting* or *along* [*out* and *along* get the most stress]. Say, "Notice that the particle is stressed more than the verb. Although grammar words are often not stressed, the particles in phrasal verbs are stressed strongly."

B 3.06

- **Preview the task** Read the instructions aloud. Ask individual Ss to each read a question aloud.
- **Play the recording** Ss listen and repeat. Have Ss underline the stressed particles.

Answers

1. go out
2. getting along
3. work out
4. go out
5. settle down
6. break up

About you

C

- **Preview and do the task** Have Ss complete the task. Go around the class, and help as needed.

Workbook

Assign Workbook pp. 52 and 53. (The answer key begins on p. T-176.)

Lesson C She's just a bit odd.

Lesson C recycles relative clauses and phrasal verbs.

1 Conversation strategy

- **Set the scene** Ask, "Do you think people are usually friendly with their neighbors or not?" Call on a few Ss to give their opinions.

A

- **Preview and do the task** Read the instructions. Put Ss in pairs to discuss the question. Ask, "Do you get along with your neighbors?" Call on a few Ss to tell the class (e.g., *Well, in my building, everyone is very friendly. We often stop and talk with our neighbors, and we help each other out.*).
- **Follow-up** Take a tally of Ss who get along with their neighbors and Ss who don't.

B 3.07

- **Preview the task** Books closed. Say, "Listen to Olivia and Adam's conversation. What does Olivia think about her new neighbor, and what are Adam's neighbors like? Write the answers."
- **Play the recording** Ss listen and write the answer. Have Ss compare their answer in pairs.
- **Play the recording again** Books open. Ss listen, read along, and review their answer. Check the answer with the class [Olivia's neighbor's just a bit odd. Adam's neighbors smile at each other but never speak to each other.].

C

- **Present *Notice*** Read the information and the expressions aloud. Say, "In conversation, people often need to soften the things they say to sound less direct or definite, especially when talking about other people." Have Ss find the examples in the conversation. Ask individual Ss to each read an example aloud [She's a little bit strange, though.; Well, it's kind of weird.; She's probably just a little lonely or something.; Maybe she is. But then other times she sort of ignores me. She's just a bit odd, I guess.; I guess that's OK in a way, though.]. Point out that *I guess* can go at the beginning of the sentence, or at the end, following a comma. (For more information, see Language Notes at the beginning of this unit.)
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role. Then have Ss practice again, this time adding two more pieces of information to the conversation.

D

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task and then compare their answers in pairs. Check answers with the class.

Answers

1. The people in my neighborhood are a little unfriendly. Maybe they're just busy with their own lives.
2. The people next door kind of keep to themselves. They don't like to go out, I guess / I guess they don't like to. . . .
3. The people across the street are always looking out of their window. They seem a little nosy. I guess they don't have anything better to do / They don't have anything better to do, I guess.
4. The guy above me plays his music a bit too loud. It gets kind of noisy. It can be a little bit difficult to sleep.
5. One of my neighbors is always coming over. It's irritating in a way. I think she's probably just lonely.

About you

E

- **Preview the task** Read the instructions aloud. Have a S read the example aloud. Ask, "What can you say to respond to this comment using one of the softening expressions?" Ask a few Ss, and write their comments on the board (e.g., *Well, maybe she's just a little bit shy.*).
- **Do the task** Have Ss complete the task. Tell Ss to respond to their partner's comments. Go around the class, and help as needed.
- **Follow-up** Several Ss repeat their partner's comments to the class.

Extra activity PAIRS / GROUPS

Pairs choose one of the comments from Exercise 1D and write a conversation. Three pairs of Ss form a group. Each pair presents their conversation to the group. Several pairs present their conversation to the class.

Extra activity GROUPS

Group members tell about any problems they have with their neighbors. The other members give their ideas and advice about the problems.

2 Strategy plus

- **Present *Strategy Plus*** Tell Ss to look back at the conversation on p. 70. Have Ss find *though* in the conversation. Ask a S to read the examples aloud [She's a little bit strange, though.; I guess that's OK in a way, though.].
- Read aloud the information and the examples in Strategy Plus. Ask, "Where in the sentence do you use *though*?" [at the end] Point out to Ss that *though* can be used by the same speaker or by a second speaker to disagree in a "soft" way.
- **Present *In Conversation*** Books closed. Write on the board: *Top 100 words? Top 200? Top 300? Top 400?* Ask, "How common is *though*? Raise your hand when you hear the number you think is correct." Call out each number, and count hands. Write the totals on the board. Books open. Ask a S to read the information.

A 3.08

- **Preview the task** Read the instructions. Do conversation 1 as a class. Ask a S to read comment 1 aloud. Ask, "Which response can include *though*?" [the second one]
- **Do the task** Have Ss complete the task.
- **Play the recording *Audio script p. T-169*** Ss listen and review their answers. Check answers with the class: Have pairs of Ss each read a comment and its response.

Answers

1. B: It's not good to date a co-worker, though.
2. B: It's kind of fun to meet new people, though.
3. B: There are some people you don't want to hear from, though.
4. B: It's not good to spend too much time alone, though.

About you

B

- **Preview the task** Say, "Practice the conversations above with a partner. Then practice again giving your own responses."
- **Do the task** Have Ss complete the task. Ask a few pairs to share their new responses with the class.

Extra activity PAIRS

After they complete Exercise 2B, put Ss in pairs to think of two more contrasting responses for each item. Have pairs share their responses with the class.

3 Listening and strategies

A 3.09

- **Preview the task** Say, "Read about each of the people. What contrasting information do you think Matthew gives about each person? Write down your predictions."
- Read the instructions aloud.
- **Play the recording *Audio script p. T-169*** Ss listen and write. Check answers with the class.

Answers

1. The woman in the coffee shop gets a little stressed out. She's really friendly and positive, though.
2. My yoga teacher is really good. He's kind of strict, though. The other students are nice. One guy is always asking questions, though. It gets sort of annoying.
3. One of the guys that I go biking with is the worst biker. He's incredibly fun, though. I guess the other guys are kind of serious about biking.

- Say, "Look at your predictions. Did you guess any of the same words or words with a similar meaning?" Call on a few Ss to respond.

B 3.09

- **Preview the task** Read the instructions aloud.
- **Play the recording *Audio script p. T-169*** Ss listen and write. Pause the recording after Matthew talks about each person to give Ss time to write.
- **Play the recording again** Ss listen again and review their answers. Check answers with the class: Have individual Ss each read an answer.

Possible answers

1. It's nice to see someone who's friendly in the morning. It gives him a positive start to the day.
2. He learns something new every time they meet.
3. He enjoys Ed's company and his jokes and funny stories.

About you

C

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task. Go around the class, and help as needed.

Extra activity PAIRS

Write these sentences on the board: *1. I think parents need to be really strict. 2. I think you should always think of other people before yourself.* Pairs choose one of the sentences. Ss discuss the sentence. Tell Ss to use *though* and softening comments (e.g., 1. *I think parents need to be strict. They probably shouldn't be too strict, though. Otherwise, their kids won't talk to them and share problems. You need to be a little bit flexible.*).

Sounds right

Tell Ss to turn to Sounds Right on p. 138 of their Student's Books. Have Ss do the task for Unit 7 in class, or assign it for homework. (See the teaching notes on p. T-138.)

Workbook

Assign Workbook pp. 54 and 55. (The answer key begins on p. T-176.)

Lesson D New friends, old friends

1 Reading

- **Set the scene** Read the lesson title aloud. Write these questions on the board (Note: You can adjust the ages to best suit your class.): *Where did you make friends when you were a child? How about when you were a teenager? In college? Where do you meet new friends now?* Elicit responses from the class.

A

Prereading

- **Preview and do the task** Read the instructions aloud. Have Ss make lists in pairs and then share their lists with the class.
- **Present *Reading Tip*** Read the tip aloud. Point out the three different ways to present statistics. Show Ss that all three ways in the tip equal the same amount. Have Ss do the same thing with 25 percent [one in four, one out of every four, a quarter . . .].

B

During reading

- **Do the reading** Read the instructions aloud. Have Ss read the article. When Ss finish, ask, "Why are online dating sites so popular?" [. . . people typically delay marriage as they concentrate on their careers, work longer and longer hours, and live farther away from family and childhood friends who might otherwise provide contacts with eligible partners.] Then start a discussion by asking, "Do you know of anyone who uses online dating websites?" Continue the discussion by asking questions such as the following: *Has anyone ever met someone through an online dating site? Would you do it? Why or why not?*
- **Do the reading again** Write on the board:

  give advice

  give facts

  give an opinion

  Say, "Which of these three things is the article trying to do? Skim the article. Write *yes* or *no*." After Ss skim the article, call on a S to answer [give advice: no; give facts: yes; give opinions: yes]. Have Ss find the paragraph with opinions [paragraphs 5 and 6].

Answers

The survey found that online dating is increasingly popular — the second most common way to meet new people. Reasons: The stigma has been greatly decreased, and people are less fearful to talk about it; everybody knows someone who met their partner online; people are busier than in the past and live farther from families who might introduce them to people.

- **Do the reading again** Have Ss read the article again and make a list of new words or expressions in groups. Point out that two of the vocabulary words in the article are defined at the bottom. The numbers after the words indicate that there are definitions for them later in the article.
- Have each group exchange their list with another group and write definitions on another piece of paper for each other. Tell Ss they can use dictionaries. Have groups share their answers.

Extra activity GROUPS

Groups play a vocabulary game. Each group uses the list of words the other group gave them. Two different groups work together. One group gives the other group its word list but keeps the list of definitions. They then read the definition they wrote for one word. The other group guesses the word. Then groups switch roles. Give one point for each correct guess. Count up the points at the end of the game. The group with the most points wins.

C

Postreading

- **Preview and do the task** Read the instructions aloud. Have Ss circle the correct words to make the sentences true. Check answers with the class.

Answers

1. Seventeen percent of people who get married now meet on the Internet.
2. Meeting people through friends is more common than meeting online.
3. A third of people looking for romance use dating websites.
4. Online dating is now considered more acceptable.
5. One reason why people try online dating is because they live farther away from their original community.
6. Blatt says that meeting online is like meeting at an actual place, such as a party.

About you

D

- **Preview and do the task** Read the instructions aloud. Have Ss say what the opinions are and write them on the board [The Internet hasn't changed how people date. Meeting on a dating website is no different than meeting at a party or anywhere else. Dating websites are just another way of meeting people. They aren't taking the place of romance.]. Put Ss in pairs to discuss whether they agree or disagree with these opinions. Tell Ss to give reasons for their opinions.

Extra activity CLASS

Ask, "Does anyone know any married couples who met online?" Ss answer and share any stories they know. Encourage other Ss to ask follow-up questions.

2 Speaking and listening

About you

A

- **Preview and do the task** Read the instructions aloud. Have a S read the list aloud. Say, "Work with a partner to add ideas to the list." When Ss have finished, have pairs call out their ideas. Write them on the board (e.g., *loses the other's address or phone number, has children, changes jobs / changes schools, has a fight with the other*).
- Read the first statement aloud. Have Ss raise their hands if they have lost touch with someone that way. Call on a S to say what happened (e.g., *I lost touch with my friend John when he moved away. His father got a new job, and they moved.*). Do the same for the remaining statements.
- Have Ss work in pairs and tell their partner how they lost touch with a friend.

B 3.10

- **Preview the task** Read the instructions aloud. Have Ss read the list of people Javier lost touch with. Explain that the question *Does he want to get back in touch with them?* could be answered *Yes*, *No*, or *Don't know*. Point out that *Why did he lose touch?* is for Exercise 2C.
- **Play the recording** ***Audio script p. T-169*** Ss listen and check (✓) the answers. Check answers with the class.

Answers

1. Don't know 2. Yes 3. No

C 3.10

- **Preview the task** Read the instructions aloud. Say, "There are several reasons he lost touch with the people. As you listen, write a few words to remember the reasons — do not write complete sentences."
- **Play the recording** ***Audio script p. T-169*** Ss listen and make notes. Pause after each person or group of people is talked about for Ss to make notes.
- **Play the recording again** Ss listen and review their answers. Then have Ss write their answers as complete sentences. Check answers with the class: Call on individual Ss to read their sentences.

Possible answers

1. He has a lot to do at work now. / He got tired of parties and clubs. / He got busy with other things, like writing songs.
2. His friend got married. / His friend just had a baby. / His friend doesn't have time for running or socializing now.
3. It wasn't working out. / They were just very different people.

Extra activity GROUPS

Write on the board: *Getting back in touch.* Say, "Think about the people you've lost touch with. What are some creative ways to get back in touch?" Groups brainstorm ideas and share them with the class.

3 Writing

About you

A

- **Preview and do the task** Read the instructions and the questions aloud. Give Ss a minute to think of their three friends. Then put Ss in pairs to discuss the questions.

About you

B

- **Preview the task** Read the instructions aloud.
- **Present *Help Note*** Read the information aloud. Write on the board:

1. *We (Ronaldo and I) are science-fiction fans.*
   We're both science-fiction fans.
   Both of us are science-fiction fans.
2. *We (Ronaldo and I) like going to the movies.*
   We both like going to the movies.
   Both of us like going to the movies.
3. *We (Ronaldo and I) weren't good at art.*
   Neither of us was very good at art.

Say, "You can use *both* and *neither* to emphasize something you have in common with another person. Notice that *both* can go after the verb *be* or before other verbs — here, the verb *like*. You can also use it in the expression *both of us* as the subject of the verb. Notice that *neither* is used here as the subject of the verb. It states something negative."

- **Do the task** Have Ss read the example article. Tell Ss to notice the use of *both* and *neither*. Ask Ss questions about the article using the ideas in the list (e.g., *How did the writer and Ronaldo meet? Why did they become friends? What is Ronaldo like?*).
- Have Ss use the list of ideas to make notes about the three friends they want to write about. Tell Ss to look back at the article on p. 66 for ideas. Then have Ss use their notes to write their articles.
- Encourage Ss to bring photos of their friends to the next class. (Note: If Ss do Exercise 3C in the next class, have them include the photos with their articles. If Ss complete Exercise 3C in this class, have Ss talk briefly about the photos in groups in the next class.)

C

- **Preview and do the task** Read the instructions aloud. Have Ss read their partner's article and ask follow-up questions.

Free talk

Tell Ss to turn to Free Talk 7 at the back of their Student's Books. Have Ss do the tasks. (See the teaching notes on p. T-132.)

Workbook

Assign Workbook pp. 56 and 57. (The answer key begins on p. T-176.)

Vocabulary Notebook

If done for homework

Briefly present the Learning Tip and the task directions. Make sure Ss understand what they need to do.

If done in class

- **Present *Learning Tip*** Read the information aloud. Say, "There are many phrasal verbs in English, and they can be confusing. This learning tip gives you two ways to log them in your vocabulary notebook. You can choose and use either way, but it is probably best to use both."
- **Present *In Conversation*** Books closed. Ask Ss what verbs they know with the particles *away* and *back*. As Ss call out the verbs, write them on the board.
- Books open. Tell Ss to read In Conversation and see how many of the verbs are already on the board.

↻ These tasks recycle phrasal verbs.

1

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task. Check answers with the class.

Answers

1. go, move
2. eat, work
3. come, get
4. go, come
5. sign, grow
6. fall, settle

2

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task and then compare their answers in pairs. Check answers with the class: For each expression, ask a S to read his or her verb to the class. Ask Ss with different verbs to tell the class.

Possible answers

wake, get		in the morning
show, sign	**up**	for a class
wake, get		without an alarm clock
grow		in a small town
break, meet		with your boyfriend / girlfriend
hang, go		with your friends
stay		late
go	**out**	to a club
eat		at a nice restaurant
work		at the gym

3

- **Preview the *Word Builder* task** Say, "This Word Builder task will help you learn more phrasal verbs." Read the instructions aloud.
- **Do the task** Have Ss complete the task. Check answers with the class: For each particle, ask Ss to call out their phrasal verbs. Write them on the board.
- **Follow-up** Ss write sentences with four of the verbs.

On your own

- **Present *On Your Own*** Read the instructions aloud. Point out the example list in the picture.
- **Follow-up** At the start of the next class, write on the board: *Relationships, Going out.* Ask Ss to give phrasal verbs for each topic. Write them on the board.

Now I can . . .

- Go over the Now I Can items. Put Ss in pairs to give one example each for the first four items. Call on Ss and ask for examples or explanations.
- Have Ss look over the four lessons and identify any areas they want to review.
- Tell Ss to complete the Now I Can items. Ss check (✓) the items they know and put a question mark (?) by items that they are not confident about. Check with individual Ss which areas need review to see if there are general problems to review in class. Help individual Ss as required. Have Ss hand in a piece of paper with their name and a schedule showing what they plan to review and when. Review or reteach these language items in a future class.

UNIT 8

What if?

Language notes

Lesson A Wishes

Grammar Wishes

(See Student's Book p. 77.)

The lesson teaches ways of expressing wishes about the present and future. Past verb forms are used after *wish*, including *could* as the past of *can* and *were* as the past of *be*.

Form

Note that statements with wishes have two clauses: a main clause with a form of the verb *wish* and a clause that states the wish, with a verb in the past.

- *Wish* in affirmative statements

  main clause clause with the wish

  subject + ***wish*** + subject + past form of verb

  *I **wish** I **had** more free time.*

  *We **wish** we **could afford** to move.*

- *Wish* in negative statements

  main clause clause with the wish

  subject + ***wish*** + subject + ***didn't*** + base form of verb

  *She **wishes** she **didn't live** so far away.*

- Wish with *be*

  Were / weren't can be used for all persons. (See also Corpus Information below.)

  *I **wish** I **were** richer.* *She **wishes** she **weren't** so busy.*

- The clause with the wish is a *that* clause and it is possible to say *I wish that I had more free time.* However, in conversation, people usually omit the *that*.

Use

The structure with *wish* + past verb form is used to describe how the speaker would like the current situation or events to be different from how they are or will be in the future.

I wish I had more free time. (= I don't have enough free time; my wish is to have more free time.)

I wish I weren't so busy. (= I am very busy; my wish is to be less busy.)

Corpus information Verbs after *wish*

I wish I was is three times more frequent in conversation than *I wish I were*. However, many people feel that *were* is more correct. Verbs after *I wish* can be either affirmative or negative, but they tend to be affirmative.

Grammar Imaginary situations or events

(See Student's Book p. 77.)

Conditional statements with *if* are complex structures, with many variants. The lesson focuses on conditions that are imaginary or hypothetical.

Form

The conditional statements that are focused on in the lesson have the *if*-clause first. (The *if*-clause can also be second.) The verbs used in the lesson are all in the simple form, although continuous verbs are also possible. Note that with conditional sentences, a negative can appear in the *if*-clause, the result clause, or both.

- *If* + subject + past verb form, subject + *would / ('d) / could* + base form of the verb

  *If I **had** more free time, I **would go** kayaking* (or *I'**d** go . . .*)

  *If she **lived** closer, she **could help out** more* (or ***she would be able to help out** more.)*

  *If I **didn't live** so far away, I'**d be** able to help my sister.*

  *If I **weren't** so busy, I'**d go** kayaking.*

  *If I **had** more free time, I **wouldn't be** so stressed.*

  *If I **didn't have** to work so much, I **wouldn't be** so stressed.*

Use

Conditional statements with *if*-clauses describe imaginary or hypothetical situations now or in the future. They describe how things might be different under different conditions. The condition in the *if*-clause is not true.

If I had more free time, I would go kayaking. (suggests I don't have a lot of free time to go kayaking now)

Corpus information Verbs in imaginary conditional statements

People say *If I was . . .* more than *If I were . . .*, although *were* is considered more correct to describe imaginary situations. Verbs in *if*-clauses can be either affirmative or negative, but tend to be affirmative. In *if*-clauses, the verbs are generally (about 90 percent) affirmative.

Common errors with verbs in conditional sentences

Ss often use *would* + present tense instead of the simple past form after *if*. (***If we had** more money, we could go on vacation more often.* NOT ~~*if we would have more money . . .*~~)

Lesson B Life's little dilemmas

Vocabulary Verb phrases with prepositions

(See Student's Book p. 78.)

The questionnaire brings together a number of common verbs and presents them in structures with following prepositions. The tasks in the lesson remind Ss to learn these types of verbs not as one-word items but as whole phrases.

Speaking naturally Intonation in long questions

(See Student's Book p. 79.)

The section teaches the typical intonation pattern for information questions with two or more clauses. The intonation falls at the end of the question, as Ss have already learned. (See *Touchstone* Student's Book 1, Unit 7, Lesson B.) In the clauses before the end of the question, the intonation falls and then rises on the most stressed words. The fall-rise pattern signals to the listener that the question is not yet finished.

Grammar . Asking about imaginary situations or events

(See Student's Book p. 79.)

The grammar chart presents the structures used to form information and *yes-no* questions for conditional sentences with *if*-clauses to ask about imaginary situations.

Form

- Information questions with *would*

  What would you do if you + past form of the verb?

  What would you do if you broke a friend's camera?
- *Yes-no* questions with *would*

  Would you + base form of the verb?

  Would you pay for a new one?

Use

The questions taught in the lesson enable Ss to ask other people about their reactions to imaginary situations in the present or future.

Lesson C If I were you, . . .

Conversation strategy Giving advice

(See Student's Book p. 80.)

The conversation strategy recycles the conditional structure taught in Lesson A in the context of giving advice. When people give advice, they sometimes imagine what it would be like to be in a certain situation and use the expression *If I were you, I'd . . .* to suggest a course of action. Or they might simply use the structure *I would* (or *I'd*) or *I wouldn't* + base form of the verb to describe their own reactions in that situation. The strategy also recycles the expressions *You could . . .* (see *Touchstone* Student's Book 2, Unit 7, Lesson B) and *You might want to . . .* (see *Touchstone* Student's Book 3, Unit 6, Lesson B).

Strategy plus *That would be . . .*

(See Student's Book p. 81.)

- Ss have already learned to respond to actual news and information with *That's* + adjective. (See *Touchstone* Student's Book 1, Unit 7, Lesson C.) In the lesson, they learn how to make similar responses with *That would be* + adjective to discuss possibilities or suggestions involving imaginary situations.

  A I might go to Bracken next year.

  B Really? That would be awesome.
- In natural speech, *That would be* is often said as *That'd be.*



Corpus information *That would be . . .*

The expression *That would be . . .* is one of the top 900 words and expressions in conversation. The most frequent adjectives that follow it are *nice*, *good*, *great*, *fun*, *cool*, *interesting*, *fine*, *wonderful*, *neat*, *hard*, and *awesome*.

Lesson D Any regrets?

Reading tip

(See Student's Book p. 82.)

The Reading Tip tells Ss to imagine the situations, places, or people that the writer describes. Creating a mental image can improve Ss' comprehension and lead to better engagement with the text.

Help note Adverbs of certainty in affirmative and negative statements

(See Student's Book p. 83.)

The Help Note shows the typical position of the adverbs *definitely* and *probably* in verb phrases that have an auxiliary verb (in this case *would*) and a main verb.

- Affirmative statements

  The adverb usually goes between the auxiliary and the main verb.

  *I would **definitely** get more exercise.*
- Negative statements

  The adverb usually goes before the auxiliary *would, would not,* or *wouldn't.*

  *I **probably** would not give up ice cream.*

  Although not shown in the Help Note, the adverb can also go between the auxiliary and *not.*

  *I would **definitely** not give up ice cream.*

What if?

Teach this unit opener page together with Lesson A in one class period.

Introduce the theme of the unit Write on the board: *Factual, Imaginary.* Say, "When we talk about situations in the present or the future, some things are factual – they are true or we think they will happen. Some situations are imaginary. Maybe they're possible or they might happen at some time, but we often don't really think they will. In this unit, we'll learn how to talk about imaginary situations." Write on the board: *What if?* Say, "*What if* is the one question that can begin a conversation about imaginary situations."

In this unit, you learn how to . . .

- **Unit aims** Read the lesson headings and key unit aims aloud. Tell Ss to listen and read along.

Extra activity CLASS

Write on the board:

Which part of the unit looks interesting? useful? fun?

Ss look through the unit and choose the parts to answer the questions. Several Ss report their opinions to the class and give their reasons.

Before you begin . . .

- **Introduce the life priorities** Say, "Your priorities in life are the things that are most important to you. The pictures on this page are about different priorities." Have Ss look at picture 1. Ask, "What do you think is important to these people?" Ask a few Ss to respond (e.g., *their work / doing a good job / their career*).
- Have Ss work in pairs to discuss what is important to the people in the other three pictures. For each picture, ask a few Ss to call out their ideas [Picture 2: having a big house, a nice car, money / wealth; Picture 3: children / family / home; Picture 4: nice clothes, his looks / appearance].
- Tell Ss to look at Before You Begin. Read the six priorities aloud. Ask, "Which of these priorities do you think picture 1 shows?" [your career] "How about picture 2?" [wealth] "How about picture 3?" [your family] "And what about picture 4?" [looking good]
- Read the instructions in Before You Begin aloud. Have Ss rank the items and then compare their choices in pairs.

Recycle grammar and a conversation strategy This task recycles expressions for giving opinions (see Unit 4, Lesson C), comparative adjectives (see *Touchstone* Student's Book 2, Unit 10, Lesson A), and superlative adjectives (see Unit 3, Lesson A). Say, "Compare your priorities with a partner." Remind Ss to begin with an expression for giving opinions and to use *more, most, less,* and *least* with the word *important* (e.g., *S1: If you ask me, wealth is the most important thing. S2: Really? I think wealth is the least important. I think happiness is more important than wealth.*).

- Ask a few Ss to read their lists aloud, giving reasons for their choices of most and least important.
- Write on the board: *Other Personal Priorities.* Ask, "What other personal priorities do you have?" Write Ss' responses on the board (e.g., *friends, education, having fun, playing sports, religion and spiritual values*).
- Write on the board: *Global Priorities.* Ask, "What things matter to you about global issues that affect our world?" Write Ss' answers on the board (e.g., *environment, world peace, world hunger, animal rights*).

Extra activity PAIRS

Partners work together to rank the global priorities suggested by the class. Several pairs read their lists to the class.

Lesson A **Wishes**

1 Getting started

- **Set the scene** Write on the board: *Wishes*. Say, "A wish is something you want or something you'd like to happen." Ask Ss to think of the kinds of things people make wishes about. Have Ss call out ideas. (*passing exams, getting a job, money, work, having a family, being healthier*, etc.) Write ideas on the board.

A

- **Do the task** Read the instructions aloud. Call out each item in the box, and ask "Who would like more ____?" Have Ss raise their hands if they would like more of those things. Ask individual Ss why.
- Have Ss call out other ideas. See if any of their ideas overlap with the ideas they brainstormed in the previous activity.

B 3.11

- **Preview the task** Books closed. Read the title of the magazine article aloud. Say, "Listen to the people talk about their wishes. What do they want?"
- **Play the recording** Ss listen and write. Pause the recording after each speaker to give Ss time to write.
- **Play the recording again** Books open. Ss listen, read along, and review their answers. Check answers with the class [Berta: She wants more free time.; Min Sup and Jin Eun: They want a bigger place to live.; Bryan: He wants enough money so he can travel.; Irene: She wants to live closer to her family.].

Figure it out

C

- **Preview the task** Have Ss read Bryan's paragraph again. Ask, "Does Bryan go away on holiday a lot?" [no] "Why not?" [Because he doesn't have enough money.] "Does he want to go away on holiday?" [yes] "How do you know that? What does he say to let you know?" [I wish I had enough money to go somewhere exciting.] Ask, "What form of the verb does he use after *I wish*?" [simple past]
- Read the instructions aloud.
- **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class.

Answers

1. Bryan wishes he had enough money to go away. (He doesn't have enough money.)
2. Berta says, "I just wish I weren't so busy." (She's very busy.)
3. Irene says if she lived closer, she would help her sister. (She doesn't live close to her family. She lives far away.)
4. Min Sup and Jin Eun say it would be great if they could rent a big apartment. (Their apartment is tiny.)

- Ask, "What did you notice about the verbs you circled?" [They are all in the past tense.]
- **Focus on the form and the use** Tell Ss to read Bryan's answer again. Write on the board:

I wish I had enough money to go somewhere exciting.

Ask, "Is Bryan's wish for the past or for the present?" [present] "Does he have enough money to go somewhere exciting?" [no] "What verb form follows *wish*?" [simple past]

- Say, "When you talk about your wishes for your life now, you are talking about something that is not true for you now, but that you would like to be true. The verb form after *wish* is the past form."
- Say, "Look at what Berta says: *I just wish I weren't so busy with my work.*" Ask, "Is she busy with work right now?" [yes] "What form of the verb *be* does she use?" [weren't] Say, "When you use the verb *be* after *wish*, the form is often *were* or *weren't*, including after *I*, *he*, *she*, and *it*."
- Tell Ss to find more wishes in the article [Irene: I wish I didn't live so far away from my family.].
- Write on the board:

If-clause	Result clause
If I had more free time,	*I'd go kayaking*

Say, "Berta is imagining her life with more free time. Her sentence has two parts: an *if*-clause when she imagines a different situation and a result clause for that situation. What verb form does she use in the *if*-clause?" [simple past of *have*] "What verb form does she use in the result clause?" ['d go] "The *'d* is a contraction of the verb *would*. Find more examples of other sentences with *if*-clauses." Call on individual Ss to write an example on the board and underline the verbs [Min Sup and Jin Eun: It would be great if we could afford a bigger place to live.; Bryan: If I could choose anywhere, I'd probably go to Egypt.; Irene: If I lived closer, I'd be able to help out.].

Extra activity PAIRS / GROUPS

Write on the board:

I wish I had ____ .
I wish I were ____ .
I wish I could ____ .
I wish I knew ____ .

Ss complete the sentences. Ss then compare their ideas in groups or pairs.

2 Grammar

3.12

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Have Ss look at the left side of the chart. Say, "A wish is something you would like to be true. What is the pattern for talking about wishes for the present or future?" [*wish* + past form] Write it on the board. Say, "When you see *wish* + past, it means that, right now, the opposite is true." Read the first example sentence and the true fact under it aloud.
- Have a S read the next example aloud. Ask, "Does she live far away?" [Yes, she does. She lives far away] Say, "Notice that the negative verb is used to show the opposite of what is true."
- Write on the board:

a) I'm very busy with my work.	*a) We can't afford to move.*
b) I'm not very busy with my work.	*b) We can afford to move.*

- Read the next two example sentences from the chart aloud. Remind Ss that *could* is the past of *can*. Ask, "Are the *a* statements or the *b* statements true?" [*a* statements]
- Have Ss look at the right side of the chart. Write on the board:

If-clause	Result clause
what needs to be true	*your goal*

Say, "The *if*-clause says what needs to be true to get the result you want. When you talk about imaginary situations for the present or future, what's the pattern for the *if*-clause?" [*if* + past form] "What's the pattern for the result clause?" [*would / could* + verb]

- Explain that Ss should use *would* in the result clause if it is something they definitely want. They should use *could* if it is one of several possibilities they are considering. Remind Ss that *'d* is a contraction of *would*.
- Read the first example and the true sentence aloud. Ask, "Does the speaker have a lot of free time?" [no] Say, "For imaginary conditions, the information in the *if*-clause is not true now." (For more information, see Language Notes at the beginning of this unit.)
- **Present *In Conversation*** Read the information aloud.
- **Present *Common Errors*** Read the information aloud.

A

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task and then compare their answers in pairs. Check answers with the class: Have individual Ss each read an item aloud.

Answers

1. I could do; if I had; I would travel
2. I wasn't / weren't; If I had; I would probably enjoy
3. I didn't have to; If I didn't get; I'd be able to
4. I could finish; If I graduated; I could get; I could start
5. I could find; If I got; I wouldn't have to
6. I was / were; If I was / were; I 'd be able to go; I wouldn't eat

About you

B

- **Preview and do the task** Read the instructions aloud. Have a S read the example sentences. Have Ss complete the task.

Extra practice

Tell Ss to turn to Extra Practice 8A on p. 147 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-147.)

3 Listening and speaking

A 3.13

- **Preview the task** Read the instructions aloud.
- **Play the recording** ***Audio script p. T-170*** Pause the recording after each person to give Ss time to write. Then have Ss listen again to review their answers. Check answers with the class.

Possible answers

1. he could watch TV.
2. she went out more.
3. he could get together with his family more often.
4. she lived somewhere warm and sunny.

B 3.13

- **Preview the task** Read the instructions aloud.
- **Play the recording** ***Audio script p. T-170*** Ss listen and write the reasons. Play the recording, pausing after each speaker to give Ss time to write.
- **Play the recording again** Ss listen and review their answers. Have Ss compare their answers in pairs. Check answers with the class.

Possible answers

1. He needs to do some laundry.
2. She can't afford to go out more than once or twice a week.
3. He's very busy. He doesn't live near them.
4. She has to stay where she is until she graduates.

About you

C

- **Preview and do the task** Read the instructions aloud. Have Ss walk around and ask Ss about their wishes. Ask Ss to report any wishes they had in common.

Workbook

Assign Workbook pp. 58 and 59. (The answer key begins on p. T-176.)

Lesson B Life's little dilemmas

1 Building vocabulary and grammar

- **Set the scene** Read the lesson title aloud. Say, "When you have a dilemma, it means that you have to make a choice that is either difficult, such as deciding which college to go to, or unpleasant, such as deciding whether or not to lend something expensive to a friend."

About you

A 3.14

- **Preview the task** Tell Ss to look at the quiz. Say, "This quiz describes several small dilemmas that can happen in everyday life. What would you do if these things happened to you? Listen and take the quiz. Circle your answers."
- **Play the recording** Ss listen and circle *a* or *b* for each item.
- Have Ss compare their answers in pairs: Have Ss take turns asking and answering the questions (e.g., *S1: What would you do if a friend accidentally spilled coffee all over your phone, and it stopped working? S2: I'd let my friend buy a new one. What would you do? S1: I'd tell my friend not to worry about it and buy a new phone for myself.*).

Extra activity PAIRS

Partners tell each other if they have a third alternative for any of the dilemmas in the quiz (e.g., *If a friend broke my phone, I'd just ask my friend for some money for a new phone.*). Pairs report a few alternatives they thought of to the class.

Word sort

B

- **Preview and do the task** Tell Ss to write the preposition that goes with each expression as it is used in the quiz. Have Ss complete the task and then compare their answers in pairs. Check answers with the class.

Answers

1. What do you worry about?
2. Who do you talk to about problems?
3. Do you ever think about your diet?
4. How do you remind yourself about things?
5. Can you forget about your problems?
6. Do you buy gifts for your friends?
7. Do you use cash to pay for things?
8. Do you apologize for being late?
9. How do you thank people for gifts?
10. Did you ask a friend for a favor today?
11. Do you borrow clothes from friends?
12. Do you lend books to friends?
13. What can't you say no to?
14. Do you ever share secrets with friends?

- Say, "Now take turns asking and answering the questions with a partner." Ask a S to read the first question aloud and have another S answer (e.g., *S1: What do you worry about? S2: I worry about my grades.*).

Extra activity CLASS

A S comes to the front of the class. Ss make five guesses about the S using the expressions in Exercise 1B (e.g., *S1: I bet you worry about money.*). Ss have to try and make guesses that are true. The S in the front of the class says if the guesses are true or false. The class finds out how many correct guesses they can make about each S who comes to the front.

Vocabulary notebook

Tell Ss to turn to Vocabulary Notebook on p. 84 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-84.)

Figure it out

C

- **Preview the task** Ask, "What question words do you see in the quiz?" [what, how] "Find a question with *what* and a question with *how*. What word comes after *what* and *how*?" [would] Ask, "When you talk about imaginary situations, what verb form do you use in the *if*-clause?" [past] Say, "Can you complete these questions about imaginary situations? Use the quiz to help you."
- **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class.

Answers

1. What would you do if your friend forgot your birthday?
2. How would you react if a friend told everyone a secret about you?

- Have Ss ask and answer the questions with a partner. Then, for each question, ask a few Ss to tell the class what they would do (e.g., *If a friend forgot my birthday, I'd remind her / I wouldn't do anything.; If a friend told everyone a secret about me, I'd get really upset / I wouldn't trust my friend anymore.*).
- **Focus on the form and the use** Say, "When you want to ask about an imaginary situation, use *would* after the question word, and use the past form of the verb in the *if*-clause."
- **Try it out** Write on the board: *forget your mother's birthday, get a part in a movie, lose your pet, meet your favorite celebrity.* Have Ss write a *what if*-question for each situation. Tell Ss to ask and answer the questions in pairs (e.g., *S1: What would you do if you forgot your mother's birthday? S2: I'd get her a really nice gift and apologize.*). Ask a few Ss to tell the class what they would do.

2 Speaking naturally

A 3.15

- **Preview the task** Remind Ss that intonation generally falls at the end of information questions. (See *Touchstone* Student's Book 1, Unit 7, Lesson B.) Point out the down arrows at the end of the examples. Say, "When the information questions are long like these ones, the intonation will fall and rise in other parts of the sentence." (For more information, see Language Notes at the beginning of this unit.)
- Read the instructions aloud.
- **Play the recording** Ss listen and repeat.
- **Play the recording again** Ss listen. Ask, "In the first part of each of these questions, what word gets the most emphasis?" [the verb after *would*] "What words get the most emphasis in the *if*-clauses in the two examples?" [dating, dinner]

About you

B

- **Preview and do the task** Read the instructions aloud. Have Ss ask and answer the questions from the quiz on p. 78 with a new partner. As Ss ask the questions, go around the class listening for the intonation. If necessary, replay Exercise 2A, and have Ss repeat.

3 Grammar

3.16

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Have Ss look at the left side of the chart. Explain that when people ask about imaginary situations, they usually begin the question with the question word + *would*. Say, "When people hear *would* after a question word such as *what* or *how*, they can guess that the question will be about an imaginary situation."
- Ask Ss to look at the three answers given for the example information question. Say, "The contraction *'d* is usually used in affirmative answers. When the answer is negative, *wouldn't* or *would not* is usually used. Also, notice that it is not necessary to repeat the *if*-clause when you answer."
- Have Ss look at the right side of the chart. Say, "Look at the example question. What kind of question is it?" [*yes-no*] Point out the short answers. (For more information, see Language Notes at the beginning of this unit.)

A

- **Preview and do the task** Read the instructions aloud. Have a S read the example. Then have Ss complete the task and compare their answers in pairs. Check answers with the class: Have individual Ss each read an answer.

Answers

1. What would you do if a friend was 15 minutes late? Would you call and remind him about it?
2. What would you do if you heard a strange noise in the middle of the night? Would you go and see what it was?
3. What would you do if a salesperson charged you the wrong price for something? Would you say something to her?
4. What would you do if you scratched a car with a shopping cart in a parking lot? Would you leave a note with your name and number?
5. What would you do if you found a nice pair of gloves on the sidewalk? Would you think about keeping them?
6. What would you do if you had an extra ticket for a show? Would you offer it to a friend but ask him to pay for it?
7. What would you do if you got a gift that you hated from a friend? Would you thank her for it and then get rid of it?
8. What would you do if a friend asked for help moving in to an apartment? Would you find an excuse to get out of helping him?
9. What would you do if your friend was in a bad mood? Would you take him out for a fun night?

About you

B

- **Preview and do the task** Read the instructions aloud. Ask two Ss to read the example conversation.

Recycle a conversation strategy Say, "You might want to use a 'vague' response. In the example conversation, Speaker B uses 'probably.' What other 'vague' responses can you use?" Have a few Ss answer (e.g., *I'm not sure. / It depends. / I don't know.*). (See *Touchstone* Student's Book 2, Unit 4, Lesson C.) Have Ss complete the task.

Extra activity GROUPS

Groups play Scruples. Explain that "scruples" are moral principles that help you make choices. Each group member has two slips of paper: one with *Yes, I would.* and the other with *No, I wouldn't.* Write on the board:

1. *Your children are very hungry, but you're broke. Would you steal food for them?*
2. *One of your classmates has very bad breath. Would you tell him or her?*
3. *Someone you don't like very much invites you to an expensive restaurant that you really want to go to. Would you go for the free meal?*
4. *Your classmate usually skips class. Would you let the person copy your notes?*

Group members take turns reading the questions aloud. After each question, Ss hold up the slip with their answer. Ss give reasons for their choices.

Extra practice

Tell Ss to turn to Extra Practice 8B on p. 147 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-147.)

Workbook

Assign Workbook pp. 60 and 61. (The answer key begins on p. T-176.)

Lesson C If I were you, . . .

Lesson C recycles conditionals and expressions for giving advice.

1 Conversation strategy

- **Set the scene** Ask, "What things do people think about when they choose the college they want to go to?" Write Ss' ideas on the board (e.g., *location, cost, general reputation, reputation in a certain major subject, professors, friends going there, level of difficulty*).
- Say, "Work with a partner. Rank the reasons from the most important to the least important." Have a few Ss read their lists to the class.

A

- **Preview and do the task** Read the instructions aloud. Ask Ss to call out tough decisions they have made (e.g., *selecting a college, choosing a major, quitting a job, breaking up with a girl or boyfriend, asking someone to get married, deciding to get a divorce*). Ask, "Did you ask for advice?" Call on a few Ss to tell the class.

B 3.17

- **Preview the task** Say, "Listen to Nicole and Carlos's conversation. What advice does Nicole give Carlos about grad school?"
- **Play the recording** Ss listen and make notes. Have Ss compare their answers in pairs.
- **Play the recording again** Ss listen, read along, and underline the answers. Check answers with the class [Nicole thinks he should take the scholarship. She also thinks he should go there and meet some of the professors.].
- **Follow-up** Ask, "Do Nicole or Carlos mention any of the ideas we talked about earlier?" A few Ss answer.

C

- **Present *Notice*** Read the information and the examples aloud. Point out the *If* clause and the use of *would* to describe imaginary situations. Say, "Using an expression such as *If I were you* to give advice suggests that the speaker is trying to put him or herself in the other person's position and is suggesting the course of action that he or she would follow. You can also just say *I'd* or *I would*, or *I wouldn't* to imagine your reactions in that situation." Have Ss find the examples in the conversation. Ask individual Ss to each read an example [Well, if I were you, I'd take the scholarship. Then you wouldn't have to borrow any money.; I mean, you might want to go there and meet some of the professors.; Oh, I wouldn't worry about that.]. (For more information, see Language Notes at the beginning of this unit.)
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role. Have Ss practice again, using the names of real schools and the major that they are interested in.

About you

D

- **Preview the task** Say, "Think of three pieces of advice for each problem. Write your advice." Ask individual Ss to each read one of the problems. Help with vocabulary as needed. Tell Ss to use the expressions in Notice in their advice.
- **Do the task** Have Ss write advice for each problem. When Ss finish, have a S read the example aloud. Say, "Now role-play conversations with a partner. Take turns reading the problems and giving advice." Have pairs do the task.

Possible answers

1. If I were you, I'd try to switch to a different major / talk to my advisor / stick it out – studying economics can lead to a good career.
2. You might want to talk to your boss about it / take on a new project and show you can do it / look for another job.
3. You might want to talk to a job counselor / take a year off and travel / do an internship.
4. You could talk to a couples counselor / talk to him/her about it / take a break from the relationship and see how it goes.
5. I'd talk to them about some other options / explain that it's your choice not theirs / tell them you need more time to think about it.

- **Follow-up** Pairs present their conversation to another pair. A few pairs present their conversation to the class.

Extra activity GROUPS

Groups play an advice game. Each group member writes a dilemma on a slip of paper (e.g., *My friend found a wallet and kept the money.; I saw a classmate cheating on a test.; I didn't get into the college I wanted.*). Ss take turns reading their dilemma and getting advice from the other group members. The S getting the advice gives the slip of paper to the group member whose advice he or she likes best. The group member with the most slips wins.

2 Strategy plus

- **Present *Strategy Plus*** Tell Ss to look back at the conversation on p. 80. Have Ss find *That would be* + adjective or *That'd be* + adjective in the conversation. Ask a S to read the examples aloud [Yeah, that would be great.; That'd be good.; Really? That would be awesome!]. Explain that using *That would be* is another way to show interest in something that was said in a conversation. Point out the use of *would* for an imaginary situations.
- Read aloud the information and the examples in Strategy Plus.
- **Present *In Conversation*** Ask a S to read the information aloud.
- **Preview the task** Say, "Complete the responses. You can use the adjectives from In Conversation, or think of your own."
- **Do the task** Have Ss complete the task. Check answers with the class: Have pairs of Ss each read a conversation. After each conversation, ask Ss who chose a different adjective to tell the class.

Possible answers

1. Really? Wow! That would be awesome / interesting / cool!
2. Yeah. That'd be cool / neat / fun.
3. Oh, yeah. That would be hard / difficult / impossible.

- **Practice** Tell Ss to practice the conversations in pairs, taking turns playing each role. Then have them take turns asking and answering the questions using their own information.

3 Listening and strategies

A 3.18

- **Preview the task** Read the instructions aloud.
- **Play the recording** ***Audio script p. T-170*** Have Ss listen and complete the sentences in the left column.
- **Play the recording again** Have Ss listen again to review their answers. Check answers with the class.

Answers

1. Tom wishes he knew his co-workers better.
2. Tom wishes his boss could be a bit more relaxed.
3. One of Tom's co-workers got a promotion.
4. Amy can't decide which school to go to because she met a guy, and they started going out.

B 3.18

- **Preview the task** Read the instructions aloud. Tell Ss to complete the sentences in the right column.
- **Play the recording** ***Audio script p. T-170*** Ss listen and write. Pause the recording after each conversation to give Ss time to write the advice they hear.
- **Play the recording again** Ss listen again and review their answers. Check answers with the class: Have individual Ss each read an answer.

Answers

1. I wouldn't worry about it, though. You could bring in cake and have a coffee break together.
2. I would invite her for cake, too.
3. If I were you, I'd ask her for advice.
4. I wouldn't think about that. I'd go to Paris.

C

- **Preview and do the task** Read the instructions and have two Ss read the example sentences aloud. Have Ss complete the task. Go around the class, and help as needed.

Extra activity GROUPS

Write on the board: *home, school, relationships, work.* Groups write about a dilemma for each topic (e.g., *Home: I want to get my driver's license, but my parents won't let me. School: I think studying is really boring, so I don't do it enough.*). Groups pass their dilemmas to another group, who discuss and write advice for each problem, and then pass the papers back. When groups get their advice, they decide if it is helpful or not. Groups choose one of their dilemmas, read it to the class, and tell the class about the advice they got and whether they think it is helpful or not.

Sounds right

Tell Ss to turn to Sounds Right on p. 138 of their Student's Books. Have Ss do the task for Unit 8 in class, or assign it for homework. (See the teaching notes on p. T-138.)

Workbook

Assign Workbook pp. 62 and 63. (The answer key begins on p. T-176.)

Lesson D Any regrets?

1 Reading

- **Set the scene** Read the lesson title aloud. Ask, "What is a regret?" Get ideas from Ss (e.g., *something you feel sorry about; something you are unhappy that you did or didn't do.*).
- Ask, "Why do people have regrets about things in their life?" Get ideas from Ss (e.g., *Because they didn't do something they wanted to. Because they made a mistake.*).

A

Prereading

- **Preview and do the task** Read the instructions aloud. Write on the board: *People regret . . .* Elicit ideas from Ss to complete the sentence, and write their ideas on the board. [e.g., People regret . . . not taking a job / falling out with someone / not having children / not looking after their health / not saving money / not going on a trip, etc.]
- Ask, "Do you know anyone who regrets anything?" Call on Ss to answer.

B

During reading

- **Present *Reading Tip*** Read the tip aloud. Tell Ss that creating a mental picture of what the writer describes can help them understand what they read.
- **Preview the reading** Read the instructions aloud. Say, "Create a mental picture as you read. Use it to make guesses about the writer him or herself."
- **Do the reading** Have Ss read the blog. Tell Ss to make notes and list the sentences that support their guesses.
- When Ss finish, have them compare their guesses in pairs. Have some pairs share their guesses with the class. Have Ss explain why they made the guesses that they did.

Possible answers

Age: Probably someone older, looking back on life because he or she refers to life as "this trip," suggesting he or she is quite far along on the journey of life.

Gender: Could be either, but Ss might say that it's probably a woman because of the reference to thank- you notes, personal relationships, reading about celebri ties, and house cleaning.

Personality: serious and not relaxed / uptight, and impatient [*I'd be more laid-back and I'd worry less. I'd slow down. I'd be more patient . . .*]; not a risk- taker / conservative [*I'd stop being afraid of making mi stakes.*]; not very adventurous [*I would spend the summer on a Greek I sle.*,] hardworking [*. . . spend less time shut away with my computer, working.*]

C

Postreading

- **Preview the task** Read the instructions aloud. Explain that the sentences around the expression will often help the reader to understand what the expression means.
- Have Ss find the first sentence and choose the best definition. Call on a S for the answer [b. live for the present]. Ask, "How did you choose this definition? What other sentences helped you?" Get ideas from Ss (e.g., *I'd worry less about small or imaginary problems; I would enjoy what I could do and not worry about what I couldn't do.*).
- **Do the task** Have Ss choose the meaning for the words and expressions. When Ss finish, check answers with the class.

Answers

1. b [slow down and take each day as it comes.]
2. b [continue with my lessons and wouldn't give up.]
3. c [but I wouldn't get upset i fI didn't win.]
4. c [be more considerate. I'd send more handwri tten thank-you notes and tell people what they mean to me.]
5. b [walk barefoot on beaches and feel the sand between my toes . . .]

About you

D

- **Preview and do the task** Read the instructions aloud. Have individual Ss each read a question aloud. Ss work in groups and discuss the questions. Ask groups to report their opinions.

2 Speaking and writing

About you

A

- **Preview and do the task** Read the instructions aloud. Call on different Ss to read the questions aloud. Model the task by answering one or two questions about yourself (e.g., *I think I'd spend more time with my sister. I never get to see her.*). Have Ss write their answers to the questions.

B

- **Preview the task** Read the instructions and the example statement aloud. Call on a few Ss to share something they would change. Ask follow-up questions (e.g., *S: I'd try to spend more time outside. T: Why would you do that? S: I love the outdoors, but I work in an office, and I don't get to spend much time outside.*).

Recycle a conversation strategy The task recycles the conversation strategy of asking follow-up questions to get more information. (See *Touchstone* Student's Book 1, Unit 7, Lesson C.)

- **Do the task** Have pairs share things they would change. Tell them to ask follow-up questions. Alternatively, have Ss use the questions in Exercise 2A to interview their partners.
- **Follow-up** Ask, "Is there a common topic in some of your answers?" Ss look at their notes and tell the class which answers are about the same topic (e.g., *A lot of my answers are about my family or things I want to do with my family. For example, . . .*).

About you

C

- **Preview the task** Read the instructions aloud. Have Ss skim the example article. Ask, "What's the main idea of the article? What key change would the writer make?" [The writer would get more exercise and take better care of his health.]
- **Present *Help Note*** Read the information aloud. Say, "Adverbs of certainty show how sure you are about something. Use *definitely* when you are very certain about something. Use *probably* when you are a little less certain." Have Ss underline the examples of *definitely* and *probably* in the paragraph [I would definitely get more exercise.; I definitely wouldn't watch so much TV, and I'd probably work out more at the gym.; I probably would not give up ice cream . . . ; I'd probably feel much healthier, too.].
- Tell Ss to look at the sentences. Ask, "Where does the adverb usually go in affirmative sentences?" [after *would* or *'d*]. "Where does it usually go in negative sentences with *wouldn't*?" [before *wouldn't*] (For more information, see Language Notes at the beginning of this unit.)
- Have a few Ss share an answer from Exercise 2A again. Elicit both affirmative and negative sentences. Write the sentences on the board. Ask each S, "How sure are you about this? Are you very certain or a little less certain?" Have Ss come to the board and add the appropriate adverb in the correct position.
- Point out the writing model again. Explain, "This article is like the one on p. 82. You only have to state the *if*-clause with the main topic once at the beginning."
- Say, "Use your notes from Exercise 2A to write your article. Try to choose changes that have a common topic. Write a first sentence to introduce your topic, and then give more examples." To give an example, write on the board:

  If I had last year to live over again, I would definitely spend more time with my family, and I wouldn't spend so much time on work. . . . I would organize more family dinners. . . .

  Have Ss suggest ideas to add.
- **Do the task** Have Ss write their articles.

Extra activity PAIRS

Write the following questions on the board:

1. *What did you like the most about the article?*
2. *What was the topic? Was the topic in the first sentence?*
3. *Were there enough examples? Where should there be more examples?*
4. *Was there anything you couldn't understand?*
5. *Were there any sentences that seemed out of place?*

Ss read their partner's articles and write answers to the questions. Ss give their answers to their partner, who rewrites his or her paragraph using the ideas.

D

- **Preview and do the task** Read the instructions aloud. Have Ss put their paragraphs on their desks or chairs. Tell Ss to move around the class and read at least five other Ss' paragraphs. Have Ss make notes about who wants to change the same things as they do. Have Ss report to the class about who had similar answers and what they had in common (e.g., *If we had last year to live over again, fun and I would both try skydiving!*).

Free talk

Tell Ss to turn to Free Talk 8 at the back of their Student's Books. Have Ss do the task. (See the teaching notes on p. T-133.)

Workbook

Assign Workbook pp. 64 and 65. (The answer key begins on p. T-176.)

Vocabulary Notebook

If done for homework

Briefly present the Learning Tip and the task directions. Make sure Ss understand what they need to do.

If done in class

- **Present *Learning Tip*** Read the information aloud. Say, "It is a good idea to keep notes about verbs together with prepositions that follow them. It is also a good idea to review and revise your lists regularly because many verbs can be followed by different prepositions. The verb *apply* is a good example. You apply *to* a company, but you apply *for* a job." Remind Ss that the verb form after a preposition is verb + *-ing*.

The tasks recycle prepositions after verbs.

1

- **Preview and do the task** Read the instructions aloud. Ask a S to read the problem aloud. Have Ss complete the task. Check answers with the class.

Answers

1. I wouldn't worry about it. People usually forget about things like that.
2. I'd apologize immediately for forgetting the date.
3. I'd offer to pay for dinner another time.
4. I'd tell her I was thinking about other things.
5. I wouldn't speak to her until she was less upset.
6. I'd blame my boss for keeping me in a meeting at work.
7. I'd wait for her to finish, and then I'd remind her about the time she didn't meet me.

2

- **Preview the *Word Builder* task** Say, "This Word Builder task will help you learn the prepositions that come after verbs." Read the instructions aloud.
- **Do the task** Have Ss complete the task. Tell Ss to use a dictionary for help. Check answers with the class: Have individual Ss each read their answer to an item.

Answers

1. I agreed with my boss about the best solution.
2. He applied for a job with a software company.
3. I explained the problem to my boss.
4. I forgave my friend for losing my favorite sweater.
5. My neighbor invited me to a party last week.
6. We complained to the neighbors about the noise.
7. My parents blamed me for damaging their car.

On your own

- **Present *On Your Own*** Read the instructions aloud.
- **Follow-up** At the start of the next class, Ss share their rules in groups. Groups decide on the six best.

Now I can . . .

- Go over the Now I Can items. Put Ss in pairs to give one example each for the first four items. Call on Ss and ask for examples or explanations.
- Have Ss look over the four lessons and identify any areas they want to review.
- Tell Ss to complete the Now I Can items. Ss check (✓) the items they know and put a question mark (?) by items that they are not confident about. Check with individual Ss which areas need review to see if there are general problems to review in class. Help individual Ss as required. Have Ss hand in a piece of paper with their name and a schedule showing what they plan to review and when. Review or reteach these language items in a future class.

UNIT 9

Tech savvy?

Language notes

Lesson A Tech support

Grammar Questions within sentences

(See Student's Book p. 87.)

- The lesson teaches a structure sometimes called an *indirect question*. An indirect question is formed by putting the question into a subordinate clause beginning with a *wh-* word or with *if* or *whether*.
- The grammar chart contrasts direct questions, which have the normal question word order (verb + subject + object), with indirect questions, which have normal statement word order (subject + verb + object).

Form

Indirect questions can be either information questions (introduced by question words) or *yes-no* questions (introduced by *if* or *whether*). Indirect questions can be part of both questions and statements.

- Information questions within questions

  Direct question

  What's the problem?

  Indirect question

  Do you know what the problem is?

  NOT: *Do you know what is the problem?*
- *Yes-no* questions within questions

  Direct question

  Is the battery charged?

  Indirect question

  Do you know if the battery is charged?
- Questions within statements

  Direct question

  What should we do?

  Indirect question

  I know what we should do.
- *Yes-no* questions within statements

  Direct question

  Is the battery charged?

  Indirect question

  I wonder if the battery is charged.

Use

The structure combines two ideas in one sentence.

- Question within a question

  What's the problem? + *Do you know?* = *Do you know what the problem is?*
- Question within a statement

  Why is it doing that? + *I have no idea.* = *I have no idea why it is doing that.*

Corpus information *I don't know*

I don't know is the most common three-word expression in conversation, and *I don't know if* is the most common four-word expression. One reason that *I don't know* is so common is its use before indirect questions (*I don't know if you've heard of this.*; *I don't know what you think, but . . .*).

Common errors with questions within statements

Students often have difficulty with word order for questions within questions or statements. The tendency is to use question order within the statement or question. (*Do you know what* ***you need to do****? I know what* ***you can do****.* NOT *Do you know what ~~do~~ you need to ~~do~~? I know what ~~can you~~ do.*)

Lesson B How things work

Grammar Separable phrasal verbs

(See Student's Book p. 88.)

In Unit 7, Ss learned to use phrasal verbs that are intransitive (that is, that do not take objects), such as *grow up* and *go out*. In this lesson, they learn phrasal verbs that are transitive (that is, that take objects), such as *turn on*, *plug in*. These are sometimes called "separable" phrasal verbs because the verb and particle can be separated by an object.

Form

- Separable phrasal verbs with noun objects

  Noun objects can go after the particle.

  How do you turn on ***the TV****?*

  I turned off ***the game controller****.*

  Noun objects can also go between the verb and the particle.

  How do you turn ***the TV*** *on?*

  I turned ***the game controller*** *off.*
- Separable phrasal verbs with object pronouns

  Pronoun objects go between the verb and the particle.

  How do you turn ***it*** *on?* NOT: *How do you turn on* ***it****?*

  I turned ***it*** *off.* NOT: *I turned off* ***it****.*

Grammar Separable phrasal verbs; *how to*, etc.

(See Student's Book p. 88.)

The structures *how to*, *where to*, and *what to* in this lesson are used as infinitive complements (objects of verbs).

Form

- Clause + question word + infinitive

  Show me what to do*.* (= what I have to, should, or can do)

  Let me show you what to do*.* (= what you have to do)

  Can you show me how to turn it on*?* (= how I can turn it on)

  I don't know where to plug it in*.* (= where I can plug it in)

- Note that the question word *why*, unlike other question words, cannot be used to begin the infinitive complement.
  I don't know why I should turn it off. NOT: . . . *why to turn it off.*
- If cannot be used to introduce an infinitive complement, but *whether* can.
  I don't know ***whether to turn it on.*** NOT: . . . *if to turn it on.*
- Note that the reverse action for *plug in* is *unplug.*

Use

The structures *how to*, *where to*, and *what to* form another type of indirect structure. They are often used to talk about things people have to do, should do, and can do.

Speaking naturally Linking consonants and vowels

(See Student's Book p. 89.)

- This section gives Ss practice in linking consonants and vowels in separable phrasal verbs.
- In natural speech, when a word ending in a consonant comes before a word beginning with a vowel sound, the final consonant of the first word is often linked to the next word. *Turn it off* can sound like "Tur-ni-toff," and *Plug it in* can sound like "Plu-gi-tin." (See also *Touchstone* Student's Book 2, Unit 10, Lesson A and *Touchstone* Student's Book 3, Unit 3, Lesson A.)

Vocabulary Phrasal verbs

(See Student's Book p. 89.)

- This lesson presents some common separable phrasal verbs to use with electronic items (e.g., *turn on / off*), as well as some general-purpose verbs such as *put on.*
- In Building Vocabulary, the verbs are taught in phrases (e.g., *put them away*, *hook it up*) to reinforce the word order in separable phrasal verbs with object pronouns.

Lesson C On the other hand, . . .

Conversation strategy Giving different opinions

(See Student's Book p. 90.)

The conversation strategy gives Ss some useful expressions to use when they want to disagree with someone's opinion or to offer an opinion that is different in some way. People tend to avoid direct statements of disagreement such as *I don't agree* or *I disagree.* Instead, they use expressions that acknowledge the other person's opinion (e.g., *I know what you mean. That's true.*) and often add a *but* or *on the other hand, . . .* to give a contrasting view. In addition, to show they may not support the other person's view, people respond with *I don't know* or *Maybe.*

Corpus information *I agree* versus *I disagree / don't agree*

- Although it is possible to say *I don't agree* or *I disagree*, these can sound too direct. People frequently say *I agree (with you). I agree* is 30 times more frequent than *I don't agree*, and over 60 times more frequent than *I disagree.*
- When people say *I don't agree*, they usually add *with that*, or *with* a third person (e.g., *with Michael*). In the conversation corpus, there are no examples of *I don't agree with you* and only one *I kind of don't agree with you.*

Strategy plus *You know what I mean?*

(See Student's Book p. 91.)

People use the expressions *You know what I mean?*, *You know what I'm saying?*, and simply *You know?* when they want other people to agree with their ideas or to check that the listener understands what they are trying to say.

Corpus information *You know what I mean?*

You know what I mean? is the top five-word expression in conversation. *You know what I'm saying?* is seventh most frequent. *You know what I mean?* is five times more frequent than *You know what I'm saying?*

Lesson D Identity theft

Reading tip

(See Student's Book p. 92.)

The Reading Tip tells Ss that the first paragraph of an article often explains the title.

Help note Planning your article

(See Student's Book p. 93.)

The Help Note explains a basic five-step process for writing, which Ss can use for any piece of writing.

- Step One
  Ss begin by brainstorming to get ideas and language flowing. It is important for Ss not to reject ideas or "self-edit" during this step.
- Step Two
  Ss choose from their ideas and plan their writing. They can decide which ideas can be used as supporting statements and which can be topic sentences.
- Step Three
  Ss organize their ideas by numbering them.
- Step Four
  Ss write the piece. They focus on stating ideas clearly.
- Step Five
  Ss check their spelling and grammar.

Tech savvy?

Teach this unit opener page together with Lesson A in one class period.

Introduce the theme of the unit Write on the board: *tech savvy*. Point to the word *tech*. Ask Ss if they can guess what word it is short for [technology]. Ask Ss to give examples of recent technology (e.g., *hybrid cars, tablets, smartphones*). Now ask, "Can you guess what *tech savvy* means?" [It means you know how to use technology. You are good at learning and using technology.]

In this unit, you learn how to . . .

- **Unit aims** Read the lesson headings and key unit aims aloud. Tell Ss to listen and read along.

Extra activity INDIVIDUALS

Ss look through the unit and find these things, either in pictures or in words. Write on the board:

Lesson A: One way to fix a tech problem

Lesson B: One thing you do with gadgets every day

Lesson C: One way to play games online when you don't have friends who want to play with you

Lesson D: One thing an identity thief might try to use to get personal information from someone else

A few Ss report their answers for each lesson [Lesson A: p. 86 (e.g., *run antivirus software*); Lesson B: p. 89 (e.g., *picture 4, print something out*); Lesson C: p. 90 (e.g., *play with people online*); Lesson D: p. 92 (e.g., *email, information request scam, chain email scam*)].

Before you begin . . .

- **Introduce the electronic gadgets or devices** Say, "Look at the pictures. Work with a partner to name the electronic gadgets or devices that you see." Ask individual Ss to give the answers [Picture 1: a gaming device; Picture 2: a GPS (global positioning system) (device); Picture 3: a cell phone being used as a camera; Picture 4: a smartphone or an MP3].
- Tell Ss to look at Before You Begin. Ask, "How tech savvy are you? How do you use technology in your everyday life? Are you planning on buying any new electronic gadgets or devices soon?" Have Ss discuss the questions in small groups. Have each group report their answers to the class.
- Ask, "Do you ever have technical problems? Raise your hand if you do." Ask a few Ss to describe them. Then ask, "Can you fix the problems?" Call on a few Ss to answer.

Recycle grammar The task recycles questions with *would*. (See Unit 8, Lesson B, p. 79.) Ask, "What technical problems do people have?" Ask a few Ss, and write a list on the board (e.g., *The computer can't connect to the Internet.*).

Choose a problem from the board, and ask a few Ss what they would do if they had the problem (e.g., *T: What would you do if your computer couldn't connect to the Internet? S1: I'd make sure the settings were correct. S2: I'd probably check the instruction manual. S3: I'd ask my brother. He's great with computers.*).

- Have Ss work in small groups to discuss the problems. Have a few groups report on the solutions they had for the problems.

Extra activity GROUPS

Groups race to list as many other electronic devices as they can (e.g., *tablet, electronic dictionary or translator, digital camera, e-reader, smartphone*). A member of each group writes the group's list on the board. Groups get a point for each gadget they thought of that no other group has. The group with the most points wins.

Lesson A Tech support

1 Getting started

- **Set the scene** Ask, "Which of your gadgets or devices often have problems or don't work?" Have Ss call out their answers while you write them on the board.

A

- **Preview and do the task** Read the instructions. Ask, "What problems do people have with computers?" Have Ss call out ideas, and write them on the board (e.g., *The screen freezes.; It won't turn on.; You keep losing files.; It keeps crashing.; The battery won't charge.; You can't print a document.; You can't get on the Internet.*). Have Ss call out solutions for some of the problems, and write them on the board (e.g., *you can go online; find an online forum; call a tech support center; ask a friend for help; search the help menu*).

B 3.19

- **Preview the task** Books closed. Say, "Listen. What problems are the people above having? What do their friends suggest?" Make notes as you listen.
- **Play the recording** Ss listen and make notes.
- Books open. Check answers with the class: Ask individual Ss to report each person's friends' advice.

Answers

1. Problem: His computer won't turn on.
   Suggestion: Maybe it's the power cord. Call tech support.
2. Problem: There's something wrong with her tablet. It keeps freezing up.
   Suggestion: Check and see if the battery is charged. She should run her antivirus software.
3. Problem: She can't print anything.
   Suggestion: Go online and find a website to help.
4. Problem: She can't get on the Internet.
   Suggestion: Maybe she turned off the wireless connection.

- Have Ss read the solutions again and make a list of any new vocabulary. Ask Ss to call out their words, and write them on the board. Have Ss give definitions or explanations of words they know. Help with any remaining vocabulary as needed.

Figure it out

C

- **Preview the task** Read the instructions aloud.
- **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class: Have individual Ss read the answers, and write them on the board.

Answers

1. Do you know what the problem is?
2. Do you know if the battery's charged?
3. I have no idea which site I used.
4. I wonder if you accidentally turned off the wireless connection.

- **Focus on the form and the use** Underline the indirect questions in the sentences on the board as shown:
  1. *Do you know what the problem is?*
  2. *Do you know if the battery's charged?*
  3. *But I have no idea which site I used.*
  4. *I wonder if you accidentally turned off the wireless connection.*

  Say, "The underlined sections of these sentences are all questions within a sentence. The questions all follow a main clause: These are *Do you know, But I have no idea,* and *I wonder.* Look at the underlined parts. How are they different from the question forms you studied before?" [The verb comes after the subject instead of before the subject. There's no *do* or *did.*]
- **Try it out** Ss reread the friends' suggestions and find four more questions within sentences. Call on a few Ss to say the sentences they found. Write them on the board. Ask a few Ss to come to the board and underline the question within each sentence [I wonder if there's something wrong with your power cord.; But I can't remember what they said.; I have no idea why it's doing that.; I wonder if you have a virus.; I don't know what the problem is.; Do you know what I should do?

Extra activity PAIRS

Partners reread the friends' suggestions and agree on the things they would try first if they had one of these problems. Have several pairs report to the class, giving reasons (e.g., *I'd check the battery first because it's the easiest thing to do.*).

2 Grammar

3.20

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Have Ss look at the three column headings in the chart. Write on the board:

	What	*is*	*the problem*
Do you know	*what*	*the problem*	*is?*
I don't know	*what*	*the problem*	*is.*

- Say, "In direct questions, the verb usually comes after the question word, but questions within questions or statements have a word order like statements. Notice the position of *be* in the three sentences on the board."
- Write on the board:

  Question: Which site did you use?

  Do you know? I don't know.

  Ask Ss how to change the question to a question within a question and a question within a statement by completing the sentence frames. Write the responses on the board. Repeat this task for the next two questions in the chart.
- Write on the board: *Is the battery charged?* Ask, "What kind of question is this?" [*yes-no*] "How do you change this to a question within a question? What do you add?" [if]
- **Present *Common Errors*** Read the information aloud.

A

- **Preview and do the task** Read the instructions and the example answer aloud. Have Ss complete the task and then compare their answers in pairs. Check answers with the class.

Answers

1. . . . if there are any useful new apps for students?
2. . . . what the most popular sites for streaming movies are.
3. . . . which song you last downloaded?
4. . . . where I can get some cool accessories for a tablet?
5. . . . what the most popular smartphone is?
6. . . . how you design your own website?
7. . . . if the price of tablets will come down.
8. . . . what new technology is coming out?

About you

B

- **Preview and do the task** Read the instructions aloud. Ask two Ss to read the example conversation aloud. Have Ss complete the task. Walk around the class and listen for the indirect questions.

Extra practice

Tell Ss to turn to Extra Practice 9A on p. 148 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-148.)

3 Speaking and listening

A 3.21

- **Preview the task** Ask individual Ss to each read one of the questions aloud. Say, "Now discuss the questions with a partner and agree on the answers." When Ss finish, call on a few pairs to write their answers on the board.
- **Play the recording** ***Audio script p. T-170*** Ss listen and write the answers.
- **Play the recording again** Ss listen and review their answers. Check answers with the class: Have individual Ss each read an answer. Check the guesses on the board. Circle any that are correct.

Answers

1. 1991
2. It was used to watch a coffee pot.
3. shopping, banking, and searching for jobs
4. more than 175,000
5. computers
6. English, Chinese, Spanish

B 3.21

- **Preview the task** Read the instructions aloud.
- **Play the recording** ***Audio script p. T-170*** Ss listen and write.
- **Play the recording again** Ss listen and review their answers. Have Ss compare their answers in pairs. Check answers with the class: Call on individual Ss to answer, and tell them to use a complete sentence.

Possible answers

1. August 6
2. It was at the University of Cambridge, so people could see on their computers when the coffee pot was full.
3. 60 percent of people in 24 countries use the Internet for online banking.
4. Many of them are personal blogs and news blogs.
5. Most email spam now is for medications.
6. English represents more than 43 percent of the Internet.

C

- **Preview and do the task** Read the instructions aloud. Put Ss in pairs and tell them to decide who will be the A and B S. Have the B Ss close their books. Have Ss do the task for the first three questions. Then have Ss switch roles.

Sounds right

Tell Ss to turn to Sounds Right on p. 139 of their Student's Books. Have Ss do the task for Unit 9 in class, or assign it for homework. (See the teaching notes on p. T-139.)

Workbook

Assign Workbook pp. 66 and 67. (The answer key begins on p. T-176.)

Lesson B How things work

1 Building language

- **Set the scene** Say, "Look at the lesson title." Ask, "Do you know how things work? When I buy a new gadget or device, I never read the instruction manual. I just figure out how it works." Ask Ss to tell the class if they are good at figuring out how things work. Tell Ss to give examples.

A 3.22

- **Preview the task** Books closed. Say, "Listen to Pedro and Ken. What problem is Ken having? Write the answer."
- **Play the recording** Ss listen and write. Have Ss compare their answers in pairs.
- **Play the recording again** Books open. Ss read along and review their answer. Check the answer with the class [He's having problems with his game controller. He can't get it to work.].
- **Practice** Have Ss practice the conversation in pairs, taking turns playing each role.

Figure it out

B

- **Preview the task** Ask Ss to find the sentence with *turn on* in Pedro's response, and write it on the board. [You have to turn it on first.] Ask, "Where is the pronoun in this sentence?" [between *turn* and *on*] Now ask Ss to find what Pedro says about another cable. [I think you need to hook up another cable.] Write this sentence on the board. Ask, "Where is *the cable* in this sentence?" [after *hook up*]
- Say, "Now find examples of a question word followed by *to* + verb." [Do you know how to get this game controller to work?; I can't figure out how to do it.; Do you know where to plug it in?]
- Read the instructions aloud.
- **Do the task** Have Ss complete the task and compare their answers in pairs. Check answers with the class.

Answers

1. set up a game / set a game up
2. hook it up / hook the box up
3. what you do / what to do
4. how to use / how you use

- **Focus on the form and the use** Write the first answers on the board. Say, "Verbs such as *turn on* and *set up* are called separable phrasal verbs because you can separate the verb and the particle with an object as in *Can you set a game up?* Noun objects like *a game* can go before the particle or after it as in *Can you set up a game?* Object pronouns like *it* always go between the verb and the particle, as in *How do you set it up?*"
- Then say, "Another type of question within a sentence uses *to* + verb after the question word instead of subject + verb."

2 Grammar

3.23

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Have Ss look at the left side of the chart. Ask, "What are the three patterns for separable phrasal verbs?" [verb + particle + noun object; verb + noun object + particle; verb + object pronoun + particle] Write the patterns on the board. Ask, "Can a pronoun object follow the particle of a separable phrasal verb?" [no] Ask a S to read the examples of separable phrasal verbs.
- Have Ss look at the right side of the chart. Say, "Question word + *to* + verb is another pattern for questions within a sentence. The first sentence means 'Let me show you what you have to do,' or 'Let me show you what you should do.'" Point out the separable phrasal verbs in the next two examples. Write on the board *Do you know how / where / what* and ask Ss to call out with questions about technology using the structure (e.g., *Do you know how to set up a game controller/where to buy a cheap laptop / what to do if your computer screen freezes.*) Ss raise their hands if they can answer 'yes' to the question. (For more information, see Language Notes at the beginning of this unit.)

A

- **Preview and do the task** Say, "Rewrite speaker A's sentences in two ways, and complete speaker B's responses." Ask two Ss to read the example. Have Ss complete the task and then compare their answers in pairs. Check answers with the class.

Answers

1. *A* to turn on the TV / to turn the TV on
   B turn it on
2. *A* to turn this computer off / to turn off this computer
   B turn it off
3. *A* to plug these headphones in / to plug in these headphones
   B to plug them in
4. *A* to turn down the volume / to turn the volume down
   B to turn it down
5. *A* to turn up the air conditioning / to turn the air conditioning up
   B to turn it up

B

- **Preview and do the task** Tell Ss to practice the conversations in pairs, substituting different gadgets each time.

Extra practice

Tell Ss to turn to Extra Practice 9B on p. 148 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-148.)

3 Speaking naturally

A 3.24

- **Preview the task** Say, "Remember that in spoken English, it's sometimes difficult to hear when one word ends and another begins. Listen and repeat the sentences. Notice how the consonants are linked to the following vowels." (For more information, see Language Notes at the beginning of this unit.)
- **Play the recording** Ss listen and repeat.
- Say, "Now practice the items in Exercise 2B on page 88 again with a new partner. Try to link the consonants and following vowels with phrasal verbs."
- Have Ss take turns saying items and responding. As Ss do the task, go around the class and listen for the linking.

B 3.25

- **Preview and do the task** Read the instructions aloud.
- **Play the recording** ***Audio script p. T-171*** Ss listen and complete the sentences. Have Ss compare their answers in pairs. Then check answers with the class.

Answers

1. plug it in
2. turn it on
3. hook it up
4. turn it up

4 Building vocabulary

- **Set the scene** Have an unplugged radio or CD player in the classroom. Ask, "What am I doing? Write the answer with a pronoun object." Do the following actions: Plug it in, turn it on, turn it up, turn it down, turn it off. Then ask different Ss to each say what you are doing in a sentence.

A

- **Preview the task** Call on individual Ss to each read aloud one of the sentences on the right. Say, "Match the pictures with the sentences." Point out the example answer.
- **Do the task** Have Ss complete the task, and then say, "Now work with a partner. Take turns saying what's happening in each picture." Ask a S to read the example sentence aloud. Check answers with the class: Have individual Ss each say what's happening. Remind Ss to use linking.

Answers

1. b	2. i	3. l	4. f
5. j	6. e	7. g	8. d
9. a	10. h	11. k	12. c

Word sort

B

- **Preview the task** Have Ss look at the chart. Say, "Choose expressions that can be used to talk about actions related to each of these things."
- **Do the task** Have Ss complete the task and then compare their charts in pairs. Check answers with the class.

Possible answers

A computer: hook it up, take it apart, pick it up, put it down, set it up, throw it away

A photo: print it out, put it up on the wall, throw it away

A cell phone: pick it up, put it down, take it apart, throw it away

A pair of ear buds: put them away, put them on, take them off

A ringtone: turn it down, turn it up

A phone number: look it up

Batteries: put them away, take them out, put them in

A printer: hook it up, pick it up, put it down, take it apart, throw it away,

Recycle a conversation strategy Write on the board: *Would you mind . . . ; Do you mind if . . .* Ask, "What are these expressions used for?" [making requests] Ask, "What expressions can you use to agree to a request?" [Not at all. / Sure. / No problem.] (See *Touchstone* Student's Book 2, Unit 8, Lesson C.) Have Ss work in pairs. Each partner thinks of a situation related to a phrasal verb from Exercise 4A and makes a request to which the other S responds (e.g., *S1: This box is pretty heavy. Do you mind if I put it down here on the table? S2: Not at all.; S1: I can't hear the TV. Would you mind turning it up? S2: No problem.*). Ss try to think of a request for at least six of the phrasal verbs.

Extra activity PAIRS

Write on the board: *a GPS device.* Pairs race to list as many phrasal verbs related to GPS devices as they can think of. Call time after one minute. Several pairs read their lists. Pairs get one point for each phrasal verb that no one else has thought of. The pair with the most points wins. Repeat the activity with *smartphone*.

About you

C

- **Preview the task** Read the instructions aloud. Have Ss read the items. Then have two Ss read the example conversation.
- **Do the task** Have Ss complete the task. Go around the class, and help as needed.

Vocabulary notebook

Tell Ss to turn to Vocabulary Notebook on p. 94 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-94.)

Workbook

Assign Workbook pp. 68 and 69. (The answer key begins on p. T-176.)

Lesson C On the other hand, . . .

Lesson C recycles questions within questions and statements, as well as *though* and *I mean*.

1 Conversation strategy

- **Set the scene** Ask, "How is spending time with friends online different from being with them face-to-face?" Call on a few Ss to give their opinions.

A

- **Preview and do the task** Read the instructions. Have Ss discuss the questions in small groups. Have groups report a few of their ideas to the class (e.g., *People play sports games [like tennis, bowling, baseball], war games, word and board games like chess, quiz games.*). Ask, "Do you or your friends play them?" Have a few Ss respond.

B

3.26

- **Preview the task** Say, "Listen to Hugo and Greg's conversation. What does Hugo think about playing games online? What about Greg? Listen and make notes of the answers."
- **Play the recording** Ss listen and make notes. Have Ss compare their answers in pairs.
- **Play the recording again** Ss listen, read along, and review their answers. Check answers with the class [Hugo thinks he would get tired of playing games by himself all the time. He thinks playing with people you don't know is a little strange. He thinks time is better spent actually being with your real friends face-to-face. Greg thinks it's fun. He sees the other players as friends and doesn't think you have to know people to enjoy spending time with them.].
- Ask, "Do Hugo or Greg mention any of the reasons you talked about earlier with your group? What are they?"

C

- **Present *Notice*** Read the information and the examples aloud. Have Ss find the examples in the conversation. Ask individual Ss to each read an example aloud. [*Hugo*: I don't know. You don't even know their real names. *Greg*: That's true. It's still fun, though.; *Hugo*: Maybe. On the other hand, they're not *real* friends.; *Greg*: I know what you mean, but you don't have to *know* people to enjoy doing stuff with them.; *Hugo*: Hmm. I'm not so sure. Don't you think it's good to spend time with real friends, face-to-face?] Explain that using these expressions shows that you disagree, but they make what you say sound more polite. (For more information, see Language Notes at the beginning of this unit.)
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role. Then have Ss practice the conversation again, this time with Ss playing the role of Greg responding to Hugo's last line with their own ideas.

Culture note

When speakers have two conflicting opinions and want to express both, they can introduce the first opinion with *On the one hand, . . .* and the second with *On the other hand, . . .* (e.g., *Email? On the one hand, it's quick, easy, and cheap. On the other hand, it's not really very personal.*).

Extra activity PAIRS

Partners write a conversation similar to Hugo and Greg's using some of the reasons groups talked about at the start of the lesson about the pros and cons of playing online games.

D

- **Preview the task** Say, "Respond to each comment by giving a different opinion."
- **Do the task** Have Ss complete the task. Check answers with the class: For each comment, ask a few Ss to each read their answer.

Possible answers

1. . . . they are fun. I don't know why people dislike them so much.
2. . . . it's nice just to call people or meet them to catch up?
3. . . . I think small talk is good sometimes though. It makes you feel closer to people, I think.
4. . . . not every call is important. Sometimes I like to turn it off!

- **Practice** Have Ss practice the conversations in pairs, taking turns commenting and responding. Tell them to try to continue the conversations. Go around the class, and help as needed.

Extra activity PAIRS

Partners write out one of their discussions from Exercise 1D and present it to another pair.

2 Strategy plus

- **Present *Strategy Plus*** Tell Ss to look back at the conversation on p. 90. Have Ss find *You know what I mean?*, *You know?*, or *You know what I'm saying?* in the conversation. Ask, "Which ones does Hugo use?" Ask a S to read them aloud [You know?; You know what I'm saying?]. Ask, "Which one does Greg use?" Ask a S to read it aloud [You know what I mean?]. Explain that speakers use these expressions when they want to see if the listener has a similar opinion to theirs or to check that the listener understands what they are trying to say.
- Read the information and the example in Strategy Plus.
- **Present *In Conversation*** Write on the board: *You know what I mean? You know what I'm saying?* Ask, "Which one of these expressions do you think is more common?" Have Ss vote, and then ask a S to read the information aloud.
- **Preview the task** Books closed. Write the first sentence on the board. Ask, "Can you think of ideas to support this opinion?" Elicit Ss' ideas (e.g., *It will help students do better.; It will make classes better.*). Write one idea on the board. Ask Ss to add an expression from the Strategy Plus box to the comment (e.g., *It will help students do better. You know what I'm saying?*).
- Books open. Say, "Circle the best sentence to complete the comments."
- **Do the task** Have Ss complete the task. Check answers with the class.

Answers

1. Kids need to know how to use them. You know what I'm saying?
2. You can't concentrate with music on. You know?
3. It's really annoying. You know what I mean?
4. We use the Internet for most things. You know?

- Say, "Take turns saying each comment. Respond to your partner with a different opinion." Have two Ss read the example conversation. Go around the class, and help as needed.

3 Listening and strategies

A 3.27

- **Preview the task** Read the instructions aloud. Ask individual Ss to each read one of the questions.
- **Play the recording** ***Audio script p. T-171*** Ss listen and decide how Karin would answer the questions.
- **Play the recording again** Ss listen again and review their answers. Check answers with the class: Have individual Ss each say an answer.

Possible answers

1. Yes, I do. You should clean up your files.
2. It lets you be more flexible.
3. You can work anywhere, not just in an office.
4. No, it doesn't. People can text and listen at the same time.
5. When people play music out loud.

About you

B 3.28

- **Preview the task** Say, "Listen again to three of Sam's opinions. Do you agree or disagree? Write your responses."
- **Play the recording** ***Audio script p. T-171*** Pause the recording after each of Sam's opinions to give Ss time to write. Ss listen and write. Call on a few Ss to state one of Sam's opinions and their response to it.

About you

C

- **Preview and do the task** Read the instructions aloud. Say, "Now discuss the questions with a partner. Do you and your partner agree?" Have two Ss read the example conversation.
- **Follow-up** Ask Ss if they changed any of their opinions after discussing them with a partner. Have Ss say what changed their minds.

Extra activity PAIRS

Partners write a conversation on any aspect of the topic of cell phones. Partners can look back at Hugo and Greg's conversation on p. 90 for ideas. Partners present their conversation to another pair. Have a few pairs present their conversations to the class.

Extra activity GROUPS

Ss discuss some of the opinions presented in Exercise 3A. Ss discuss the pros and cons of each one.

Workbook

Assign Workbook pp. 70 and 71. (The answer key begins on p. T-176.)

Lesson D Identity theft

1 Reading

- **Set the scene** Ask, "What type of personal information do you use to identify yourself?" Call on a few Ss for ideas (e.g., *name and address, phone numbers, driver's license, passport, school ID*). Ask, "Do people use this personal information often?" Ss give their opinions.

A

Prereading

- **Preview and do the task** Read the lesson title aloud. Ask, "Does anyone know what *identity theft* means, or can you guess? How could someone steal an identity?" Get ideas from Ss (e.g., *Maybe it means pretending to be someone else. Someone could steal your wallet and pretend to be you. Someone could use your credit cards.*). Have a S read the title of the article aloud. Ask Ss if they know the meaning of *savvy*. Read the Reading Tip before explaining the meaning.
- **Present *Reading Tip*** Read the information aloud. Say, "Scan the first paragraph of the article. What do you think *savvy* means, and what in the paragraph tells you that?" Call on a S to give an answer. [Savvy is similar to smart or knowing how to do something, because the first sentence talks about knowing how to be safe in various situations.]

B

During reading

- **Preview the reading** Read the instructions aloud.
- **Do the reading** Have Ss read the article and make notes about the scams it describes. Check answers with the class: Call on a few Ss to share their answers [the friend in need scam; the information-request scam; the chain email scam].
- Have Ss work in groups to discuss how the scams work. Call on a few groups to report their answers to the class (e.g., *The scams all get money from people by lying.*).

Culture note

Around a hundred countries have official national ID cards with numbers. Many other countries, however, do not have a card, but have some sort of number they use to identify their citizens, such as a health- or pension-card number or date of birth.

- **Do the reading again** Tell Ss to read the article again and underline any new vocabulary. Have Ss work in pairs to compare new words and help each other with the meanings.

Extra activity PAIRS

Ss work in pairs and think of one or two more *do*s and *don't*s for each section of the text. Then pairs tell the class their ideas. Other Ss listen and raise their hands if they have done any of the *do*s or *don'ts*.

Extra activity INDIVIDUALS / PAIRS

Pairs play a game called Identity Thief. Ss write down six pieces of information about themselves that their partners would not know (e.g., *My parents' names are . . . ; The street I live on is . . .*). Ss should not write down any private information that they are not comfortable sharing, and they should not show their papers to anyone but their partner. Pairs exchange papers and look at their partner's paper for only 10 seconds. Then they trade back and take turns asking each other about the information (e.g., *Do you remember my parents' names? Do you know what the name of my street is?*). The Ss who can remember the most answers wins.

C

Postreading

- **Preview the task** Read the instructions aloud. Have individual Ss read each statement. Tell Ss to scan the text for the answers.
- **Do the task** Have Ss do the task. Check answers with the class.

Answers

1. F
2. T
3. T
4. F
5. F
6. T

About you

D

- **Preview and do the task** Read the instructions aloud. Ask individual Ss to each read a question aloud. Have Ss discuss the questions in pairs.

Extra activity GROUPS

Write on the board: *Which strategies (dos and don'ts) in the article do you think are the most useful?* Groups discuss the question and give reasons (e.g., *I like the tip about checking the spelling in emails.*). When groups finish, they report to the class about their opinions.

2 Speaking and writing

About you

A

- **Preview the task** Read the instructions aloud. Ask different Ss to each read a discussion question aloud. Have a S read the example sentences aloud.
- **Do the task** Have Ss take turns asking and answering the questions in groups. Tell them to make notes.
- **Follow-up** Groups report to the class about the things they agreed on.

Extra activity GROUPS

Groups write three additional questions about keeping things safe. Groups exchange questions and discuss their answers. A few groups then share their answers with the class.

B

- **Preview the task** Read the instructions aloud. Have Ss read the example article and think of one more *Do* and *Don't* for credit cards. Have a few Ss share their ideas (e.g., *Do sign the back of your card. Don't throw away old cards – cut them up.*).
- **Present *Help Note*** Read the information aloud. Explain that in the first step, Ss begin by brainstorming to get ideas and language flowing. Tell them that it is important for Ss not to reject ideas or "self-edit" during this step. Explain that in the second step, Ss choose the best ideas to use. In the third step, Ss organize their ideas by numbering them and plan the structure of the article. In the fourth step, Ss write their articles. At that time, they focus on stating ideas clearly. Finally, in the fifth step, Ss check their spelling and grammar.
- Write the first line from the example article on the board. Ask, "What items other than credit cards can you write about for this topic?" Have Ss call out their ideas, and write them on the board [ATM cards, PINs, bank statements, passports, mail, phone, the Internet, email].
- Say, "Choose one of the things on the board. Use ideas from Exercise 2A or think of more *do*s and *don't*s for the item you chose. Then write your article using the suggestions in the Help Note."
- **Do the task** Work with the class to complete each stage of the writing-process instructions in the Help Note. Have all Ss complete each stage of the writing process before moving on to the next one.

C

- **Preview and do the task** Read the instructions aloud. Have Ss put their articles on their desks or chairs. Tell Ss to move around the class and read at least five other Ss' paragraphs. Have Ss note any good tips. When Ss finish, have them report to the class about those tips. Have a class discussion.

Free talk

Tell Ss to turn to Free Talk 9 at the back of their Student's Books. Have Ss do the task. (See the teaching notes on p. T-134.)

Workbook

Assign Workbook pp. 72 and 73. (The answer key begins on p. T-176.)

Vocabulary Notebook

If done for homework

Briefly present the Learning Tip and the task directions. Make sure Ss understand what they need to do.

If done in class

- **Present *Learning Tip*** Read the information aloud. Say, "When you learn vocabulary in a context that has meaning for you, the context can give you clues to meaning. For example, think of everyday situations in which you might use the expressions you are learning."
- **Present *In Conversation*** Books closed. Write on the board: *television, lights, phone, radio, computer, music.* Say, "These are the top six things people talk about turning on and off. Guess the order. Number them from one to six." Books open. Have a S read the order.

These tasks recycle separable phrasal verbs.

1

- **Preview and do the task** Read the instructions aloud. Ask two Ss to read the example. Have Ss complete the task. Check answers with the class.

Answers

1. I'll turn it down.
2. You can put them away in the closet.
3. I'll look it up.
4. I'll print it out.
5. I'll turn it up.
6. Then I'd take them off.

2

- **Preview the *Word Builder* task** Say, "This Word Builder task will help you remember separable phrasal verbs by thinking of a context." Read the instructions aloud.
- **Do the task** Have Ss complete the task. Check answers with the class: Ask a few pairs of Ss to each read a conversation.

Possible answers

1. Can you drive me to the mall?
2. Do you like this jacket?
3. I just bought this tablet, and it doesn't work.
4. Hi. Do you have a minute to talk?
5. The garbage smells.
6. I just bought a new audio system.

On your own

- **Present *On Your Own*** Read the instructions aloud. Point out the example Post-it in the picture. Tell Ss to make a list of all the labels they put up around the house.
- **Follow-up** At the start of the next class, Ss form small groups and read the lists of labels they made.
- Call on individual Ss to read a label. Other Ss say where the label might be in the house (e.g., *S1: Clean it up. S2: Your bedroom.*).

Now I can . . .

- Go over the Now I Can items. Put Ss in pairs to give one example each for the first four items. Call on Ss and ask for examples or explanations.
- Have Ss look over the four lessons and identify any areas they want to review.
- Tell Ss to complete the Now I Can items. Ss check (✓) the items they know and put a question mark (?) by items that they are not confident about. Check with individual Ss which areas need review to see if there are general problems to review in class. Help individual Ss as required. Have Ss hand in a piece of paper with their name and a schedule showing what they plan to review and when. Review or reteach these language items in a future class.

Checkpoint Units 7–9

Before you begin the Checkpoint, say, "As you do the tasks, circle the items you are not sure about. This will help you see things you need to study more."

1 How many words can you remember?

This task recycles the vocabulary of phrasal verbs to talk about relationships and about operating electronics. It also recycles separable phrasal verbs.

A

- **Preview and do the task** Read aloud the instructions, the questions, and the examples. Give Ss two minutes for the task. Have Ss complete the chart.

B

- **Preview and do the task** Read the instructions aloud. Have Ss compare their answers in pairs and count up their points. Remind Ss to count two points for any sentence with a phrasal verb that their partner does not have. Have the S with the most points in each pair report his or her score to the class. Find out who in the class got the most points.
- Check answers with the class: Have several Ss call out their phrasal verbs for each question. Write them on the board. Tell Ss to add any new words to their charts.

Possible answers

What can you say about relationships? You can . . .

get along with someone, break up with someone, go out with someone, settle down with someone, hang out with someone, . . .

What can you do to a television? You can . . .

turn it on, turn it off, turn it up, turn it down, throw it away, . . .

Extra activity INDIVIDUALS / PAIRS

Write on the board: *You can ____ a problem. You can ____ a CD ____.* Say, "What can you say abut a problem? You can worry about a problem. What can you do with a CD? You can buy a CD for someone." Ss complete the sentences with as many expressions as they can. When they finish, they score themselves and share answers as in Exercise 1B.

2 Can you use these expressions?

This task recycles the conversation strategies of giving advice, giving a different opinion, softening comments, asking for agreement, and commenting on an idea.

- **Set the scene** Have Ss read the conversation quickly. Ask, "What's the conversation about?" [when people should or shouldn't answer a cell phone]
- **Preview the task** Read the instructions aloud. Tell Ss to use each expression in the box only once.
- **Do the task** Have Ss complete the conversation. Check answers with the class: Call on a pair of Ss to read their answers aloud. Ask other Ss to raise their hands if they disagree with any of the answers given.

Answers

Jan My boyfriend never picks up his phone. It drives me crazy.

Rob Oh, I know what you mean. My girlfriend never answers hers either.

Jan That's annoying. If you have a phone, you should answer it. It's rude to ignore it, don't you think? Well, I think so.

Rob I'm not so sure. Sometimes it *is* rude to answer it, like if you're having dinner or something. You know what I mean?

Jan Yeah, but you can always pick it up and say, "Can I call you back? I'm having dinner."

Rob Maybe. On the other hand, sometimes people start talking anyway, and you can't get them off the phone.

Jan Oh, no. I can't believe it. He's *still* not picking up.

Rob You might want to leave him a message. Then you can eat.

Jan Yeah, I could I guess. He never checks his voice mail, though.

- **Practice** Have Ss practice the conversation in pairs, taking turns playing each role. (Note: Tell Ss to change *boyfriend* and *girlfriend* and pronouns as necessary.)

3 Here's my problem. Any thoughts?

This task recycles the conversation strategies of giving advice and giving a different opinion.

- **Preview and do the task** Read the instructions aloud. Call on different Ss to read each problem aloud. Have Ss make notes about advice to give for each problem.
- When Ss finish, have three Ss read the example conversation aloud. Tell them to finish the incomplete sentence with their own ideas.
- Write *On the other hand* on the board. Ask, "What other expressions can you use to give different opinions?" Write Ss' answers on the board (e.g., *I know what you mean, but . . .; I'm not so sure.; Don't you think . . . ?*).
- Have groups of three take turns reading the problems and giving advice.
- **Follow-up** Groups decide on the best advice for each problem and share the advice with the class.

4 I wish, I wish . . .

This task recycles language to talk about wishes and imaginary situations.

A

- **Preview and do the task** Read the instructions and the example aloud. Have Ss complete the sentences and compare their answers in pairs. Check answers with the class.

Answers

1. I wish I had a car. If I had a car, I could go places.
2. I wish I knew how to swim. If I could swim, I would be able to go snorkeling with my friends.
3. I wish I could speak Portuguese fluently. If I was / were fluent, it would be easier to travel around Brazil.
4. I wish I had more money. If I could find a job, I would earn more money. On the other hand, I wouldn't have enough time to study.
5. I wish I didn't have to work tonight. If I was / were free, I would go out with my friends.
6. I wish I knew how to use more software programs so I could get a better job.

B

- **Preview the task** Read the instructions and the example sentence aloud. Call on a S to ask a follow-up question (e.g., *Why would you like to ride it to work?*) and answer it (e.g., *I could save money on gas.*).
- **Do the task** Have Ss write two sets of sentences similar to those in Exercise 4A. When Ss finish, have them share their sentences in pairs. Tell Ss to ask their partners follow-up questions.
- **Follow-up** A few Ss share one of their wishes with the class and see if anyone else has the same wish.

5 I wonder . . .

This task recycles questions within sentences and *how to* + verb.

A

- **Preview and do the task** Read the instructions aloud. Have Ss complete the questions and then compare their answers in pairs. Check answers with the class.

Answers

1. Do you know what it is?
2. Can you tell me how to turn it on / how you turn it on?
3. I wonder if it still works.
4. Do you know how much it cost?
5. Can you tell me how to use it / how you use it?

B

- **Preview and do the task** Read the instructions aloud. Then have Ss read the example conversation as a class. Have pairs take turns asking and answering the questions they completed in Exercise 5A. When Ss finish, have a few pairs ask and answer the questions for the class.

Extra activity INDIVIDUALS / GROUPS

Individual Ss each look through the Student's Book, find an unusual picture, and write two or three questions about it using the sentence beginnings in Exercise 5A (e.g., for p. 22, *Do you know what the thing in the middle of picture 3 is? Can you tell me why it is there?*). Ss ask their questions in groups.

6 It's all relative.

This task recycles subject and object relative clauses, asking about imaginary situations, and phrasal verbs.

A

- **Preview and do the task** Read the instructions aloud. Have Ss complete the questions. Check answers with the class.

Answers

1. What do you do with electronic gadgets that / which don't work anymore?
2. What would you do if you got a gift (that / which) you didn't like?
3. What do you do when you see a word (that / which) you don't know?
4. What do you do with clothes that / which are out of style?
5. What would you do if you had neighbors who / that played their music too loud?

B

- **Preview the task** Read the instructions aloud. Model the task by having a S ask you the first question (e.g., *S: What do you do with electronic gadgets that don't work anymore? T: I usually throw them away.*).
- **Do the task** Have pairs take turns asking and answering the questions. Remind them to use phrasal verbs in their answers and give as much information as they can. Tell Ss to ask follow-up questions.
- **Follow-up** A few pairs tell their ideas for each question.

UNIT 10 What's up?

Language notes

Lesson A Catching up

Grammar Present perfect continuous vs. present perfect

(See Student's Book p. 99.)

The lesson contrasts the simple and continuous forms of the present perfect.

Form

For the forms of the present perfect, see Language Notes for Unit 2.

Here are the forms of the present perfect continuous.

- Affirmative statements

  I / you / we / they + *have / 've* + *been* + present participle

  He / she / it + *has / 's* + *been* + present participle

  I've been going to a pottery class.

  She's been seeing a guy from work.

- Negative statements

  I / you / we / they + *haven't* + *been* + present participle

  He / she / it + *hasn't* + *been* + present participle

  I haven't been going to the gym lately.

  She hasn't been doing much lately.

- Information questions

  question word + *have* + *I / you / we / they* + *been* + present participle ?

  question word + *has* + *he / she / it* + *been* + present participle ?

  What have you been doing lately?

  Who has she been seeing?

- *Yes-no* questions

  Have + *I / you / we / they* + *been* + present participle ?

  Has + *he / she / it* + *been* + present participle ?

  Have you been studying a lot lately?

  Has she been seeing someone from work?

Use

- Continuous forms of verbs are generally used to describe events and situations that are in progress or temporary. In the lesson, the present perfect continuous is used for ongoing or repeated activities that started before now and continue into the present. This form is contrasted with the present perfect, which focuses on the results of an activity or is used to say how many times or how often an activity has happened. Compare the forms.

  I've been making a vase in pottery class. (= This is the activity I've been engaged in. It is not totally clear if the vase is finished, so the listener might think it is not finished.)

  I've made a vase in pottery class. (= This is the result of the pottery class; we know the vase is finished.)

- With some verbs (e.g., *live, work*), there is little difference in meaning between the present perfect continuous and the present perfect: *How long have you been living here? How long have you lived here?*

- Some verbs (e.g., *know, have, like, love*) are not normally used in the continuous and so do not usually occur in the present perfect continuous: *How long have you known him?* (NOT *have you been knowing?*)

Corpus information Present perfect vs. present perfect continuous

Simple forms of verbs are usually more frequent than continuous forms, and the present perfect is about 10 times more frequent than the present perfect continuous.

Grammar *Since*, *for*, and *in* for duration

(See Student's Book p. 99.)

Since, *for*, and *in* can all be used with the present perfect and the present perfect continuous to express duration — to say how long an activity has been in progress from a time in the past until the present.

- *Since* is used with points in time. It introduces both phrases and clauses.

  I've been going to a pottery class since September.

  I haven't been out since I last saw you / I went to Lee's party.

- *For* is used with periods of time.

  I've been doing karate for nine years.

  I haven't been to a class for a couple of weeks.

- *In* can be used with periods of time in negative statements.

  I haven't been out in months.

  I haven't seen you in ages.

  To express the idea of duration from the past until now, present perfect forms, not the simple present or present continuous, are used (e.g., *I've been doing karate for nine years.* NOT *I'm doing karate for . . .*). Compare the forms.

  I've been going to a pottery class for two months. (= from the past until now)

  I'm going to a pottery class for two months. (= In the future I'm going to take a class.)

Speaking naturally Reduction of *have*

(See Student's Book p. 99.)

This section gives Ss practice in hearing and saying reduced forms of *have* after question words such as *what* and *where*, as well as after nouns. *Have* is reduced to /əv/ or /v/.

Lesson B Movies

Grammar *already, still,* and *yet* with present perfect

(See Student's Book p. 101.)

Already, still, and *yet* can be used with various verb forms, but are presented in the lesson with the present perfect.

Form

- *Yet* in questions
  Have you seen Funny Guy *yet?*
- *Yet* in negative statements
  I haven't seen Funny Guy *yet.*
- *Yet* as a short response
  No, not yet. (*I haven't yet* is also possible.)
- *Already* in affirmative statements
  I've already seen it. OR *I've seen it already.*
- *Still* in negative statements
  I still haven't seen it.

Use

- *Yet* is used in questions and negative statements to talk about things that are expected.
  Have you seen Funny Guy *yet?* (= I imagine you want to and are maybe planning to see it.)
  I haven't seen Funny Guy *yet.* (= I plan to see it. I'm sure I will see it.)
- *Already* is mostly used in affirmative statements. It means "at an earlier time" or "before now." It can also be used in questions, especially follow-up or checking questions and can suggest surprise or that something happened earlier than you expected (e.g., *Have you seen it already? Where?*). This use is not taught in the lesson.
- *Still* is taught in negative statements in the lesson, but it can also be used in affirmative statements (e.g. *I'm still hoping to see that movie.*). It means that that something is continuing, and that this may be surprising.



Corpus information *Yet*

With the meaning of *yet* presented in this lesson, more than 80 percent of its uses are in negative statements and about 17 percent are in questions.

Lesson C I was wondering . . .

Conversation strategy Asking for a favor politely

(See Student's Book p. 102.)

- The lesson teaches expressions to ask for a favor, focusing on those that are especially useful when talking to someone in authority (e.g., *a teacher or boss*) or when asking for a "big" favor which might be inconvenient. It teaches the use of the past tense to make polite requests, as in *I was wondering . . .* and *I wanted to (ask a favor).* The past is commonly used in these contexts because it sounds less direct and, therefore, more polite than the present. *I wanted* is especially more polite than *I want.*
- Structures that are recycled in this lesson are *would* and *if*-clauses to talk about imaginary situations (e.g., *Would it be OK if I picked it up next Monday?*). By making the request imaginary or hypothetical, the speaker sounds more polite.

Strategy plus *All right, OK, So, Sure*

(See Student's Book p. 103.)

The lesson reviews *All right* and *OK,* which were taught in *Touchstone* Student's Book 2, Unit 12, Lesson C, and *Sure* from *Touchstone* Student's Book 2, Unit 8, Lesson C as ways of agreeing to requests. In addition, *all right, OK,* and *so* are taught as ways of changing the conversation from one phase to another. For example, *all right, OK,* and *so* can be used to go from an initial greeting to getting down to the business of the conversation or to signal that the speaker wants to end the conversation.



Corpus information *So, OK,* and *All right*

So is one of the top 20 words in conversation, *OK* is in the top 100, *sure* is in the top 150. *All right* is one of the top 400 words and expressions.

Lesson D Reviews

Reading tip

(See Student's Book p. 104.)

The Reading Tip tells Ss to scan reviews for adjectives. This will tell them if the text they are about to read is going to say positive, negative, or positive and negative things. This is particularly useful for texts such as movie or book reviews.

Help note Contrasting ideas: *although, even though, even if*

(See Student's Book p. 105.)

The Help Note teaches three conjunctions to express contrasting ideas.

- *Although* and *even though* have a meaning similar to "but" or "despite the fact."
  Although the story may seem like it's for children, adults can really enjoy it, too. (= The movie seems like it's for children, but adults can enjoy it.)
  Even though I don't usually like musicals, I loved this one. (= I don't usually like musicals, but I loved this one.)
- *Even if* means "whether or not." It can introduce a condition with an unexpected or surprising result.
  Even if you don't like musicals, you might enjoy this one. (= Whether you like musicals or not, . . .)

What's up?

Teach this unit opener page together with Lesson A in one class period.

Introduce the theme of the unit Tell Ss to look at the lesson title and read it aloud. Explain that *What's up?* means "What's happening?" Say, "When you meet an old friend that you haven't seen for a while, what do you talk about?" Ask several Ss for ideas (e.g., *health, family, school, work, free-time activities, other friends or acquaintances*). Say, "You probably ask questions about these things to find out what's happening, or what's up, in the person's life since the last time you saw each other." Ask Ss for possible questions to use in the situation (e.g., *Do you work at the same place? How are your children?*).

In this unit, you learn how to . . .

- **Unit aims** Read the lesson aims and the key unit aims aloud. Tell Ss to listen and read along.

Extra activity INDIVIDUALS

Write on the board:

1. *An expression that means "What's up?"*
2. *A kind of movie you like and a kind you don't like*
3. *An expression for asking a favor politely*
4. *A word or expression to use to contrast an idea*

Ss look through the unit and find the things in the list. A few Ss report their answers for each item (e.g., *1. What have you been up to?, p. 98; 2. a thriller, a horror movie, p. 100; 3. I was wondering. . . , p. 102; 4. although, even if, p. 105*).

Before you begin . . .

- **Introduce the activities** Say, "Look at the four pictures. Work with a partner to name the four activities." Ask individual Ss to answer [Picture 1: bowling; Picture 2: eating somewhere nice; Picture 3: mountain biking; Picture 4: attending a concert].

Recycle grammar and a conversation strategy This task recycles a number of language items that Ss learned in Unit 2, which allow them to discuss what they have done recently: (1) grammar — present perfect statements and questions (see Unit 2, Lessons A and B); and (2) conversation strategy — showing interest using present perfect short answers and follow-up questions (see Unit 2, Lesson C).

- Tell Ss to look at Before You Begin. Ask, "Have you done these things lately? What else is happening in your life these days?" Ask individual Ss to each read one of the activities listed, reading the entire question (e.g., *Have you been out with your friends?*).
- Have Ss work in pairs to ask and answer the questions (e.g., *S1: Have you been out with your friends? S2: Yes, I have. S1: Have you? What did you do? S2: We went for a hike.*).

Extra activity CLASS

Ss use the questions from Before You Begin to do a *Find someone who . . .* survey of the class. When Ss get a *yes* answer, they ask for details (e.g., *S1: Have you done anything special recently? S2: Yes, I have. S1: Really? What did you do? S2: I learned to ride an ATV* [all-terrain vehicle].). Several Ss report something interesting a classmate did.

Lesson A Catching up

1 Getting started

- **Set the scene** Say, "Think about the last time you met a friend you hadn't seen in a while. Did you ask about any of the topics on p. 97? Which ones?" Call on a few Ss. Say, "When you ask people about what they have done recently or ask about what's different in their life since the last time you talked, you are 'catching up.'"

A

- **Preview and do the task** Ask, "What kinds of things do people talk about when they are catching up with friends? Make a list." Have Ss call out items from their list, and write them on the board (e.g., *work, relationships, news about family and friends, school, upcoming family events, hobbies, memories about the past*).

B 4.01

- **Preview the task** Read the instructions aloud. Say, "Make a note of the topics the people talk about."
- **Play the recording** Ss listen and make notes. Have Ss compare their notes in pairs. Check answers with the class [They talk about work, a class (pottery), a new relationship, a hobby (karate).]. Ask, "How do these topics compare with your lists?" Call on a few Ss to answer.
- Say, "Look at the four conversations again. Find two questions people ask when they want to catch up." [So, what have you been doing since I saw you last? What have you been up to (recently)?]

Figure it out

C

- **Preview the task** Write on the board: *I've been working late every night.* Say, "Look at the sentence. What verb comes after the subject?" ['ve (have)] Underline *'ve.* Ask, "What verb comes next?" [been] Underline *been.* Ask, "What's the main verb in the sentence?" [working] Underline *working.* Point to the three underlined verbs. Say, "This is the continuous form of the present perfect."
- Say, "Look at the conversations." Ask the following, writing the answers on the board: "How long has Bob been working late every night?" [since he saw Lois last] "How long has Diane been going to pottery classes?" [since September] "How long has Ahmad been doing karate?" [for nine years] "What does Lois say about going out? How long hasn't she been out?" [in months] Circle *since, for,* and *in.* Say, "These introduce time expressions. You often use them with the present perfect and the present perfect continuous."
- Read the instructions aloud. Tell Ss to look at the conversations for help as they do the task.
- **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class: Have individual Ss each read an answer.

Answers

1. Bob has been working late every night recently.
2. Ahmad has been doing karate for nine years.
3. Diane's been going to a pottery class since September.
4. Maya hasn't seen Gail in ages.

- **Focus on the use** Say, "When you talk about an activity that you started in the past and are still doing now, you can use a form called the present perfect continuous. You can also use it to talk about an activity you've done more than once in the past and that you will probably continue to do."
- Say, "You can use *since, for,* and *in* to talk about length of time with the present perfect and the present perfect continuous." Write on the board: *specific time in the past, period of time.* Write under them: *since, for, in.* Ask, "Which of the words is used with a specific point in time in the past?" [since] "Which of the words are used with a period of time such as a few months or years?" [for, in]
- **Try it out** Write on the board. *I've been ____ ing for ____ years.* Have Ss complete the sentences with true information. Explain that the first blank is an activity and the second is a number. Call on individual Ss to read their sentences aloud. Ss raise their hands if the sentences are also true for them.

Extra activity PAIRS

Partners choose one of the sentences from Exercise 1B that is true for them. S1 tells S2, and S2 asks follow-up questions. Partners try to keep the conversation going (e.g., *S1: I've been working late every night recently. S2: Really? Why are you working late? S1: One of my co-workers quit, so I've been doing her work, too.*) A few Ss report to the class on their partner's activities.

2 Grammar

4.02

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Have Ss look at the section of the chart that discusses when to use the present perfect continuous. Say, "The two questions and answers describe an activity that began at some time in the past and is continuing up to the present time."
- Say, "Study the form of the present perfect continuous." Ask, "What's the pattern for affirmative statements?" Write on the board: *subject + have / 've or has / 's + been + verb + ing*. Ask, "What are the patterns for information questions with the present perfect continuous?" *question word + have / has + subject + been + verb + ing*.
- Have Ss look at the section on using the present perfect. Say. "These examples also talk about an activity that began at some time in the past and is still going on, but the speaker is interested in the result of the activity or how many times the activity has happened until now."
- Have Ss look at the bottom of the chart. Say, "You can use *since*, *for*, and *in* with the present perfect forms to talk about duration or how long something has happened from the past until now."
- Say, "Use *since* before a specific point in time. It can come before a word such as *July*, a phrase such as *the beginning of the year*, or a clause such as *I saw you last*. You can use *since* in affirmative and negative statements."
- Say, "Use *for* and *in* with periods of time such as *nine years*, *a few weeks*, or *a long time*. You can use *for* in affirmative or negative statements, but you can use *in* only in negative statements."
- **Present *In Conversation*** Have a S read the information aloud.

A

- **Preview and do the task** Read the instructions aloud. Ask a S to read the example aloud. Have Ss complete the task.

Answers

1. *A* Have you been working / in ages.
   B I haven't taken one day off for / in weeks. / I haven't gone out in / for ages. / What have you been doing?
   A I've been taking / since May.
2. *A* Have you been doing / done?
   B I've been filling out / for the last month.
   A How many colleges have you applied to?
   B I've sent three applications, but I haven't heard anything.
3. *A* Have you and your friends been going / gone out?
   B We've gone / 've been going to a few clubs lately. We've been having / 've had fun.
4. *A* How long have you been learning English?
   B Since / I guess for 12 years now.
   A how long have you been coming to this class?
   B Since April.

About you

B

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task in pairs. Have a few pairs present one of their conversations to the class.

Extra practice

Tell Ss to turn to Extra Practice 10A on p. 149 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-149.)

3 Speaking naturally

A 4.03

- **Preview the task** Point out the contraction of *have*, shown to the right of the questions. Say, "When you learned about the present perfect, you practiced reducing *have* to *'ve*. *Have* can also be reduced in questions with question words. Listen and repeat the questions."
- **Play the recording** Ss listen and repeat.
- Say, "Now ask and answer the questions with a partner. Continue your conversations." As Ss complete the task, walk around and listen. If necessary, replay the recording, and have Ss repeat.

About you

B 4.04

- **Preview and do the task** Read the instructions aloud.
- **Play the recording** ***Audio script p. T-171*** Pause to give Ss time to write. Go over the questions with the class. Then have Ss ask and answer the questions in pairs.

Answers

1. What have you been doing on weekends lately?
2. Where have you been going in the evenings?
3. How many times have you eaten out?
4. What have you been watching on TV?

Workbook

Assign Workbook pp. 74 and 75. (The answer key begins on p. T-176.)

irLanguage

Lesson B Movies

1 Building vocabulary

- **Set the scene** Ask, "Who's seen a good movie lately? Raise your hand." Ask several Ss whose hands are raised, "What movie did you see?" Write the names of the movies on the board. Repeat for bad movies.

A

- **Preview the task** Ask a S to read aloud the list of the kinds of movies at the right. For each, ask Ss to think of the title of a movie of that type. Have Ss call out suggestions. Then say, "Look at the pictures. Match each picture with the kind of movie it shows. Write the kind of movie under each picture."
- **Do the task** Have Ss complete the labeling and then compare their answers in pairs. Check answers with the class: Have individual Ss each read an answer.

Answers

1. an animated film
2. a war movie
3. a (romantic) comedy
4. a thriller
5. an action movie
6. a horror movie
7. a science-fiction movie
8. a musical

- Ask, "Can you think of other kinds of movies?" Write Ss' answers on the board (e.g., *biography (biopic), documentary, drama, family movie, fantasy, martial-arts movie, suspense movie, western*).
- Ask, "Which kinds of movies do you like, and which kinds do you never watch?" Have Ss discuss in groups and report to the class.
- **Follow-up** In small groups, Ss review the titles of movies mentioned since the beginning of the lesson, including ones on the board, and sort them by type of movie. When groups finish, have them call out names of movies and say what type of movie each one is.

Extra activity GROUPS

Groups decide on the best movie of all time in each category. Groups report to the class, which then votes.

B 4.05

- **Preview the task** Say, "Look at the things some people said about movies they've seen recently. What kind of movie is each person talking about? Complete the descriptions with a type of movie."
- **Do the task** Have Ss complete the task and then compare their answers in pairs. Say, "Now listen and review your answers."
- **Play the recording** ***Audio script p. T-171*** Ss listen and review their answers. Check answers with the class.

Answers

1. romantic comedy
2. action movie
3. horror movie
4. musical
5. thriller
6. science-fiction movie
7. war movie
8. animated film

- Say, "The words and expressions in bold are often used to talk about movies." Ask Ss to explain the meanings of any words or expressions they know. Help with remaining vocabulary as needed.

Extra vocabulary TALKING ABOUT MOVIES

Present or have Ss suggest extra vocabulary for talking about movies, such as *a bomb* (a box-office failure), *box office*, *a chick flick*, *dubbed*, *fast-paced*, *hero / heroine*, *a nail-biter*, *plot*, *screenplay*, *soundtrack*, *trailer*.

Word sort

C

- **Preview the task** Read the instructions aloud. Read the sentence beginnings in the word web aloud. Then say complete sentences, using a film you have seen. Say, "Now make a word web about a movie you've seen."
- **Do the task** Have Ss complete the word web and then describe the movie to a partner.
- **Follow-up** Ask, "If you've seen the movie your partner described, do you agree with the description? If you haven't seen it, does the description make you want to see it?" A few Ss respond.
- Ss form groups, not including their partner from Exercise 1C. Group members read their descriptions from Exercise 1C. Groups decide which movies they would like to see and tell the class.

Extra activity GROUPS

Ss write a description of a movie using the ideas in the word web. Ss read their descriptions without naming the film, and group members write their guesses for the name of the movie. After all Ss read their descriptions, Ss see who had the most correct answers.

Extra activity PAIRS

Partners choose a movie that they have both seen. They each write as many words and expressions as they can to describe it in two minutes. Pairs share answers and say if they disagree with any.

Vocabulary notebook

Tell Ss to turn to Vocabulary Notebook on p. 106 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-106.)

2 Building language

- **Set the scene** Say, "Raise your hand if you've ever seen the same movie twice at a theater." Ask, "Why did you go the second time?"

A 4.06

- **Preview the task** Tell Ss to look at the picture. Say, "Carl and Jolene are deciding which movie to see. What movies are playing?" [*Starship, Funny Guy, Joker*] Say, "Listen. What do Carl and Jolene decide to do? Why?"
- **Play the recording** Ss listen and write their answers. Check answers with the class [Carl and Jolene decide to see *Joker.* Jolene has seen all three movies. She'll go to *Joker* again because it is hilarious.].
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role.

Figure it out

B

- **Preview the task** Say, "Look at the conversation. Find a sentence with *already.*" [I've already seen it.] "What kind of sentence is it?" [affirmative] "Find a sentence part with *still.*" [I still haven't seen it] "Is it affirmative or negative?" [negative] Say, "Find sentences with *yet.*" [Have you seen it yet?; I haven't seen that yet, either.] "What kinds of sentences are they?" [question, negative sentence] Read the instructions aloud.
- **Do the task** Have Ss complete the task and then compare their circled words in each response. Check answers with the class. Then have Ss take turns asking their questions and giving true answers of their own in pairs.

Answers

A I recently saw [name of movie] — have you seen it?
B You know, I still haven't seen that movie.
C Actually, I haven't seen that movie yet either.
D Yeah. I've already seen it.

- **Focus on the use** Say, "*Already, still,* and *yet* are adverbs commonly used with present perfect forms. They give the idea of 'before now,' but they're used in different ways. This lesson uses *already* in affirmative statements, *yet* in questions and negative statements, and *still* in negative statements."
- **Try it out** Write on the board: *Have you seen ___ yet? Yes, I've already seen it. No, I haven't seen it yet.* Ask Ss to name a few current movies, and write the names on the board. Have Ss ask about the movies in groups, using the sentences on the board for help. Groups report results.

3 Grammar

4.07

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Write on the board: *Have you seen Funny Guy?* Explain that this means "I just want to know if you've seen it or not." Write: *Have you seen Funny Guy yet?* Explain that this includes the idea "I imagine you're planning to see it." Ask, "Where does *yet* go in a question?" [at the end]
- Have Ss look at the responses. Explain that *already* means "before now" and it has two possible positions in the statement, after *have* or at the end.
- Have Ss look at the responses with *yet* and *still.* Say, "When you use *still* or *yet* in negative statements, it means that you haven't done the activity, but you want to or plan to. *Yet* comes at the end of a statement. *Still* comes after the subject." (For more information, see Language Notes at the beginning of this unit.)
- **Present *In Conversation*** Read the information aloud.

A

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task. Explain that the underlined words will be used in Exercise 3B.

Answers

1. *A* There's a new comedy out. Have you seen it yet?
   B Oh, the Ben Stiller movie? Yeah, I've already seen it. It was hilarious. Have *you* seen it yet?
   A No, I haven't, not yet. I'd like to, though.
2. *A* Have you seen the latest James Bond movie yet?
   B No. I haven't had a chance yet. Actually, I still haven't seen the last one.
3. *A* So, do you want to go see a movie later?
   B I don't know. I've already seen most of the movies that are out now.
   A Really? I still haven't seen any of them.

- Have Ss practice the conversations in pairs, taking turns playing each role.

About you

B

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task. Have several pairs present a conversation to the class.

Extra practice

Tell Ss to turn to Extra Practice 10B on p. 149 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-149.)

Sounds right

Tell Ss to turn to Sounds Right on p. 139 of their Student's Books. Have Ss do the task for Unit 10 in class, or assign it for homework. (See the teaching notes on p. T-139.)

Workbook

Assign Workbook pp. 76 and 77. (The answer key begins on p. T-176.)

Lesson C I was wondering . . .

Lesson C recycles *would* and *if*-clauses for imaginary situations, as well as the past continuous.

1 Conversation strategy

- **Set the scene** Ask, "Have you asked anyone for a favor lately? I mean, things such as borrowing money or helping you fix a computer problem. What was the favor?" Write Ss' answers on the board. Ask, "Who did you ask for favors?" Write Ss' answers on the board (e.g., *a family member, a friend, a best friend, a classmate*). Ask, "Do you mind asking for favors? Do you feel comfortable asking for them?" Get Ss responses (e.g., *I don't mind asking for small favors, but I hardly ever ask for big favors.*).

A

- **Preview and do the task** Read the instructions aloud. Have Ss call out the kinds of favors they might ask a teacher for and list them on the board (e.g., *more time to complete an assignment, extra help, to arrive late for the next class*).

B 4.08

- **Preview the task** Read the instructions aloud. Ask Ss to look at the picture and try to imagine what Jake might be asking his professor for.
- Say, "Listen to Jake and his professor's conversation. What is Jake asking his professor for? Does his professor agree? Listen and write the answers."
- **Play the recording** Ss listen and write. Have Ss compare their answer in pairs.
- **Play the recording again** Ss listen, read along, and review their answers. Check the answers with the class [Jake asks his professor to write a reference for him. His professor agrees.].

C

- **Present *Notice*** Read the information and the examples aloud. Have Ss find the examples in the conversation. Ask individual Ss to each read an example aloud [I was wondering if I could ask you something. I wanted to ask a favor, actually. I was wondering if you could write a reference for me? Would it be all right if I brought it tomorrow? . . . would it be OK if I picked it up next Monday?]. Say, "You can use these expressions to ask someone in a position of authority such as a teacher or a boss for a favor, or to ask for a big favor from someone you know.
- Point out the expressions *I was wondering . . .* and *I wanted to . . .*. Say, "Using these expressions in the past tense to begin your favor makes the request sound more polite." Write on the board, underlined as shown: *Would it be OK if I picked it up on Monday?* Ask, "When do you usually use this kind of *if*-clause?" [in an imaginary situation] Say, "Jake made his question sound like an imaginary situation to help him sound more polite. It shows he's not assuming that this will happen." (For more information, see Language Notes at the beginning of this unit.)
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role. Tell Ss to practice the conversation again, this time asking for their own favor and responding appropriately.

D

- **Preview the task** Read the instructions aloud.
- **Do the task** Have Ss complete the task. Go around the class, and help as needed. Have Ss compare their answers in pairs. Check answers with the class.

Answers

1. I was wondering if I could miss the next class. d.
2. I was wondering if I could get help with my homework. e.
3. I was wondering if you could write me a letter of recommendation. a.
4. I wanted to / I was wondering if I could get an extension on my paper. c.
5. Would it be alright / OK if I took some more practice tests? f.
6. Would it be alright / OK if I stayed after class to talk about my college applications? b.

E

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task. Go around the class, and help as needed.
- **Follow-up** Ss look at the list of favors they brainstormed at the beginning of the lesson. Say, "Work in pairs. Take turns asking each other for one of the favors on the board. Imagine you're asking someone you don't know very well, so be sure to ask politely." A few pairs present their conversations to the class.

Extra activity PAIRS

Pairs write a list of four big favors (e.g., *using the family car for the weekend, borrowing $500 from a friend, asking someone to help them move into a new apartment*). They then exchange lists with another pair. Partners take turns asking each other the favors. A few pairs present their requests to the class.

Extra activity GROUPS

Write a situation on the board (e.g., *getting ready for a trip, redecorating a room, moving to a new apartment*). Groups have three minutes to write as many favors related to the situation as they can (e.g., *water plants, take care of a dog*). At the end of three minutes, groups call out their favors. They score one point for each favor that no other group has.

2 Strategy plus

- **Present *Strategy Plus*** Have a S read the information and examples aloud. Tell Ss to look back at the conversation on p. 102. Have Ss find and underline *all right*, *OK*, *so*, and *sure* in the conversation when the professor agrees to a request. [Her first word(s) in every speech] Say, "Now read the professor's first and last speech. What does she use *All right* and *So* for?" [to change the topic or to move from one phase of the conversation to another] Have Ss circle these uses of *All right* and *So*.
- **Present *In Conversation*** Read the information aloud.

4.09

- **Preview the task** Say, "Listen. How do the speakers use *all right* and *OK*? Write *A* if the speaker is agreeing to a request, *U* if the speaker is showing understanding, and *M* if the speaker is moving the conversation along." Point out the example answer.
- **Play the recording** ***Audio script p. T-172*** Ss listen, read along, and fill in the missing words.
- **Play the recording again** Have Ss review their answers and write *A*, *U*, or *M*. Check answers with the class: Have a pair of Ss read the conversation. At the end of every line of dialogue with a blank, ask a S to call out "A," "U," or "M."

Answers

A I was wondering if you had a few minutes to talk?
B Sure (A). Actually, I have time now before my next class. Do you want to grab a cup of coffee?
A All right (A). Let's go to that place across the street.
B OK (A). Let's walk over there. . . . So (M), what's up?
A Well, I wanted to ask you a favor actually.
B Oh, OK. So (M). What do you need?
A Well, you know I'm going away on an exchange program for two weeks.
B Sure (U). I heard you're going to Brazil.
A Yeah. So (M), well, I was wondering if you could feed my snake.
B Um, All right (A). Sure.
A Thank you so much. That's great. OK (M), well, can I get you a coffee?

- Tell Ss to practice the conversation in pairs, taking turns playing each role.
- **Follow-up** Have Ss practice the conversation again, substituting different favors and reasons to ask the favor. Remind Ss to use the expressions from the Conversation strategy and Strategy plus. Have pairs perform their conversations for the class up to the point where S1 asks the favor. Have Ss vote with a show of hands to say if S2 should agree to the favor. The Ss then continue and end the conversation.

3 Listening and strategies

A 4.10

- **Preview the task** Read the instructions aloud. Ask a S to read the favors. Help with new vocabulary as needed. Ask Ss who the people are asking favors of. [bosses or co-workers] Ask Ss to say if they have ever asked for any of these favors.
- **Play the recording** ***Audio script p. T-172*** Ss listen and check (✓) the boxes.
- **Play the recording again** Ss listen again and review their answers. Check answers with the class: Have individual Ss each say an answer.

Answers

1. Peter: more time to write a report
2. Sandra: to do a presentation
3. Joel: a day off work
4. Julia: a signature on an expense form

B 4.10

- **Preview the task** Say, "Listen again. Why do the people need to ask the favors? Write the reasons. Do their bosses agree to their requests? Circle *Y* (yes) or *N* (no)."
- **Play the recording** ***Audio script p. T-172*** Ss listen and write the reasons for the favors and check (✓) *Y* (Yes) or *N* (No). Check answers with the class.

Answers

1. Peter wants to do some more research. Yes
2. Sandra isn't feeling well. Yes
3. Joel worked last weekend. No
4. Julia says the accounts manager needs it today. Yes

- Say, "If you were the boss, which person would you say *yes* to? Discuss your opinions with a partner. If you say *no* to a request, be sure to explain why."

About you

C

- **Preview and do the task** Read the instructions aloud. Have a S read the example sentence. Have Ss complete the task. Have several pairs repeat their requests and their responses for the class.

Extra activity PAIRS

Partners write a conversation similar to Jake and his professor's. This time a person is asking a boss for a favor. Remind Ss to ask for the favor politely and to use *all right*, *OK*, *so*, and *sure* for agreeing, showing understanding, and moving the conversation along.

Workbook

Assign Workbook pp. 78 and 79. (The answer key begins on p. T-176.)

Lesson D Reviews

1 Reading

- **Set the scene** Read the lesson title aloud. Say, "People write reviews of many different things. How many different kinds of things can you think of?" Get ideas from Ss (e.g., *movies, games, music, software, electronic products, books, concerts, plays, restaurants*).

A

Prereading

- **Preview and do the task** Read the instructions aloud. Ask, "Where can you read movie reviews? Do you ever read them?" Get ideas from Ss (e.g., *online, in newspapers, in magazines, on posters at movie theaters*). Continue the discussion by asking questions such as the following: *What other kinds of reviews do you read? Do you follow the advice in the reviews? Has a review ever persuaded you to see a movie?*

B

During reading

- **Preview the reading** Have Ss read the title of the article and look at the pictures and headings. Ask Ss to raise their hands if they know the movie mentioned. Ask Ss who raised their hands to tell the class what they know (e.g., *what the movie was about*). Read the instructions aloud. Say, "This is a review of a movie. Below the review are four comments."
- **Present *Reading Tip*** Read the tip aloud. Ask Ss to call out positive and negative adjectives they might find in a movie review. Point out that sometimes it can be easier to understand a reading if you know the author's attitude first. Have Ss scan the review for adjectives and call out a few of the ones they find. Ask, "Is the review positive — the reviewer liked it — or negative — the reviewer didn't like it? How about the comments? Read the review and comments quickly and say *positive* or *negative* for each." After Ss skim the article, call on a S to give the answers [The review is positive. Three of the comments are positive, and one is negative.].
- **Do the reading** Have Ss read the review and the comments and decide what kind of movie it is and if they would like to see the movie based on what they read. Then have Ss work in pairs and discuss their reasons.

Recycle conversation strategies Tell Ss to soften their negative comments with expressions such as *I guess, a little,* and *kind of* (Unit 7, Lesson C, p. 70) and to give different opinions with expressions such as *I know what you mean* and *on the other hand* (Unit 9, Lesson C, p. 90) (e.g., *S1: I'd like to see the movie because I like science fiction and romance. That's a great combination. S2: I guess so. On the other hand, the romance part can get a bit annoying sometimes.*).

- Call on a few Ss to report their opinions to the class.

C

Postreading

- **Preview the task** Read the instructions and the first expression aloud. Tell Ss to find the expression *a string of* in the review or comments. Have a S say where the expression is and read the sentence it is in [Paragraph 1: . . . it went on to win a string of awards and break box office records, including the record for the highest-grossing film of all time with more than $2 billion in sales, finally ending the 12-year reign of *Titanic*.]. Ask, "Are the reviews usually accurate?" Ask Ss to give examples of movies they have seen after reading a good review.
- Say, "Now choose the meaning of *a string of* from the definitions. You may need to reread the paragraph the expression is in." Call on a S to say the answer [c. several, received one after another].
- **Do the task** Have Ss find the other expressions and match them with their definitions. When Ss finish, check answers with the class: Call on individual Ss to say where the expression is used in the review and give their answer.

Answers

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

- **Follow-up** Ss read the review and comments again and underline any new words. As Ss call out the words, write them on the board. Ss explain the meanings of the words they know and look the remaining ones up in dictionaries.

Extra activity GROUPS

Ss take turns describing a show, movie, book, or concert they enjoyed (e.g., *I recently saw . . . It's a hilarious TV show. It stars . . .*). At the end, group members tell if they would like to see, read, or hear any of the things the other Ss described and why.

D

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task and then discuss their answers in pairs. Check answers with the class.

Answers

1. *Titanic*
2. There is an energy crisis on Earth.
3. sympathetic
4. special effects / music / Na'vi language
5. violence
6. Yes.

2 Listening and writing

- **Set the scene** Have Ss look at the picture. Say, "These are performers from Cirque du Soleil. Have you ever heard of Cirque du Soleil?" Ask a few Ss to tell what they know.

A 4.11

- **Preview the task** Read the instructions aloud. Ask, "Does Marissa want to see the show? Listen and write the answer."
- **Play the recording** ***Audio script p. T-172*** Ss listen and write the answer. Call on a S for the answer [Yes, Marissa would like to see the show.].
- **Play the recording again** Have Ss listen to the conversation again and decide if they would like to see the show. Have Ss share their opinions in pairs.

B 4.11

- **Preview the task** Read the instructions aloud. Have Ss read the sentences.
- **Play the recording** ***Audio script p. T-172*** Ss listen and check (✓) *True* or *False*.
- **Play the recording again** Ss listen and write the correct information for the false sentences. Check answers with the class.

Answers

1. False. They come from all over the world.
2. True
3. True
4. False. They don't use any animals in their shows.
5. True
6. False. He is going to go online to find out about tickets.

3 Writing

A

- **Preview and do the task** Read the instructions aloud. Have Ss read the example review of *The Lion King*. Ask Ss if the reviewer liked or didn't like it. Ask some comprehension questions (e.g., *What are two things the reviewer really liked?* [the dancing and the costumes]).
- **Present *Help Note*** Read the information aloud. (For more information, see Language Notes at the beginning of this unit.) Say, "*Although* and *even though* are used for two ideas that contrast or that don't seem to go together. *Even if* introduces a condition that seems surprising with the results." Write on the board:

  I don't like action films. I loved the new Bruce Willis film.

  You don't like action films. You'll love the new Bruce Willis film.

- Say, "Combine the first pair of sentences with *although* or *even though*. Combine the second pair with *even if*." Write answers on the board [Although / Even though I don't like action films, I loved the new Bruce Willis film.; Even if you don't like action films, you'll love the new Bruce Willis film.].
- Write the first line from the example review on the board. Ask, "Why does the reviewer use the phrase *even though*?" [It shows there are contrasting ideas in the sentence.] Ask Ss what the contrasting ideas are. Have Ss call out the answers, and write them on the board [The reviewer doesn't usually like musicals, but he / she loved *The Lion King*.].
- Have Ss reread the Help Note. Ask Ss to identify the contrasting ideas in each of the three sentences.
- **Do the task** Have Ss circle the expressions that show contrasting ideas in the example review.

Answers

Even though I don't usually . . .
Although the story . . .
Even if you find theater tickets a little expensive . . .

B

- **Preview the task** Read the instructions aloud. Give Ss time to think of something they'd like to review.
- **Do the task** Have Ss write their reviews. Tell them to include reasons for their opinions.
- Have Ss put their reviews on their desks or chairs. Tell Ss to move around the class and read five other Ss' reviews. Have them write down answers to the questions, including the name of the reviewer. Have a few Ss share their answers.

Free talk

Tell Ss to turn to Free Talk 10 at the back of their Student's Books. Have Ss do the task. (See the teaching notes on p. T-135.)

Workbook

Assign Workbook pp. 80 and 81. (The answer key begins on p. T-176.)

Vocabulary Notebook

If done for homework

Briefly present the Learning Tip and the task directions. Make sure Ss understand what they need to do.

If done in class

- **Present *Learning Tip*** Read the information aloud. Say, "To use this tip with kinds of movies, think of a movie you've seen, decide what kind of movie it is, and make a mental picture of it. A mental picture and an example will make vocabulary easier to remember."
- **Present *In Conversation*** Books closed. Write on the board: *movie, film*. Say, "Some people talk about movies they've seen, and some people talk about films they've seen. In general, which word do you think people use more often — *movie* or *film*? Write your guess." Books open. Ask a S to read the information aloud.

↻ These tasks recycle kinds of movies and vocabulary for talking about movies.

1

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task and then compare their answers in pairs or groups.

2

- **Preview and do the task** Read the instructions aloud. Tell Ss to review Exercise 1B, p. 100, for ideas. Have Ss complete the task. Then have Ss tell their partner about their four movies. Ask several Ss to each tell the class about one kind of movie.

3

- **Preview the *Word Builder* task** Say, "This Word Builder task will help you learn about more kinds of movies and give you more practice in talking about them." Read the instructions aloud.
- **Do the task** Have Ss complete the task in pairs. Have several pairs each tell the class about one kind of movie.

On your own

- **Present *On Your Own*** Read the instructions and the example from the picture aloud. Tell Ss to try and choose a movie that no one in the class has talked about yet.
- **Follow-up** At the start of the next class, Ss form small groups and read their paragraphs. Each group chooses the movie they would most like to see and tells the class.

Now I can . . .

- Go over the Now I Can items. Put Ss in pairs to give one example each for the first six items. Call on Ss and ask for examples or explanations.
- Have Ss look over the four lessons and identify any areas they want to review.
- Tell Ss to complete the Now I Can items. Ss check (✓) the items they know and put a question mark (?) by items that they are not confident about. Check with individual Ss which areas need review to see if there are general problems to review in class. Help individual Ss as required. Have Ss hand in a piece of paper with their name and a schedule showing what they plan to review and when. Review or reteach these language items in a future class.

UNIT 11

Impressions

Language notes

Lesson A Speculating

Grammar Modal verbs for speculating

(See Student's Book p. 109.)

The lesson teaches ways of speculating about the present – to say what someone thinks is possible or logical, or to make guesses about people, things, and events. It presents the modals *must*, *may*, *might*, *can't*, and *could* to speculate.

Form

- Affirmative statements with simple verbs

  subject + modal verb + base form of the verb (+ complement)

  She must be a genius.

  She must work pretty hard.

  He could be one of her friends.

  He may / might be her professor.

- Affirmative statements with continuous verbs

  subject + modal verb + *be* + present participle (+ complement)

  She must be graduating today.

  They must be feeling proud.

- Negative statements with *must not*, *can't*, and *might not*

  subject + modal verb + *not* + base form of the verb (+ complement)

  She must not go out much.

  She can't be more than 12 years old.

  He might not be a professor.

Use

The modals *must*, *can't*, *could*, *may*, and *might* are used to speculate – to say what the speaker thinks is possible or logical, or to make guesses about people, things, and events. The person or thing being speculated about is the subject of the verb. *Must* and *can't* indicate a stronger level of certainty than *could*, *may*, and *might*.

- *Must*

  Must indicates that the speaker is certain about a guess.

  She must be a genius. (= I'm sure she's a genius.)

  She must work pretty hard. (= I'm certain she works hard.)

- Negative sentences with *must not*

  Negative sentences with *must not* indicate that the speaker is certain something does not happen or is not true.

  She must not go out much. (= I'm sure she doesn't go out much.)

- Negative sentences with *can't*

  Can't is a more common way of saying that something is not possible or logical than *must not*.

  She can't be more than 12. (= I'm sure she's not more than 12.)

- *Could*, *may*, and *might*

  Could, *may*, and *might* are all used to indicate that the speaker is less than 100 percent certain. *Could* shows a little more certainty than *may* and *might*. *May* is a little more certain than *might*.

  He could be a friend. (= It's possible he's a friend.)

  He may be her professor. (= Maybe he's her professor.)

  They might be feeling sad. (= Maybe they're feeling sad.)

Note: Negative statements with *could* with this meaning are not very common.

Corpus information *Must*, *may*, and *might*

- Over 90 percent of uses of *must* and *might* and over 80 percent of uses of *may* are in affirmative statements. In negative statements, people usually say *might not* and *must not* without contractions, although contractions are possible.
- *Must* also has the meaning of necessity, with a meaning similar to *have to*. However, this meaning accounts for only about 10 percent of uses of *must*, and these are mostly in expressions such as *I must say* and *I must admit*.

Speaking naturally Linking and deletion with *must*

(See Student's Book p. 108.)

The section recycles the topic of linking and deletion introduced in Unit 3, but here with the modal verb *must*. Before a word beginning with a vowel sound, the final /t/ in *must* is usually pronounced and linked to the following vowel sound, but the final /t/ sound is deleted before most consonant sounds – except /h/, /l/, /r/, /w/, and /y/.

Lesson B Ups and downs

Vocabulary Adjectives ending in *-ed* and *-ing*

(See Student's Book p. 110.)

The lesson presents *-ed* and *-ing* adjectives formed from verbs. For more information, see the Grammar section that follows.

Grammar Adjectives ending in *-ed* and *-ing*

(See Student's Book p. 111.)

Form

- Adjectives ending in *-ed*

  The spelling rules for *-ed* endings are the same as for the past participles of verbs (Unit 2, Lesson A, p. 13).

bore → *bored*

interest → *interested*

- Adjectives ending in *-ing*

  The spelling rules for *-ing* endings are the same as for the present participles of verbs (see *Touchstone* Student's Book 1, Unit 7, Lesson A, p. 67).

  bore → *boring*

  interest → *interesting*

- Note these exceptions to the pattern of the pair of adjectives being formed from the past participle and present participle (e.g., *fascinated, fascinating*).

  scare → *scared; scary* (NOT *scaring*)

  worry → *worried; worrisome* (*worrying* is used in British English)

Use

- The adjectives taught in this lesson ending in *-ed* are used to describe how a person feels.

  I'm bored with my job. (= I feel bored.)

- The adjectives ending in *-ing* describe the qualities of things or people.

  My job is boring. (= This is what my job is like: It bores me.)

Corpus information Frequency of use of adjectives ending in *-ed* and *-ing*

Interesting, *interested*, *amazing*, *scary*, *surprised*, *worried*, *scared*, *excited*, *exciting*, and *boring* are all in the top 2,000 words.

Common errors with adjectives ending in *-ed* and *-ing*

Students often confuse *-ed* and *-ing* adjectives such as *bored* and *boring* and *interested* and *interesting*. (*I often feel bored at work.* NOT *I often feel ~~boring~~ at work.*)

irLanguage

Lesson C That must be fun.

Conversation strategy Showing you understand

(See Student's Book p 112.)

One way people show that they empathize with, or understand, another person's feelings or situation is to respond to information with the expressions *You must . . .* or *That must . . .*.

Hal *I can't get myself to practice at night.*

Debra *Well, you must be tired after work.* (= I'm sure you're tired and that's why you don't practice.)

Hal *I just joined a band.*

Debra *That must be fun.* (= I bet being in a band is fun.)

Strategy plus *You see* and *I see*

(See Student's Book p. 113.)

- People often say *You see* (or sometimes just *See*) to start an explanation of something that they think their listener doesn't know or might not understand.

  (To a co-worker about music practice) *Well, you see, I used to practice every morning. But then I started this job. . . .*

- People say *I see* as a response to show that they have understood something they didn't know earlier.

  A: I just joined a band [. . .] it keeps me motivated to practice.

  B: I see.

Corpus information *You see* and *I see*

I see is in the top 650 words and expressions in conversation, and *you see* is in the top 900.

Lesson D Making an impression

Reading tip

(See Student's Book p. 114.)

The Reading Tip tells Ss to ask themselves *wh-* questions before reading a factual article and then to scan the text for answers to their questions. This will help them engage with the content and may help them understand and retain information when they read the article more carefully.

Help note Impressions, reactions, and opinions

(See Student's Book p. 115.)

- The Help Note builds on a number of expressions Ss have already learned for stating opinions (see Unit 4, Lesson C, p. 38). The lesson adds new expressions that are useful in written texts.

- The expressions taught come at the beginning of a sentence. *In my opinion* and *In my view* require a comma after them. They can also be used mid-sentence and require commas before and after.

  My impression is that you are passionate about the project.

  It seems to me that you have helped many young people appreciate Cambodian music.

  I think / believe / feel that we need to do everything we can to save it.

  In my opinion / view, the rainforest is very valuable.

Impressions

Teach this unit opener page together with Lesson A in one class period.

Introduce the theme of the unit Say, "Imagine you're sitting at an outdoor café, people watching. A mother walks by carrying a young, crying child. Why is the child crying? What do you notice? If the mother looks worried, maybe the child is sick or got hurt somehow. If the mother looks angry, maybe the child is upset because the mother didn't buy some candy or a toy the child wanted. You don't know for sure; you can only guess. Your guess is your impression of what's going on. The title of this unit is *Impressions*."

In this unit, you learn how to . . .

- **Unit aims** Read the lesson headings and the key unit aims aloud. Tell Ss to listen and read along.

Extra activity INDIVIDUALS

Write on the board:

1. *What happens to the /t/ sound in "must" before most consonant sounds?*
2. *Find two adjectives you can use to describe how you feel about something.*
3. *Find an expression you can use to show you understand something that you didn't know earlier.*
4. *Find the name of a musical program in Venezuela.*

Ss look through the unit and find the things in the list. Individual Ss report their answers [1. The /t/ sound is deleted. (p. 108); 2. Possible answers: bored, anxious (pp. 110–112); 3. I see. (p. 113); 4. El Sistema (p. 114)].

Before you begin . . .

- **Introduce the situations** Say, "Look at the three pictures. Each one represents an event or activity in someone's life. What do you notice in each picture? Work with a partner, and write one thing about each picture. Then join another pair, and compare your notes."
- Tell Ss to look at Before You Begin. Say, "What impressions do you get from each of these pictures? Make some guesses, and discuss them with your partner. Use the questions to help you focus your ideas." Ask three Ss to each read one of the questions aloud.

Recycle a conversation strategy Say, "Remember some of the expressions that you can use to give opinions. You can start your statements with *I think . . . , I don't think . . . , It seems to me that . . .*" (See Unit 4, Lesson C, p. 38.) Review the expressions. Also point out that the word *maybe* is used to express an idea that the speaker is not sure of.

- Have Ss work in pairs, looking at the pictures and answering the questions. Tell Ss to make brief notes about their impressions and then discuss the questions in pairs (e.g., *S1: I think the children in picture 1 are on the same team. And the man is their coach. S2: Maybe. Or maybe the man is one of the children's father. S1: Yeah, that's possible. All right, so what do you think is happening? S2: I think they've just won their soccer game.*). As Ss discuss the pictures, go around the class, and help as needed.
- For each picture, call on a pair to give their impressions. Have Ss with other ideas tell the class what they think.

Extra activity GROUPS

Groups each write a plan for a short, silent skit (e.g., *people saying good-bye in an airport; people working out in a gym; people at a rock concert; people working in a supermarket; people buying a camera in a store*). Then each group performs their skit for the class. Individual Ss say what they think is happening, who they think the people are, and how they think the people feel. Ss who disagree give their own impressions of the skit. The group reads their plan aloud, and the class sees who in the class got the right impression of what was happening.

Lesson A Speculating

1 Getting started

- **Set the scene** Write on the board: *Speculating.* Say, "When you talk about your impressions and make guesses about something, you are speculating about it."

A

- **Preview the task** Read the instructions aloud. Say, "Cover the conversation, and look at the picture. Speculate about what's happening in the picture. What do you think is happening? Make three guesses. Discuss with a partner." Have a few Ss answer, and write their ideas on the board (e.g., *I think it's a college graduation. I think the little girl is graduating. Maybe the people taking pictures are the girl's parents.*).

B 4.12

- **Preview the task** Read the instructions aloud. Say, "Listen and underline Emma and Lloyd's guesses about the girl in the conversation."
- **Play the recording** Ss listen and underline. Have Ss compare their answers in pairs. Check answers with the class.

Answers

They guess: The girl is graduating. She's a genius. She studies a lot. She doesn't have many close friends. The guy next to her is a friend or her professor. Her parents are there, and they are feeling proud.

Figure it out

C

- **Preview the task** Write on the board:

  She must be a genius.

  She must study a lot.

  She must be graduating.

  Say, "*Must* is a modal verb. What verb forms follow it in the examples on the board?" [base form of *be*, base form of *study*, base form of *be* + verb + *-ing*] Write the names of the forms next to the sentences on the board.
- Read the instructions aloud. Tell Ss to look at the conversation for help as they do the task.
- **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class: Have individual Ss each read a sentence aloud.

Answers

1. She must be smart.
2. She can't be older than 12.
3. The guy she's talking to may be / could be / might be her professor.
4. Her parents must be feeling proud.

- **Focus on the form and the use** Say, "You can use the modals *must*, *can't*, *could*, *may*, and *might* plus the base form of a verb, or plus *be* + verb + *-ing* when you make guesses, or speculate, about a person, a thing, or an activity in the present."
- Say, "If you're certain something is true, use *must*. If you're certain something is not true, use *can't*. If you feel less certain, use *could*, *may*, or *might*."

2 Speaking naturally

A 4.13

- **Preview the task** Read the title of the task aloud. Ask, "When does linking occur?" [when sounds are spoken together] "What is deletion?" [when a sound is not said] Say, "Look at the two columns. When is the ending sound in *must* linked with the following word?" [before a vowel sound and /h, l, r, w, y/] "When is the ending sound in *must* deleted?" [before most consonant sounds] Read the instructions aloud.
- **Play the recording** Ss listen and repeat.

B

- **Preview and do the task** Ask, "Which of the speculations in Exercise 2A do you agree with? Tell your partner. Can you add any more?" As Ss do the task, go around the class listening for the linking and the deletions. If necessary, replay the recording from Exercise 2A, and have Ss repeat.
- Have several pairs say which speculations they agree with. Ask Ss for speculations they added (e.g., *The girl must be happy / proud. She must be the youngest student in the class.*).

Extra activity PAIRS

Ss speculate about situations with *must*. Write on the board:

1. Two people with a camera are looking at a map and a guide book.

2. A girl is in the library with a big pile of books and paper.

Pairs write as many sentences as they can about each situation (e.g., *1. They must be tourists / on vacation / lost. They must be deciding where to go / what to see. 2. She must be studying / doing homework / writing an essay. She must be a good student / hard worker.*). Several pairs read their speculations to the class.

3 Grammar

4.14

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Say, "This chart shows how the modal verbs *must*, *can't*, *could*, *may*, and *might* are used to speculate about the present." Have Ss look at the statements with *must*. Say, "You can use *must* when you feel 100 percent certain about your guess because of what you can see or the information you have." Point out that when *not* is used, it comes after *must* and before the base form of a verb.
- Have Ss look at the statement with *can't*. Say, "You can use *can't* when you feel very certain that something is impossible."
- Have Ss look at the statements with *could*, *may*, and *might*. Say, "You can use *could*, *may*, and *might* when you feel less than 100 percent certain about a guess."
- Say, "To show you feel a little more certain, use *could* instead of *might* or *may*." Write on the board:

must / can't	*most certain*
could	*quite certain*
may, might	*less certain*

- Write on the board, *I'm sure she's feeling proud. She ____.* Ask, "How do you make a guess about an ongoing event or situation like this?" Have Ss suggest answers. [She must be feeling proud.] Ask, "What is the pattern?" [Subject + modal verb + *be* + verb + *-ing*]
- **Present *In Conversation*** Ask a S to read the information aloud.

A

- **Preview the task** Read the instructions aloud. Have Ss look at the pictures and discuss with a partner what they see. Explain the meaning of *throw a tantrum* (have a moment of anger). Ask a S to read the example answer aloud.
- **Do the task** Have Ss complete the task. Go around the class, and help as needed. Check answers with the class: Have Ss each read a rewritten sentence. Ask Ss who have a different answer to tell the class.

Answers

1. 1. She must be feeling cold.
   2. She could / may / might be training for a marathon.
   3. She must be taking a break.
   4. She must be exercising. She can't / must not be doing anything else.
   5. She must be crazy to run in the snow.
   6. She may / might / could be trying to get in shape.
2. 1. She may / might / could be lost.
   2. Her parents must be looking for her.
   3. She could / might / may be in trouble.
   4. She must be scared. She can't be on her own.
   5. Her mother could / may / might be standing nearby.
   6. She may / might / could be throwing a tantrum.

B

- **Preview and do the task** Read the instructions aloud. Have a S read the example aloud. Have Ss work in pairs to complete the task. Walk around the class, and help as needed. Have individual Ss share their guesses with the class.

Possible answers

Picture 1

She must have cold feet because she's just wearing sneakers.

It must be out in the country somewhere.

It must be peaceful.

She could be watching a deer.

She might be walking her dog.

Picture 2

She may want something.

She can't be more than a year old.

Her mom must be feeling stressed out.

She could fall off that bench.

They must be in a store.

It must be cold – she's wearing a sweater.

Extra activity PAIRS

Write on the board:

1. Matt's in bed at 3:00 p.m.

2. Julie's reading a book at 2:00 a.m.

3. Peter is taking an aspirin.

Pairs write as many sentences with modals used to speculate as they can for each situation (e.g., *1. He could be sleeping. He must be tired. 2. It must be a good book. She could be studying. 3. He might have a fever. He may have a headache.*). Several pairs read their sentences to the class.

Extra activity PAIRS

Pairs write as many sentences as possible speculating about the action and feelings of people in various pictures in the Student's Books. Write page numbers with pictures on the board, such as p. 11, p. 14, or p. 15. Pairs share their answers with another pair (e.g., for page 11: *The surfers must be having a great time. The fans must be really excited.*).

Extra practice

Tell Ss to turn to Extra Practice 11A on p. 150 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-150.)

Workbook

Assign Workbook pp. 82 and 83. (The answer key begins on p. T-176.)

Lesson B Ups and downs

1 Building vocabulary and grammar

- **Set the scene** Read the lesson title aloud. Say, "Sometimes you have a great day when everything goes right and you feel great. Other times you feel bad and have a terrible day. These good and bad experiences and feelings are sometimes referred to as 'life's little ups and downs.'"

A 4.15

- **Preview and do the task** Have Ss cover the speech bubbles and look at the picture. Say, "Look at the people in the picture. How many of them do you think are having a good time at the party? How many are not? Compare your ideas with a partner." Have Ss call out their guesses.
- Say, "Listen to Fred, and try to identify each guest that he describes. Write each person's name next to his or her picture. Fred is the person at the bottom left."
- **Play the recording** Ss listen, write each person's name, and then compare their answers in pairs. Check answers with the class [Left to right: Tom, Yoshi, Sophia, Amy, John, David, Ahmad, Jennifer, Albert, Andrea, Alan].
- Say, "Look at the words in bold print. Underline the words you don't know. Then read the information again, and use the pictures of the people to guess the meaning." Ask Ss to call out the words they underlined and guess their meanings. Have other Ss help, and then help with any remaining vocabulary.

Extra vocabulary ADJECTIVES ENDING IN *-ING* AND *-ED*

Present or have Ss suggest extra vocabulary for talking about feelings or people and things, such as *depressed / depressing, discouraged / discouraging, disgusted / disgusting, encouraged / encouraging, entertained / entertaining, satisfied / satisfying, terrified / terrifying.*

Word sort

B

- **Preview the task** Read the instructions aloud. Ask a S to read the example answer aloud. Ask, "What is another possible response?" Ask a couple of Ss, and write their responses on the board (e.g., *He must be annoyed / disappointed / frustrated.*).
- **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class: Have pairs of Ss each read a statement and a response. Have Ss who wrote a different response tell the class.

Possible answers

1. He must be bored / annoyed.
2. He must be anxious / worried / scared.
3. She must be jealous / disappointed.
4. He must be pleased / excited.
5. She must be fascinated.
6. She must be annoyed / anxious / worried.
7. He must be embarrassed / annoyed / surprised.

Recycle a conversation strategy This task recycles expressions for giving advice, such as *If I were you* and *He might want to* (see Unit 8, Lesson C). Review the expressions. Have Ss look at the sentences in Exercise 1C again. Tell Ss to work in pairs. S1 says the sentence in quotes, and S2 replies with the guess and then continues the conversation with advice (e.g., *S1: This movie's too long. S2: You must be annoyed. If I were you, I'd leave.*).

Vocabulary notebook

Tell Ss to turn to Vocabulary Notebook on p. 116 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-116.)

Figure it out

C

- **Preview the task** Say, "Find *bored* and *boring* in the information about the party. Which one describes how a person feels?" [bored] Write it on the board, and underline *-ed.* Ask, "Which one describes something?" [boring] Write it on the board, and underline *-ing.* Ask, "Who does *bored* describe?" [Yoshi] "What does *boring* describe?" [Tom's stories] Read the instructions aloud.
- **Do the task** Have Ss complete the task. Check answers with the class.

Answers

1. interested; interesting
2. bored; boring

- **Focus on the form and the use** Say, "You can make some verbs into adjectives that describe how you feel by adding *-ed.* To describe someone or something, you can add *-ing.*" Say, "Find the adjectives in the story that describe how a person feels. Name them, together with the verbs that come before them." Ask individual Ss to call out their answers, and write them on the board [looks bored; seems fascinated; must be interested; 's embarrassed; looks annoyed; can't be too pleased; 's disappointed; looks shocked; 's scared; seems surprised; seems excited; must be jealous and a little anxious; may be worried]. Ask, "What do you notice about the verbs?" [Many are forms of the verb *be* or verbs such as *look* or *seem.*]
- Write on the board: *boring, never interesting.* Say, "Look at the story of the party. What do these words describe?" [Tom's stories] Write on the board: *embarrassing, frustrating.* Ask, "What situation was embarrassing and frustrating?" [David locked his keys inside the car, and now he can't get in.]

2 Grammar

4.16

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Have Ss look at the left side of the chart. Say, "Use adjectives ending in *-ed* to describe how you feel about someone or something. In the chart, what verbs do they follow?" [be, get] Ask, "What are some other verbs that you can use with these *-ed* adjectives?" Write Ss' answers on the board (e.g., *look, seem, feel*).
- Have Ss look at the right side of the chart. Say, "Adjectives ending in *-ing* are used to describe someone or something. You can use an adjective alone after a verb such as *be* or *look*, for example, *My job is boring* or *That book looks interesting.* An *-ing* adjective can also come before the name of the person or thing, for example, *I have a boring job.*"
- Say, "Both the *-ed* and the *-ing* adjectives are formed from verbs. Sometimes, though, the adjective for describing someone or something can't be formed by adding *-ing.*" Have Ss look at the bottom sentences on the chart. Say, "For example, we say *I'm scared of spiders,* but *I think spiders are scary.* You can't always predict the different forms, so it would be useful for you to make lists of adjectives such as these in your vocabulary notebooks."(For more information, see Language Notes at the beginning of this unit.)
- **Present *In Conversation*** Have a S read the information aloud.
- **Present *Common Errors*** Read the information aloud.

A

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task and then compare answers in pairs. Check answers with the class.

Answers

1. frustrated; annoying
2. boring
3. excited
4. embarrassing
5. confused
6. disappointed
7. surprising
8. amazing
9. shocked
10. scary
11. fascinating
12. interesting

About you

B

- **Preview and do the task** Read the instructions aloud. Have two Ss read the example conversation. Then have Ss complete the task.

Extra practice

Tell Ss to turn to Extra Practice 11B on p. 150 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-150.)

3 Talk about it

- **Preview and do the task** Read the instructions aloud. Have a S read the example sentences. Then put Ss in pairs. As Ss discuss the questions, go around the class, and help as needed. Ask groups to report any interesting or unusual responses.

Extra activity PAIRS

Write as column headings on the board: *Annoying, Boring, Scary.* Pairs have three minutes to list as many things as they can that are annoying, boring, or scary. Pairs join another pair and compare lists. Several pairs report some items on their lists to the class.

Sounds right

Tell Ss to turn to Sounds Right on p. 139 of their Student's Books. Have Ss do the task for Unit 11 in class, or assign it for homework. (See the teaching notes on p. T-139.)

Workbook

Assign Workbook pp. 84 and 85. (The answer key begins on p. T-176.)

Lesson C That must be fun.

Lesson C recycles *must* for speculating and adjectives ending in *-ed* and *-ing*.

1 Conversation strategy

- **Set the scene** Say, "Raise your hand if you take lessons in something after school or work." Ask Ss whose hands are raised questions such as *What kind of lessons do you take? How often do you take lessons? How often do you have to practice? When do you usually practice?*

A

- **Preview and do the task** Read the instructions aloud. Have Ss say what they see in the picture. [two people in an office and a saxophone] Help with the name of the instrument if needed. Then have Ss look at the picture and share their impressions (e.g., *One of them must play the saxophone. They could be office workers. I bet one of them is practicing.*).

B 4.17

- **Preview the task** Books closed. Say, "Listen to Debra and Hal's conversation. Why hasn't Hal made much progress with his saxophone? Listen and write the answer."
- **Play the recording** Ss listen and write their answer. Have Ss compare their answers in pairs.
- **Play the recording again** Books open. Ss listen, read along, and review their answer. Check the answer with the class [He started this job, and he can't get himself to practice at night / . . . he's tired at night.].

C

- **Present *Notice*** Read the information and the expression aloud. Say, "Using *must* plus a verb shows that the listener understands or is sensitive to the speaker's feelings or situation." Have Ss find the examples of expressions with *must* in the conversation. Ask individual Ss to each read an example aloud [You must be getting pretty good by now.; Well, you must be tired after work.; That must be fun.]. Say, "You can say *You must* to show you understand the other person's situation, or *That must . . .* to comment on the situation." (For more information, see Language Notes at the beginning of this unit.)
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role. Then have Ss practice again, this time using the name of a musical instrument they play or would like to play. Have them continue the conversation saying where the person with the musical instrument is going to be playing and when.

D

- **Preview the task** Say, "Think of two responses to each sentence using *That must be* or *You must be* and adjectives from the box." Ask, "Which form of an adjective do you use after *That must be . . .* ?" [one ending in *-ing*]. Ask, "Which form of an adjective do you use after *You must be . . .* ?" [one ending in *-ed*] Tell Ss that more than one answer may be possible. Ask Ss to read the sentences and the words at the right. Help with new vocabulary as needed. Have two Ss read the first sentence and the example response.
- **Do the task** Have Ss complete the task and then practice with a partner. Have Ss take turns making comments and responding. Check answers with the class: Read each sentence aloud, and ask a few Ss for their responses. Ask other Ss to raise their hands if they have a different reply, and have them tell it to the class.

Possible answers

1. That must be annoying / irritating. You must be frustrated.
2. That must be fun. You must be good.
3. You must be thrilled / pleased. That must be difficult.
4. You must be tired / motivated! That must be hard.
5. That must be interesting / fascinating. You must be motivated.
6. You must be nervous / excited. That must be scary.
7. You must be happy / pleased. That must be nice.
8. That must be boring / interesting. You must be bored.

About you

E

- **Preview the task** Say, "Write five sentences about yourself similar to the ones in Exercise 1D."
- **Do the task** Have Ss complete the task. When Ss finish, say, "Now take turns reading your sentences in pairs. React to each of your partner's sentences. Use *must* in your responses."

Extra activity CLASS

Ss write two new sentences similar to the ones they wrote for Exercise 1E. They do not have to be true. Encourage Ss to write something unusual or outrageous. Ss walk around the class reading their new sentences to classmates, who respond with *That must be . . .* or *You must be . . .* Ss record the reactions. Several Ss read their sentences and the responses they got to the class.

2 Strategy plus

- **Present *Strategy Plus*** Tell Ss to look back at the conversation on p. 112 and find *You see* and *I see.* Ask a S to read aloud the line with *You see* [Well, you see, I used to practice every morning.]. Ask a S to read aloud the line with *I see* [I see. Well, let me know if your band performs anywhere. I want to hear you play!].
- Read aloud the information and the examples in Strategy Plus. Say, "People also often use *You see* to begin a fuller explanation when they think the other person needs more information to understand what they have said or if they think their original explanation could have been clearer."
- **Present *In Conversation*** Books closed. Write on the board: *Top 500 words? Top 700? Top 900? Top 1,000?* Say, "*You see* and *I see* are useful expressions. How common are they? Raise your hand when you hear the number you think is correct." Call out each number, and count hands. Write the totals on the board. Books open. Ask a S to read the information.

About you

- **Preview the task** Read the instructions aloud.
- **Do the task** Have Ss complete the task. As Ss do the task, go around the class, and help as needed.
- Have partners choose one of their conversations and present it to another pair.

Answers

1. *A* Is there a country you'd really like to go to?
   B Yeah, China. You see, my dad goes there a lot with his work, and it sounds fascinating.
   A I see. He must have a really interesting job.
2. *A* Would you like to have more free time?
   B I actually have a lot of free time at the moment. I've finished my final exams, you see.
   A I see. You must be pleased about that.
3. *A* What class would you like to take if you had the chance?
   B Actually, I'd really like to learn how to blow glass. My aunt does it, you see.
   A I see. That must be hard to do.

Extra activity PAIRS

Ss think of three more questions such as those in Exercise 2 to ask a partner. The questions can be about hobbies and interests, free time, etc. Ss use *You see* and *I see* in their discussions.

3 Listening and strategies

A 4.18

- **Preview the task** Read the instructions aloud.
- **Play the recording *Audio script p. T-173*** Ss listen and match the people and the situations.
- **Play the recording again** Ss listen again and review their answers. Check answers with the class: Have individual Ss each read an answer.

Answers

1. Mark: c. doesn't have enough time to practice.
2. Angela: d. wants to be able to talk to people while on vacation.
3. Linda: a. has always dreamed of going abroad to study art.
4. Dave: b. has been studying a lot recently.

B 4.18

- **Preview the task** Read the instructions aloud.
- **Play the recording *Audio script p. T-173*** Ss listen and write. Pause the recording after each conversation to give Ss time to write. Check answers with the class.

Possible answers

1. I see. You must be motivated. That must be frustrating.
2. I see. You must be excited. / That must be exciting.
3. I see. You must be happy.
4. I see. You must be nervous.

Extra activity PAIRS

Partners write comprehension questions based on the listening from Exercise 3A. Play the recording again, pausing after each conversation for partners to write a question and answer for it. Questions, written on a separate paper, should begin with *Listen and find out . . .* Write an example on the board: *Listen and find out when Mark has his tennis lesson.* Pairs exchange papers. Play the recording again. Pairs answer one another's questions and then return the papers to find out if they are correct or not.

About you

C

- **Preview and do the task** Read the instructions aloud. Have two Ss read the example conversation. Have Ss work in pairs to complete the task. Have pairs share their discussions with the class.

Free talk

Tell Ss to turn to Free Talk 11 at the back of their Student's Books. Have Ss do the tasks. (See the teaching notes on p. T-135.)

Workbook

Assign Workbook pp. 86 and 87. (The answer key begins on p. T-176.)

Lesson D Making an impression

1 Reading

- **Set the scene** Read the lesson title aloud. Ask, "Think of people that have made an impression on you in the past. What kinds of things did these people do that made an impression?" Call on a few Ss (e.g., *My friend helps kids with reading. He tutors them two afternoons every week.*). Also ask, "What kinds of activities or clubs have you participated in that have made an impression on you? In what way have they made an impression on you?"

A

Prereading

- **Preview and do the task** Write *cultural activities* on the board. Ask, "What are some cultural activities that people can do in your community?" Write an example on the board, such as *go to museums and concerts*. Say, "For example, you can go to a museum or a concert."
- Have Ss work in pairs and, in two minutes, make a list of cultural activities that people can do in their community. When Ss finish, ask Ss to call out ideas. Write them on the board. Then say, "Have you ever participated in any of these events? Tell the class."

B

During reading

- **Preview the reading** Read the instructions aloud. Point out that some of the words in the article are defined at the bottom. Ask Ss if any of them know the meaning of *El Sistema*. If not, explain that it is similar to the English term *the system*. Tell them to think about what that might mean while they read.
- Ask, "What do you think the people in the picture are doing? What kind of program do you think this is?" Write Ss' ideas on the board (e.g., *It could be an educational program.*).
- **Present *Reading Tip*** Read the tip aloud. Explain that factual texts often have a lot of information. Say, "You can use *wh-?* questions to focus your reading." Ask Ss to suggest *wh-?* questions for the reading (e.g., *What is El Sistema? What does it do? How long has it been going? Where is it located? Who is involved in it?*). Say, "Scan the text to see if you can find answers."
- **Do the reading** Have Ss read the article and write an answer to the question. When Ss finish, have a few Ss read their answers (e.g., *It improves the lives of disadvantaged children and their families. It teaches them to play an instrument. It helps children overcome various types of obstacles.*).

C

Postreading

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task. When Ss finish, put Ss in pairs or groups to compare and support their answers. Check answers with the class.

Answers

1. A program like that can't really work. I mean, they can't teach them to play advanced pieces. No: "By high school, students are tackling some of the most difficult pieces of classical music."
2. The children must spend hours practicing. Yes: " . . . they practice after school every day and on weekends."
3. Sir Simon Rattle must be really impressed with the program. Yes: "According to British conductor Sir Simon Rattle, 'There is nothing more important in the world of music than what is happening in Venezuela.'"
4. Some of the students may come from wealthy families. No: " . . . music program, which aims to improve the lives of disadvantaged children and their families."
5. They must get a lot of their money from arts and music organizations. No: " . . . 90 percent of the program's funding comes from social service agencies rather than cultural organizations."
6. Programs like that can't work in other countries, though. No: "Over 25 countries, including the United States, Austria, and India, have since copied El Sistema's groundbreaking model."

Extra activity INDIVIDUALS

Write these questions on the board. Ss find the answers.

1. *At what age do children start playing an instrument?*
2. *When do the students practice?*
3. *How many orchestras are there throughout the country?*
4. *When did the program begin?*
5. *How many students have completed the program?*
6. *What are some other countries that have copied this program?*

Check answers with the class [1. When they are five. 2. Every day after school and on weekends. 3. 500. 4. In 1975. 5. Two million. 6. The United States, Austria, and India plus 22 others.].

2 Listening and speaking

- **Set the scene** Read the title. Say, "Making a difference means doing something to help make the world a better place. Who are some people that you think have made a difference in the world? What did they do?" Get ideas from Ss (e.g., *I think Mother Teresa made a difference. I admire her work with poor people.*).

A

- **Preview and do the task** Read the instructions aloud. Have Ss guess what each organization does.

B 4.19

- **Preview the task** Read the instructions aloud. Say, "As you listen, make notes about each organization to help you remember. Don't write complete sentences."
- **Play the recording** ***Audio script p. T-173*** Have Ss listen and make notes. Pause after each conversation to give Ss time to write.
- **Play the recording again** Have Ss listen and review their answers. Then have Ss compare their answers in pairs. Check answers with the class.

Answers

1. Kids Saving the Rainforest: plant trees, have an animal center for sick animals, have a kids camp and library
2. Cambodian Living Arts: preserve traditional Cambodian music, help young Cambodians learn about musical traditions, organize concerts
3. The International Book Project: send books to people all around the world, get U.S. students to work with overseas communities, build libraries

C 4.19

- **Preview the task** Read the instructions aloud. Tell Ss to make notes about each student this time.
- **Play the recording** ***Audio script p. T-173*** Have Ss listen and make notes. Pause after each conversation to give Ss time to write. Check answers with the class.

Possible answers

1. volunteer
2. asking Arn Chorn-Pond to give a talk at her school
3. collecting books in his neighborhood

- Ask, "Which organization would you choose to get involved with? Why?" Read the name of each organization aloud. Ask Ss to raise their hands to vote. Put Ss in pairs to discuss their reasons for their choices.

About you

D

- **Preview the task** Read the instructions aloud. Say, "Think about issues that are important to you. As a group, decide on a volunteer program you could start. Decide what it would do and who it would help."
- **Do the task** Have Ss work in groups and write down ideas for a program. Then have groups make a presentation about their program to the class. Tell each group to appoint Ss to play the following roles: someone to say what the program does; someone to interview volunteers in the program; and several people to play the roles of the volunteers, who say why the program should get funding.
- Groups present their programs to the class. When all groups finish, have Ss vote on the best program to get funding. Tell Ss they cannot vote for their own group.

3 Writing

A

- **Preview and do the task** Read the instructions aloud. Have Ss read the two emails. Ask, "Are the emails positive or negative?" [They are both positive.]
- **Present *Help Note*** Read the expressions aloud. Then have Ss circle the expressions in the emails. [It seems to me that you have helped . . . ; I believe that it is important . . . ; My impression is that you are passionate . . . ; In my opinion, the rainforest is very valuable . . . ; I feel that we need to do everything . . .] (For more information, see Language Notes at the beginning of the unit.)

About you

B

- **Preview the task** Read the instructions aloud. Have Ss discuss their choices with a partner.
- **Do the task** Have Ss write their emails. Write these questions on the board to help guide them:

Why did you choose this person to write to?
What has he or she done?
How has he or she made the world a better place?

C

- **Preview and do the task** Read the instructions aloud. Tell group members to take turns reading their emails aloud. When Ss finish, have groups answer the question.

Extra activity GROUPS

Write these questions on the board for groups to discuss: *Do you do or would you ever consider doing volunteer work? What kind of volunteer work appeals to you the most? What are the rewards and challenges of doing volunteer work?* Groups discuss the questions.

Workbook

Assign Workbook pp. 88 and 89. (The answer key begins on p. T-176.)

Vocabulary Notebook

If done for homework

Briefly present the Learning Tip and the task directions. Make sure Ss understand what they need to do.

If done in class

- **Present *Learning Tip*** Read the information aloud. Say, "To help you remember words for feelings, write a short sentence such as *When I graduated, I felt proud and excited.* Remembering how you felt on your graduation day will help you remember the words *proud* and *excited*."

These tasks recycle adjectives for describing feelings and situations, with a focus on *-ed* and *-ing* adjectives.

1

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task. Check answers with the class: Have individual Ss each read a sentence. Ask other Ss to raise their hands if they have a different reply and read it.

Possible answers

1. In class, you've finished your work. There's nothing else to do.
   I'd probably feel bored / frustrated.
2. You are waiting for a friend, and she calls to say she can't meet you.
   I think I'd be disappointed / annoyed.
3. A friend borrowed one of your sweaters and returned it stained.
   I'd feel annoyed.
4. You're on a dark street. Someone is following you.
   I'd feel scared / nervous / anxious.

2

- **Preview the task** Read the instructions aloud. Have the class suggest ideas to complete statement 1 (e.g., . . . *I know I'm going to meet my English-speaking friends / I'm watching a movie in English.*).
- **Do the task** Have Ss complete the task. Have several Ss read their sentences aloud. Say, "When you hear a sentence that's also true for you, raise your hand."

3

- **Preview the *Word Builder* task** Say, "This Word Builder task will help you learn more adjectives and give you more practice in using them." Read the instructions aloud.
- **Do the task** Have Ss complete the task. Have several Ss read a pair of their sentences aloud.

Possible answers

I'm not very good at math, so when I got 90 percent on my test, I was astonished. My teacher also said it was astonishing!

I heard a strange noise in the night one time, and I was terrified. It was especially terrifying because I was in the house alone.

My friend was thrilled when she heard that she'd gotten the job she wanted. I always think it's thrilling when people's lives suddenly change.

I get upset when people are rude to me. I find it very upsetting.

On your own

- **Present *On Your Own*** Read aloud the instructions and the example from the picture.
- **Follow-up** At the start of the next class, Ss form small groups and read their observations. Groups report unusual observations.

Now I can . . .

- Go over the Now I Can items. Put Ss in pairs to give one example each for the first four items. Call on Ss and ask for examples or explanations.
- Have Ss look over the four lessons and identify any areas they want to review.
- Tell Ss to complete the Now I Can items. Ss check (✓) the items they know and put a question mark (?) by items that they are not confident about. Check with individual Ss which areas need review to see if there are general problems to review in class. Help individual Ss as required. Have Ss hand in a piece of paper with their name and a schedule showing what they plan to review and when. Review or reteach these language items in a future class.

UNIT 12

In the news

Language notes

Lesson A Local news

Grammar The simple past passive

(See Student's Book p. 119.)

The lesson introduces the passive of the simple past, which is commonly used in news reports.

Form

- Affirmative statements

  subject + *was / were* + past participle

  The airport was closed.

  All flights were delayed.

- Negative statements

  subject + *was / were* + *not* + past participle

  The airport wasn't closed long.

  Flights weren't canceled.

Use

- Verbs can be active or passive. The active form of a verb focuses on the "doer," or the cause, of an action: It says what the "doer" does or did. In active sentences, the "doer" is the subject of the sentence. The passive form of a verb focuses on the "receiver" of an action, rather than on the "doer." In passive sentences, the "receiver" is the subject of the sentence.

  *A student **found** a bag on a bus.* (*Found* is an active verb. *A student* is the topic or focus, and it is the subject and doer of the action.)

  *A bag **was found** on a bus.* (*Was found* is a passive verb. *A bag* is the focus and the subject. The doer is not stated.)

- The passive is often used when the "doer" is not known, not important, or is obvious from the context.

  *Two bears **were seen** in a yard.* (*Were seen* is passive. It is not important who saw the bears — perhaps it is not known; the important point is the bears were in the yard.)

  *The airport **was closed**.* (*Was closed* is passive. It is obvious from the context that authorities closed the airport; the name of who made the decision is not important.)

Corpus information The simple past passive

The passive is approximately five times more common in written news than in conversation.

Speaking naturally Breaking sentences into parts

(See Student's Book p. 119.)

The section gives practice in breaking longer sentences into parts. The parts are sometimes called "tone units."

- Tone units can have one or more stressed syllables, but one syllable gets the strongest stress, where the intonation falls or rises. Speakers stress the words that they decide are important and put the strongest stress on what they feel is the most important word. Speakers can break sentences up and stress words in different ways, but the sentences here show a typical model for news.
- In news reports, sentences contain a lot of new information. The intonation on new information generally falls.

Lesson B Natural disasters

Vocabulary Natural disasters

(See Student's Book p. 120.)

Vocabulary for natural disasters and extreme weather conditions is presented in the context of news reports.

- Collocations commonly used in news reports (e.g., *heavy rains, catastrophic wildfires*) are presented. The Word Sort activity helps Ss learn the verbs usually associated with various natural disasters (e.g., *Electricity was disrupted.*).
- The news reports include adverbs describing the degree of damage (e.g., *Acres of forest were completely destroyed.*).

Grammar The simple past passive + *by* + agent

(See Student's Book p. 121.)

Form

- Affirmative and negative statements

  subject + *was / were* + *(not)* + past participle + *by* + agent

  Quebec was hit by severe thunderstorms.

  The passengers weren't injured by the falling tree.

Use

When the "doer" of an action, sometimes called the "agent," is important in a sentence with a passive verb, it often appears after the preposition *by*.

The fires were caused by careless campers. (The agent in this sentence is *careless campers*.)

Grammar Adverbs with the passive

(See Student's Book p. 121.)

Form

subject + *was / were* + adverb + past participle

A shopping mall was badly damaged.

Some homes were partially destroyed.

Use

The chart introduces five adverbs typically used in news reports, which show the extent or degree of verbs. The usual position of these adverbs is between *was / were* and the past participle, although some can also go after the past participle. (See Corpus Information on the next page.)

Corpus information Adverbs of degree

The adverbs *completely*, *partially*, *temporarily*, and *badly* are over six times more likely to come before a past participle than after it. *Seriously* generally comes only after the past participles *taken* and *viewed* (e.g., *This issue should be taken seriously.*).

Lesson C Did you hear about . . . ?

Conversation strategy Telling news

(See Student's Book p. 122.)

People often "preface," or introduce, what they say with expressions to signal the type of information they are about to give. The lesson presents some common expressions people use to introduce and give news.

- *Did you hear (about) . . . ?* and *Have you heard (about) . . . ?*
  These expressions ask if listeners have already heard news.
  Did you hear about all the trouble here last night?
- *Did I tell you (about) . . . ?*
  This expression checks if the speaker has already told the listener news.
  Did I tell you my car was stolen last week?
- *Guess what?* and *You know what?*
  These expressions introduce some important information or news, which may be surprising.
  Guess what? His car was stolen.
- *You know . . . ?*
  This is often used to check if the listener knows who or what the speaker is going to talk about.
  You know that tall woman, Annie?

Strategy plus *The . . . thing is / was*

(See Student's Book p. 123.)

The section adds more introductory expressions — ones based on the phrase *The thing is / was . . .*

- *The thing is / was . . .* means "The main point I want to tell you about this is . . ." It introduces a key issue.
  The thing is, they just don't have enough police at night.
- *The other thing is / was . . .* is used to add a new key issue.
  The other thing is, the police don't get there fast enough.
- *The only thing is / was . . .* is usually used when the speaker wants to talk about a problem.
  The only thing was, they damaged the ignition trying to start the car.
- *The* (adjective) *thing is / was . . .* Adjectives can be added to describe the kind of information the speaker is about to give (e.g., *The best / funny / scary thing is / was . . .*).
  The funny thing was, they couldn't start the car because the battery was dead.

Corpus information *The thing is / was*

About half the expressions using *The thing is* are simply *The thing is*; around 12 percent are *The other thing is*; about 6 percent are *The only thing is*; and approximately 30 percent of the remaining expressions are with other adjectives, including *main*, *whole*, *funny*, *big*, *first*, *interesting*, *nice*, and *scary*.

Lesson D Reporting the news

Reading tip

(See Student's Book p. 124.)

The Reading Tip tells Ss to ask themselves questions after they finish reading. This will allow Ss to check comprehension. It will also help with retention.

Help note Writing about statistics

(See Student's Book p. 125.)

The Help Note focuses on subject-verb agreement with expressions for percentages, fractions, and other statistics.

- Percentages and fractions with a plural noun or pronoun take a plural verb.
  *80% of the students **are** interested in the news.*
  *20% of us never **go** on the Internet.*
  *A fifth of the students **are** not interested in the news.*
- Percentages and fractions with a singular noun or pronoun take a singular verb.
  *80% of the class **is** interested in the news.*
  *Almost half of the class **watches** the news on TV.*
- *The majority,* fractions
  When *the majority* or fractions such as *a third* or *a half* are used as a subject without any following noun or pronoun, they can take a singular or plural verb. If they refer back to a noun used earlier, they tend to keep the correct verb form for that noun.
  *80% of students are interested in the news. So the majority **take** an interest in news events.*
  *80% of the class is interested in the news. So the majority **takes** an interest in news events.*
- Numbers
  Numbers follow the usual rules for agreement.
  *Four out of ten students **read** a newspaper.* (plural subject)
  *One in three **listens** to the radio.* (singular subject)

In the news

Teach this unit opener page together with Lesson A in one class period.

Introduce the theme of the unit Write on the board: *Local, National, International.* Read the unit title aloud. Say, "The news is usually divided into local, national, and international. Which one are you most interested in?" Ask a few Ss. Ask, "What are some kinds of news items that the media report on?" Write the Ss' suggestions on the board (e.g., *politics, economics / finance, sports, weather, entertainment, human interest*). Say, "When these things are in the newspapers or on the TV and radio news, they are 'in the news.'"

In this unit, you learn how to . . .

- **Unit aims** Read the lesson headings and the key unit aims aloud. Call on individual Ss to each read a unit aim aloud.

Extra activity INDIVIDUALS

Write on the board:

1. *Find how we pronounce long sentences.*
2. *Find two verbs that describe the effects of some natural disasters.*
3. *Find an expression you can use to introduce news.*
4. *Find the name of a famous foreign correspondent for a news organization.*

Ss look through the unit and find the things in the list. Individual Ss report their answers [1. We break them into parts. (p. 119); 2. disrupt, damage, destroy, injure (p. 120); 3. Did you hear (about); Have you heard (about); Did I tell you?; Guess what?; You know what?; You know?; (p. 122); 4. Christiane Amanpour (p. 124)].

Before you begin . . .

- **Introduce the topic of news media** Books closed. Ask, "What are some of the ways that you can get the news?" Write Ss' ideas on the board (e.g., *TV, newspapers*). Books open. Say, "Each of these four pictures represents a different way to find out what's in the news. What are they?" Have Ss label each picture. Check answers with the class [Picture 1: television; Picture 2: your cell phone; Picture 3: newspapers; Picture 4: the Internet].
- Tell Ss to look at Before You Begin. Say, "How do you find out about what's going on in the world? Which way do you prefer to get your news?" Ask a few Ss.

Recycle grammar This task recycles *to* + verb and verb + *-ing*. (See *Touchstone* Student's Book 2, Unit 2, Lesson A, p. 13.) Write on the board:

I like to watch / watching TV to get news.
My dad prefers to read / reading the newspaper.
My mom hates to read / reading news on the Internet.
My brother isn't interested in listening to news on the radio.

Have Ss work in pairs and discuss the preferences of their friends and family in getting news. Call on a few Ss to report to the class.

- Review some kinds of news items (e.g., *politics, weather*) that were previously discussed. Ask, "Which aspects of the news are you most interested in?" Tell Ss that they can be most interested in more than one aspect of the news. Have Ss work in pairs to answer.
- As pairs discuss the question, go around the class, and help as needed. Ask several pairs to report to the class which aspect(s) they are most interested in.
- Ask, "What major events are in the news right now?" Have Ss work in small groups and choose three events. Have each group report the events they chose, and write them on the board. Have Ss review the events, make a tally, and find the three events that were mentioned most often.

Extra activity GROUPS

Group members each say a news event they read or heard about recently that they found interesting. Remind the other group members to ask for more information. Each group reports the most interesting news story to the class.

Lesson A Local news

1 Getting started

- **Set the scene** Have Ss cover the conversation. Say, "Look at the picture on the front page of the newspaper. What do you think the news story is about? Ask Ss for ideas and write them on the board (e.g., *Maybe a bear escaped from a zoo. Maybe someone saw a bear in their yard.*).

A

- **Preview and do the task** Have Ss tell you the names of local newspapers, radio stations, and TV stations. Discuss the type of news covered by local media as opposed to national or international media (e.g., *local crime, new business openings, weather, cultural events*). Ask, "How often do you read local news? What local news have you read recently?" Elicit answers from the class.

B 4.20

- **Preview the task** Books open. Read the instructions aloud.
- **Play the recording** Ss listen and complete the sentences.
- **Play the recording again** Ss listen again, read along, and review their answers. Check answers with the class.

Answers

1. Someone found a bag with $10,000 in it on a city bus.
2. There were two bears in a yard.
3. A thief broke into a jewelry store.
4. The airport had to close because of strong winds.
5. A falling tree hit a bus.

Figure it out

C

- **Preview and do the task** Read the instructions aloud. Do the first item with the class. Have a S read the first sentence aloud and write it on the board. Say, "Find a sentence with the same meaning in the conversation." Write the correct answer on the board next to the first sentence. [A jewelry store was broken into.] Ask, "What is the verb in the first sentence?" [broke into] "And the second?" [was broken into]
- Ask Ss to comment on what they notice about the verbs [The verbs change from simple past to the past of *be* + past participles.].

Answers

1. A jewelry store was broken into.
2. A bus was hit by a falling tree.
3. Two bears were seen last night.
4. Some diamonds were stolen.
5. The passengers weren't hurt in the accident.

- **Focus on the form and the use** Write on the board:
  1. *Someone saw two bears last night.*
  2. *Two bears were seen last night.*
- Say, "In the first sentence, the subject is *someone*. Someone did an action. He or she saw two bears. The verb is *saw*. When the verb in a sentence tells you what action the subject did, the verb is *active*."
- Say, "Look at sentence 2. What is the subject?" [Two bears] "What is the verb?" [were seen]. "Did the subject, *two bears*, do an action?" [no] Say, "When the verb in a sentence tells what happened to the subject of the sentence, the verb is *passive*."
- Explain that the verb in a simple past passive sentence is the past tense of *be* and a past participle. Tell Ss to use *was* with a singular subject and *were* with a plural subject.
- Ask, "Do we know who saw the bears?" [no] "Is it important to say who saw the bears?" [no] Say, "People use passive verbs when the doer of an action isn't important or they don't know what or who the doer is."
- **Try it out** Ss look through the conversation and underline the passive verbs. Call on individual Ss to each read a sentence with a passive verb aloud [$10,000 was found in a bag on a city bus.; Two large bears were seen last night in someone's yard.; Oh, and a jewelry store was broken into, and some diamonds were stolen.; The city airport was closed yesterday because of strong winds.; All the flights were delayed. Oh, and a bus was hit by a falling tree. Fortunately, the passengers weren't hurt.].

Extra activity PAIRS

Partners practice Ruth and Jack's conversation. Tell Ss to circle the following words in the conversation: *$10,000, someone's yard, jewelry store, diamonds, strong winds, windy, bus, the passengers.* Partners practice the conversation using their own ideas in place of the words they circled. Partners switch roles and practice again.

2 Grammar

4.21

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Say, "Verbs can be either active or passive." Have Ss look at the left side of the chart. Say, "These sentences have an active form of the verb, and they all focus on who or what did or caused an action. What's the pattern for sentences such as these, with active verbs in the simple past?" [subject + simple past + object] Say, "Look at the first example. Who did the action?" [a student] Ask, "What received the action?" [a bag] Write on the board:

subject	+	*simple past*	+	*object*
"doer" / cause	+	*action*	+	*receiver of action*
A student		*found*		*a bag.*

- Have Ss look at the right side of the chart. Say, "These sentences are passive. In a passive sentence, the receiver of the action is the focus, so it's the subject of the verb. The passive is useful when the 'doer' or cause of an action isn't known or isn't important. What's the pattern for sentences in the simple past passive?" [subject + *was / were* + past participle] Write on the board:

subject	+	*was / were*	+	*past participle*
receiver of action	+			*action*
A bag		*was*		*found.*

- Ask, "What form of *be* do you use with a singular subject?" [was] Ask, "What form of *be* do you use with a plural subject?" [were] Tell Ss that they can make passive sentences only with transitive verbs — that is, verbs with objects. (For more information, see Language Notes at the beginning of this unit.)
- **Present *In Conversation*** Read the information aloud.

A

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task and then compare their answers in pairs. Check answers with the class.

Answers

1. A 500-pound bear was found asleep in a basement on Tuesday morning. The bear was woken up by a workman, who said he "freaked" when he realized it was a bear. Wildlife officers were called, and the bear was taken to a state park.
2. A sporting goods store was broken into yesterday and 50 bicycles were stolen. A white truck was seen outside the store around 5:00 a.m. However, the security cameras were damaged during the break in, so the thieves were not caught on camera.
3. Millions of stolen banknotes were found in a police raid this morning. Police believe the money was stolen from a city bank two years ago.
4. The highway was closed for several hours last night after a car was hit by an oil truck. Hundreds of gallons of oil were spilled onto the highway. Two passengers in the car were taken to the hospital. The driver of the truck was not injured.

B

- **Preview the task** Read the instructions aloud. Have two Ss read the example conversation aloud.
- **Do the task** Have Ss close their books and complete the task. As Ss complete the task, go around the class, and help as needed.

Recycle a conversation strategy Tell Ss to respond to the news details they hear from their partner. Ask, "What are some expressions you can use to show surprise?" Call on a few Ss to answer (e.g., *You're kidding!, Are you serious?, No way!*). (See *Touchstone* Student's Book 2, Unit 3, Lesson C, p. 27.)

- Have pairs choose their most interesting story and tell it in a small group. Have the group choose its most interesting story and tell it to the class, who votes on the most interesting story.

Extra activity GROUPS

Write on the board: *stolen, found, seen, delayed, canceled.* Ss think of last month's news and of anything or anyone that was stolen, found, seen, delayed, or canceled. Ss discuss what they know about the story in groups.

Extra practice

Tell Ss to turn to Extra Practice 12A on p. 151 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-151.)

3 Speaking naturally

A 4.22

- **Preview the task** Remind Ss that new information in sentences is stressed. (See Unit 5, Lesson B, p. 46.) Say, "The sentences at the beginning of this exercise contain several pieces of new information, so speakers break them up into parts. They can stress the new information in each part."
- Read the instructions aloud. (For more information, see Language Notes at the beginning of this unit.)
- **Play the recording** Ss listen and repeat.
- **Play the recording again** Say, "The speaker decides which information is new or important." Ss listen and say which words sound the loudest. Tell them this is the new information.

B

- **Preview and do the task** Read the instructions aloud. Have a S read the example sentence. Have Ss complete the task. As Ss practice changing the information, go around the class, listening for the sentence breaks and stress. Have pairs share some of their new sentences with the class.

Workbook

Assign Workbook pp. 90 and 91. (The answer key begins on p. T-176.)

Lesson B Natural disasters

1 Building vocabulary and grammar

- **Set the scene** Books closed. Say, "A *natural disaster* means that some force of nature has caused a lot of damage. What are some natural disasters that you can name?" Write Ss' ideas on the board (e.g., *flood, earthquake*).

A 4.23

- **Preview the task** Books open. Tell Ss to cover the text and look at the pictures. Read the instructions aloud.
- **Play the recording** Ss listen and number the pictures.
- **Play the recording again** Ss listen, read along, and review their answers. Have Ss compare their answers in pairs. Check answers with the class.

Answers

4 tornado
1 hurricane
2 thunderstorms
5 earthquake
3 wildfires

Word sort

B

- **Preview the task** Have Ss look at the categories in the chart. Say, "These things in nature can be involved in natural disasters and extreme weather. Write words and expressions from the news stories that go with each category in the chart." Read the examples aloud.
- **Do the task** Have Ss complete the task and then compare their answers in pairs. Say, "Read the news stories again. Find the adjectives that can describe different kinds of weather, and make sure they are in your charts." Check answers with the class: Have individual Ss each read a word or expression for the categories.

Possible answers

Weather problems	Other natural disasters	Verbs for damage and help
hurricane	catastrophic wildfires	hit
typhoon	minor earthquake	strike
heavy rains	aftershocks	disrupt
strong winds		damage
severe thunderstorms		destroy
thunder		injure
lightning		rescue
flash floods		
tornado		
freak hailstorm		
hailstones		

Extra vocabulary EXTREME WEATHER

Present or have Ss suggest extra vocabulary for extreme weather such as *blizzard, drought, heat wave, ice storm, sandstorm, tsunami.*

Extra activity PAIRS

Pairs choose one of the extreme weather situations (e.g., *hurricane*). Books closed. Pairs have three minutes to make a word web with all the words and expressions they can think of related to the situation (e.g., *wind, waves, floods, homes are destroyed, trees fall, electrical wires are hit by trees*). Pairs then compare their lists with another pair and see which pair has the most acceptable answers.

Extra activity INDIVIDUALS / GROUPS

Ss choose an extreme weather word and write a short news story. Ss present their news story in small groups.

Vocabulary notebook

Tell Ss to turn to Vocabulary Notebook on p. 126 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-126.)

Figure it out

C

- **Preview the task** Write on the board: *A mall was badly damaged by a tornado.* Ask, "What damaged the mall?" [a tornado] Ask, "What word introduces the "doer" of the action, a tornado?" [by] Ask, "What word tells you how much damage there was?" [badly] "Where does it go?" [after *was* before the participle] Say, "Can you put the statements in Exercise 1C in the correct order?"
- **Do the task** Have Ss complete the task and compare answers in pairs. Check answers with the class.

Answers

1. Two families were rescued by firefighters.
2. A car was struck by hailstones.
3. No one was seriously injured.
4. A mall was completely destroyed by a fire.

- **Focus on the form and the use** Say, "When you want to include information about who or what did or caused the action in a passive sentence, introduce it with the word *by*. You can use adverbs like *badly* and *completely* after *be* to express the idea of how much." Have Ss find and underline the adverbs before participles.
- **Try it out** Write on the board:

  The fire was caused . . .
  The puppy was rescued . . .
  Some houses were ____ destroyed.

- Have Ss complete the statements using ideas from the news stories. Ask a few Ss to read their completed statements.

2 Grammar

4.24

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Have Ss look at the left side of the chart. Say, "The 'doer' of an action in a passive sentence is called the 'agent' and is introduced with *by*."
- Have Ss look at the right side of the chart. Point out that an adverb usually comes between *was* or *were* and the past participle. For more information, see Language Notes at the beginning of this unit.

A

- **Preview the task** Read the instructions aloud. Ask a S to read the first extract. Ask, "When you rewrite the sentence in the passive, what will be the subject?" [An old warehouse] Ask, "What is the *doer* or agent of the action in this sentence?" [a fire] "How will you introduce it?" [with *by*] "How badly did the fire destroy the warehouse?" [partially] Ask, "Where will you put *partially*?" [between *was* and the participle] Have Ss change the sentence in the passive by putting the doer at the end of the sentence with *by*.
- **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class: Have a few Ss each read an answer.

Possible answers

1. An old warehouse was partially destroyed by a fire.
2. Power supplies were temporarily disrupted by a minor earthquake.
3. A high school was badly damaged by a hurricane.
4. A police station was completely destroyed by a tornado.
5. Two golfers were seriously injured by lightning.
6. Three homes were totally destroyed by catastrophic wildfires.
7. Two injured hikers in a state park were finally rescued by emergency workers.
8. A 500-hundred-year-old tree was blown down by high winds yesterday.

B

- **Preview the task** Read the instructions aloud. Ask Ss to call out details they could add to the first story (e.g., *the time, the date, the reason it happened, the amount of damage*).
- **Do the task** Have Ss complete the task in pairs. Pairs present their news reports to the class. Have the class decide which news story is the most interesting.

Extra practice

Tell Ss to turn to Extra Practice 12B on p. 151 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-151.)

3 Listening and speaking

A 4.25

- **Preview the task** Read the instructions aloud. Have Ss read the questions. Tell them to notice the words: *weather, rescue, wedding, groom*. Ask Ss to make some guesses as to what the news story might be about.
- **Play the recording** *Audio script p. T-174* Tell Ss to make a few notes while they are listening to help them remember the facts of the story. Ss listen and write.
- **Play the recording again** Ss listen and review their answers. Then have Ss compare their answers in pairs. Check answers with the class: Read the questions aloud, one at a time, and ask a S for the answer. Ask if other Ss have anything else to add. Write the answers on the board.

Answers

1. thunderstorms, hailstorms, heavy rain
2. Several small towns were flooded; hundreds of people were left homeless.
3. the fire department
4. It was disrupted by a hailstorm.
5. He was hit on the head by a hailstone.
6. The groom was not seriously injured, and he and the bride have set a new date for the wedding.

B

- **Preview the task** Say, "Use your own ideas and create your own news story. Write a conversation between a TV news anchor and a reporter." Explain that the TV news anchor is the person who introduces and reads the news stories and interviews the reporters who have gone out to various locations to collect the facts.
- **Do the task** Have pairs write their news story and practice it. Have pairs act out their stories for the class. The class decides who has the most interesting story.

Extra activity PAIRS / GROUPS

Pairs choose one of the news stories from Exercise 2A and write a conversation between a TV news anchor and a reporter. Pairs present their stories in small groups. Group members say what other information they would like to have about the story. Partners add the information to the news report and present the news story again.

Sounds right

Tell Ss to turn to Sounds Right on p. 139 of their Student's Books. Have Ss do the task for Unit 12 in class, or assign it for homework. (See the teaching notes on p. T-139.)

Workbook

Assign Workbook pp. 92 and 93. (The answer key begins on p. T-176.)

Lesson C Did you hear about . . . ?

Lesson C recycles simple past and simple past passive verbs.

1 Conversation strategy

- **Set the scene** Ask, "What kind of neighborhood news might you talk about with your neighbors or friends?" Ask a few Ss. Write their responses on the board.

A

- **Preview and do the task** Read the instructions aloud. Have Ss call out different types of car-related crimes (e.g., *car theft, stealing radio / cash / backpack from a car, breaking into a car, damage to car window / windshield / door / tires*). Ask Ss how often they hear car alarms (e.g., *never, once a week, every night*).

B 4.26

- **Preview the task** Read the instructions aloud.
- Books closed. Say, "Listen to Joey and Paula's conversation. What happened in their neighborhood last night? Listen and write the events."
- **Play the recording** Ss listen and write. Have Ss compare their answers in pairs.
- **Play the recording again** Books open. Ss listen, read along, and review their answers. Check answers with the class [A car was stolen. It belonged to a man who lives in Joey's building. He called the police, but they came too late.]. Help with new vocabulary as needed.

C

- **Present *Notice*** Read the information and the examples aloud. Say, "When speakers have news to tell, they often introduce it with one of these expressions to encourage the listeners to pay attention." Have Ss find the examples in the conversation. Ask individual Ss to each read an example aloud [Did you hear about all the trouble here last night?; Well, you know that older guy on the first floor of my building?; Guess what?; And you know what?; Oh, and did I tell you?].
- Say, "Look at the examples in the box. Which can you use to check if the other person knows the story already?" [the ones on the left] Say, "You can use *Guess what* and *You know what?* to introduce important information, perhaps something that's exciting or surprising. These expressions are informal, so you should use them with friends." Say, "Find the example with *You know* . . . again; what is Joey checking? " [if Paula knows the person. Say, "You can use *You know* before people and things to check if the other person knows who or what you are going to talk about." (For more information, see Language Notes at the beginning of this unit.)
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role. Have Ss practice again, this time adding one more event to what happened.

D 4.27

- **Preview the task** Read the instructions aloud. Have a S read the example answer.
- **Play the recording and do the task** ***Audio script p. T-174*** Have Ss complete the task. Then have Ss compare their answers in pairs. Check answers with the class.

Answers

1. You know what? I got caught in the storm last night. My new shoes are completely ruined.
2. You know what? The traffic is getting bad around here. We were stuck in traffic for an hour last night.
3. Guess what? They're going to open a new organic food store near here.
4. Did I tell you? My cousin is coming to stay with us this summer. I'm really excited about it.
5. You know the guy I used to sit next to in class? The one with dark hair? He bought a new car.
6. Did I tell you? I'm getting married next spring.
7. Did you hear about that high school principal? He crashed his car into the front of the school.
8. Have you heard about the plans for a new skate park in the city? It's opening next spring.

About you

E

- **Preview and do the task** Read the instructions aloud. Have Ss discuss the stories. Go around the class, and help with vocabulary as needed.
- **Follow-up** Several Ss tell the class their stories.

Extra activity INDIVIDUALS / PAIRS

Individual Ss each write a short conversation based on one of the news items in Exercise 1D. Ss scramble the order of the sentences. Ss exchange their scrambled conversation with a partner and number each other's sentences in the correct order. When pairs finish, S1 reads S2's story. S2 says if it is in the correct order or not. Then Ss switch roles.

2 Strategy plus

- **Present *Strategy Plus*** Tell Ss to look back at the conversation on p. 122. Have Ss find examples of *The thing is / was* or *The (adjective) thing is / was* [The thing is, they just don't have enough police on duty at night.; The only thing was, they damaged the ignition trying to start the car, . . . but the funny thing was, they couldn't start it because the battery was dead!].
- Read the information and the examples in Strategy Plus aloud. Explain that a "key issue" is something the speaker considers important. Tell Ss that when people say *the only thing* it usually means, "I want to mention a problem."
- Say, "You can use an adjective in front of *thing* to describe it or give your opinion of it."
- **Present *In Conversation*** Read the information aloud.

A

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task and then compare their answers in pairs. Check answers with the class.

Answers

1. I loved everything about my vacation, but the best thing was the food.
2. I like my college but the only thing is, it's too far away from everything.
3. My car was broken into once. The funny thing was, they didn't take anything.
4. I was in an earthquake one time. The worst thing was, I was on the twentieth floor of a building. I guess the good thing was, I wasn't alone.
5. My friends want me to go skiing with them this winter. The only thing is, I can't ski.
6. I get along with my brother. The only thing is, he gossips too much. And I guess the other thing is, he's always borrowing my stuff without asking.

About you

B

- **Preview and do the task** Read the instructions and the example aloud. Tell pairs to take turns saying sentences.

3 Listening and strategies

A 4.28

- **Preview the task** Read the instructions aloud. Have individual Ss each read aloud one of the opening lines. Say, "What do you think the next sentence is going to be? Write your guesses." Have Ss complete the task and compare their answers in pairs. Call on a few Ss for their guesses for each topic.
- **Play the recording** ***Audio script p. T-174*** Ss listen and number the sentences.
- **Play the recording again** Have Ss review their answers. Check answers with the class.

Answers

[3] You know what? There's a big hurricane coming.

[2] Did you hear the news about my sister?

[4] Guess what? The strangest thing happened last night.

[1] Did I tell you? My purse was stolen.

B 4.28

- **Preview the task** Read the instructions aloud.
- **Play the recording** ***Audio script p. T-174*** Ss listen again and complete the sentences.

  Note: The answers are given in Exercise 3C.

C 4.29

- **Play the recording** ***Audio script p. T-175*** Ss listen and review their answers. Have Ss compare their answers in pairs. Check answers with the class.

Answers

1. The thing was, I wasn't really scared but angry, you know?
2. The weird thing is, she said she had a strange feeling about that car this morning.
3. The thing is, hurricane season is mainly in September and October.
4. The funny thing was, her purse fell into the river.

Extra activity PAIRS

Write on the board:

My aunt's house caught fire last night.
I won a singing contest last week.
My sister is having a baby.
I was chosen for the baseball team.

Partners take turns starting a conversation with a sentence on the board. They use expressions for telling news and keep the conversation going with *The thing is / was.*

Free talk

Tell Ss to turn to Free Talk 12 at the back of their Student's Books. Have Ss do the tasks. (See the teaching notes on p. T-136.)

Workbook

Assign Workbook pp. 94 and 95. (The answer key begins on p. T-176.)

Lesson D Reporting the news

1 Reading

- **Set the scene** Read the lesson title. Ask, "Who keeps up with the news? Raise your hand." Ask the people who raised their hands, "Do you know the names of any reporters or journalists or are there any that you like in particular?" Call on a few Ss to answer (e.g., *I always watch interviews with. . . .; I often read articles by. . . .*).
- Ask, "What do you think are the most interesting parts of being a reporter?" Get ideas from Ss (e.g., *Getting to interview famous people. Seeing the news as it is happening.*).

A

Prereading

- **Preview the task** Read the instructions aloud. Check Ss comprehension of the term "foreign correspondent" [a journalist who reports stories from other countries]. Have Ss call out names of foreign correspondents and the kinds of places they report from. Have Ss call out qualities needed to be a foreign correspondent. (e.g., *courage, a sense of adventure, ability to live in less than ideal situations, willingness to go anywhere*). Write them on the board.

During reading

- **Do the task** Have Ss read the interview.
- Ask, "How many of the qualities on the board does the interview mention?"
- **Do the reading again** Write these questions on the board:
  1. *How does Amanpour feel about taking on a leadership role?*
  2. *Is Amanpour married?*
  3. *What did Amanpour study in college?*
  4. *Where did Amanpour start her career?*
- Say, "Which of these questions does the article answer? Read the article again. Say *yes* or *no* for each. For the *yes* answers, say where the information is." Have Ss read the article again. Call on Ss to answer [1. Yes: the answer to the fifth question ("Would you ever want . . . "); 2. No; 3. No; 4. Yes: the answer to the first question ("How did you . . . ")].
- **Do the reading again** Tell Ss to read the interview again and underline any new vocabulary. Then have Ss work in pairs to compare new words and help each other with meanings. Help with any remaining vocabulary as needed.
- **Present *Reading Tip*** Read the tip aloud. Ask Ss to read the questions listed. Ask, "Which question will show you how much you understood?" [What did I learn?] "Which question asks you to read critically?" [Do I agree?] Point out that the last question, "What can I take away from this article?" asks Ss to evaluate the content of the interview and apply the information in it to other situations.

Extra activity GROUPS

Write these questions on the board: *Do you think it's necessary to speak different languages to be a foreign correspondent? What are some of the pros and cons of being a female foreign correspondent?* Groups discuss the questions and give their opinions. When Ss finish their conversations, they report some of their opinions to the class.

B

Postreading

- **Preview and do the task** Read the instructions aloud. Do the first one together. Say, "Find *take a leap of faith.*" [in the answer to "How did you get started in journalism?"] Ask Ss to say what they think the expression means. [e.g., trust, without proof, that someone or something will perform well] Have Ss continue to scan the interview for the expressions and discuss possible meanings. Check answers with the class.

Possible answers

1. trust, without proof, that someone or something will perform well
2. the most important principle is to be objective and not influenced by personal opinion
3. give everyone a fair chance to explain their point of view
4. see for yourself, with your own eyes
5. get along with different kinds of people
6. success that occurs very quickly

C

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task. Have Ss compare answers with a partner, finding support in the interview for the ones they don't agree on. Check answers with the class.

Answers

1. False. She knew exactly what she wanted to do with her life.
2. False. She started her career in Providence, Rhode Island.
3. True
4. False. She believes that being a woman has been nothing but an advantage.
5. True
6. True

2 Speaking and writing

A

- **Preview and do the task** Read the instructions aloud. Tell Ss to walk around the class, ask their classmates the questions, and tally the answers.

B

- **Preview the task** Read the instructions aloud. Have Ss read the example article. Ask, "Are the students in this news survey up on the news?" Get ideas from Ss.
- **Present *Help Note*** Explain, "Statistics are a way of using numbers to show the results of your survey." Read the information aloud.
- Explain how to figure out the statistics. Say, "Statistics can be expressed as percentages. For example, if there are 30 students in the class and 10 say they keep up with the news, that's 33% of the students." Write on the board:

  33% of the students ____ up with the news.

  33% of the class ____ up with the news.
- Write on the board underneath: *% = percent*. Say, "You can write the symbol or the word *percent*, but choose one and use it in any piece of writing."
- Ask, "What form of the verb *keep* can you use to complete the first sentence?" [keep] Ask, "What form of the verb *keep* can you use to complete the second sentence?" [keeps] Say, "Notice that if the group of people is a plural noun, the verb is plural. If the group of people is a singular noun, the verb is singular." (For more information, see Language Notes at the beginning of this unit.)
- Say, "You can make numbers simpler by rounding them. When you round numbers, use expressions such as *about* or *approximately*." Write on the board:

  ~~*33% of the students*~~ *Approximately 30% of the students*
- Explain, "You can also express the same idea using a fraction. For example, if there are 30 students in the class and ten do something, that's a *third* of the class, or you can say *one out of three students*." Write on the board:

  $\frac{10}{30} = \frac{1}{3}$ *One-third of the class ____ the news on TV.*

  1 out of 3 students ____ the news on TV.

  Ask Ss to complete the sentences [watch, watches].
- Say, "*The majority* means 'most of' or 'the biggest part of.' You can use this expression when more than half of the students are involved." Write on the board: *The majority of students don't watch the news on TV.*
- **Do the task** Read the first question in the survey in Exercise 2A aloud, and have several Ss report their results. Work as a class to figure out the percentages and / or fractions for the results.
- Have Ss write their reports. Say, "Choose the statistics that you think are the most interesting or surprising. First, give the statistics you have chosen. Then state your opinion and what you think the statistics mean." Write these questions on the board to help guide them:

  Is the class "up on the news," or should the class try to spend more time on the news?

  Does the class get its news in any surprising ways? Do you think the way people get news is changing?

  Do you think the class needs to pay more attention to any area of the news?

About you

C

- **Preview and do the task** Read the instructions aloud. Tell pairs to read each other's paragraphs. Then have Ss tell their partners what information they found most surprising and why. When pairs finish, have them report to the class.

Workbook

Assign Workbook pp. 96 and 97. (The answer key begins on p. T-176.)

Vocabulary Notebook

If done for homework

Briefly present the Learning Tip and the task directions. Make sure Ss understand what they need to do.

If done in class

- **Present *Learning Tip*** Read the information aloud. Say, "When you read the news in English, notice the words that go together, for example, adjectives and nouns such as *extreme weather*, and adverbs and verbs such as *severely damaged*. Make a note of such expressions."
- **Present *In Conversation*** Books closed. Write on the board: *nice, good, bad, cold, warm, hot*. Say, "These are the six most frequent adjectives used before the word *weather*. Guess the order and write your answers." Ss open their books and check their guesses.

↻ These tasks recycle collocations used in reporting the news.

1

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task. Check answers with the class.

Answers

1. hailstorm
2. rain
3. earthquake
4. flood
5. wildfire

2

- **Preview the *Word Builder* task** Say, "This Word Builder task will give you practice choosing nouns and verbs that can and cannot go together." Read the instructions aloud.
- **Do the task** Have Ss complete the task. Check answers with the class.

Answers

1. injured
2. A shopping mall
3. partially
4. rain

3

- **Preview the *Word Builder* task** Say, "This Word Builder task gives you an opportunity to use what you know to guess the meaning of new adjective + noun collocations." Read the instructions aloud.
- **Do the task** Have Ss complete the task. Check answers with the class.

Possible answers

freak accident: sudden, unusual, unexpected accident
heavy traffic: a lot of traffic
major earthquake: strong or big earthquake
minor injuries: light injuries that are not very bad

On your own

- **Present *On Your Own*** Read the instructions aloud. Ask, "What city and temperatures are shown in the example?" [Honolulu; 92°F / 33°C]
- **Follow-up** At the start of the next class, Ss form small groups and tell about the three places they looked up.

Now I can . . .

- Go over the Now I Can items. Put Ss in pairs to give one example each for the first four items. Call on Ss and ask for examples or explanations.
- Have Ss look over the four lessons and identify any areas they want to review.
- Tell Ss to complete the Now I Can items. Ss check (✓) the items they know and put a question mark (?) by items that they are not confident about. Check with individual Ss which areas need review to see if there are general problems to review in class. Help individual Ss as required. Have Ss hand in a piece of paper with their name and a schedule showing what they plan to review and when. Review or reteach these language items in a future class.

Checkpoint Units 10–12

Tell Ss to look through the Checkpoint. Ask, "Which tasks look easy for you? Which look hard to you?" Tell Ss to choose a task that they think will be hard for them, go back to the unit where the language is taught, and review it before beginning the Checkpoint.

1 What can you guess about Suki?

This task recycles the present perfect continuous, the present perfect, and *already* and *yet*. It also recycles modal verbs for speculating.

A

- **Set the scene** Tell Ss to look at the pictures. Ask, "What do you see in the pictures? What's been happening?" Ask Ss for their ideas (e.g., *In the kitchen, there are two pots on the stove and some cookies on the counter. Someone has been cooking.*).
- **Preview and do the task** Read the instructions and the example aloud. Have Ss complete the sentences. Check answers with the class: Have individual Ss each read a sentence aloud.

Answers

There are two pots on the stove, so she's been cooking. She has already baked some cookies. She has been writing a letter, but she hasn't finished it yet. There's a whole pizza, so I bet she hasn't eaten lunch. Her headphones are on the table, so she has probably been listening to music. Her paints and brushes are out, so it looks like she's been painting. She has already painted a vase of flowers.

B

- **Preview the task** Read the instructions aloud. Call on two Ss to read the example sentences aloud. Write on the board to guide Ss' discussion:

  Why is she baking cookies?
  Who is she writing the letter to?
  What kind of music does she like?
  Where is Suki?
- **Do the task** Have Ss work in pairs, discuss the questions, and make more guesses about Suki and the pictures.
- **Follow-up** A few pairs share some of their guesses.

Extra activity GROUPS

Groups play charades using modal verbs for speculating. Each group thinks of five interesting situations (e.g., *You are driving to the airport, and you are very late.*). Then group members take turns miming their situations for another group. The other group writes down as many speculations about the situation as possible in 30 seconds (e.g., *He must be late for an appointment. He could be driving to work.*). Groups get one point for each good guess. The group with the most points wins.

2 That must be interesting!

This task recycles *since*, *for*, and *in* for duration and adjectives ending in *-ed* and *-ing*. It also recycles the conversation strategy of showing you understand another person's feelings or situation.

- **Preview the task** Write on the board: *I went to a concert on Saturday. It was ____.* Ask Ss for adjectives to complete the second sentence (e.g., *boring, amazing, disappointing*). Read the instructions aloud.
- **Do the task** Have Ss complete the statements and responses. Check answers with the class: Call on pairs of Ss to read their statements and responses.

Possible answers

1. *A* I've been taking dance lessons since I was a kid.
   B You must be good / motivated.
2. *A* I haven't heard from my boyfriend in / for ages.
   B You must be worried / annoyed / anxious.
3. *A* I've been going out with someone for several months now.
   B That must be exciting / fun.
4. *A* I've been working hard since May. I haven't had a vacation.
   B That must be tiring / frustrating.

- Have two Ss read the example conversation aloud. Ask, "What can you ask to continue the conversation?" Have Ss call out questions (e.g., *What kind of music do you like to play?*). Have pairs take turns reading and responding to the sentences. Tell them to ask follow-up questions to continue the conversation.
- Have Ss rewrite the sentences so that they are true for them. When Ss finish, have them take turns reading and responding, this time using their true sentences.

3 Have you seen any good movies lately?

This task recycles the vocabulary for kinds of movies and expressions to describe types of movies.

- **Preview and do the task** Read the instructions and the examples in the chart aloud. Have two Ss read the example conversation. Have Ss complete the chart with movies they have seen.
- Ask, "What questions can you ask about a movie?" Write Ss' answers on the board (e.g., *Who was in it? What was it about?*).
- Call on two Ss to read the example conversation aloud. Have Ss work in pairs and talk about the movies in their charts. Tell Ss to use the questions on the board to get more information about the movies.

4 Can you complete this conversation?

This task recycles the conversation strategies of asking for a favor politely, showing you understand another person's feelings, introducing news, and using *all right*, *I see*, and *the thing is*. It also recycles *already* and *yet* with the present perfect.

- **Set the scene** Tell Ss to look at the picture. Ask, "What do you think the two people are doing?" Get ideas from Ss (e.g., *They could be talking about all the clutter.*).
- **Preview and do the task** Read the instructions aloud. Tell Ss to use each expression only once. Have Ss complete the conversation. Check answers with the class: Have a pair of Ss read the conversation.

Answers

Ana Guess what? We have a new boss — Abigail Freeman. And you know what? Things are going to change around here!

Nat Really? So, have you met her yet?

Ana No, but I've already heard lots of stories about her. The thing is, she's a "clean freak." She hates clutter. So everyone is busy cleaning and putting things away.

Nat I see. So I guess we're going to have to clean up this mailroom.

Ana Actually, I was wondering if we could start now because she might come by later.

Nat Yeah. We need to make a good first impression. The only thing is, every time I clean up, I lose something!

Ana Really? That must be frustrating! So let's be careful when we throw things away!

Nat Good idea. All right, let's get started!

- **Practice** Ss practice the conversation in pairs, taking turns playing each role.

5 I was wondering . . .

This task recycles the conversation strategy of asking for a favor politely.

- **Preview the task** Read the instructions aloud. Call on two Ss to each read a favor. Tell pairs to add two more favors. Then call on a few pairs to read their favors.
- Have two Ss read the example conversation aloud. Write on the board: *I was wondering if I could . . . ?* Ask, "What other expressions can you use to ask politely for a favor?" Write Ss' ideas on the board (e.g., *I want to . . . ; Would it be OK with you if I . . . ?*).
- **Do the task** Say, "Now role-play conversations in pairs, taking turns asking for favors. Ask why your partner needs the favor and decide if you will do it."

6 Here's the news.

This task recycles the passive.

A

- **Preview and do the task** Read the instructions aloud. Have Ss complete the sentences. Check answers with the class.

Answers

Four cars were involved in an accident on the highway this morning. The accident was caused by a truck that spilled hundreds of tomatoes onto the road. Fortunately, the drivers weren't seriously injured. Two people were taken to the hospital with minor injuries. The truck driver was interviewed by police. The highway was opened again two hours later.

B

- **Preview and do the task** Say, "Brainstorm words and expressions describing extreme weather and natural disasters." Read the examples aloud.
- Have pairs write as many words as they can for extreme weather and natural disasters. When Ss finish, have them call out words, and write them on the board.

Possible answers

severe thunderstorm, heavy rains, catastrophic wildfire, flash flood, freak hailstorm, hurricane, minor earthquake, strong winds, thunder and lightning, tornado

- Say, "Now write five sentences to create a news report." Tell pairs to use words on the board and the model in Exercise 6A to report on an extreme weather situation or natural disaster. When pairs finish, have them read their reports to the class.

Extra activity GROUPS

Groups choose one extreme weather event and write a list of words related to it. Group members take turns saying a sentence about the weather event, using words on their list (e.g., *Houses are often destroyed by strong winds. Electric power is often disrupted.*).

Free talk

UNIT 1 What are we like?

1

- **Preview the task** Tell Ss to turn to p. 129 of their Student's Books and look at Free Talk 1. Read the instructions aloud. Have Ss read the list of statements. Help with new vocabulary as needed. Say, "Look at the first statement: *Find someone who eats extremely slowly.*" Have a S ask the question [Do you eat extremely slowly?]. Have Ss suggest a follow-up question (e.g., *Do you eat all your meals slowly? Do you eat anything quickly?*). Have two Ss read the example conversation aloud.
- **Do the task** Have Ss walk around the class asking their classmates the questions. Remind them to ask follow-up questions when they get a *yes* answer and to take notes about the answers.

2

- **Preview and do the task** Have Ss report something interesting they found out about their classmates.

UNIT 2 I've never done that!

1

- **Preview the task** Tell Ss to turn to p. 129 of their Student's Books and look at Free Talk 2. Read the instructions aloud. Have Ss look at the first statement and its response: *Think of a sport you've never done. I've never been snowboarding.* Have Ss read through the chart. Explain that a S gets a point for each action that he or she has not done but another S has done. In completing the *I've never . . .* column, Ss should try to think of things they have not done but that they think most other Ss have done so that they can earn more points.
- **Do the task** Have Ss complete the chart. Circulate to help with spelling or vocabulary questions.

2

- **Preview and do the task** Read the instructions. Ask three Ss to read the example conversation aloud. Explain that A gets 2 points because B and C have been snowboarding, but A has not.
- Tell Ss to compare their answers for each idea in the chart. Remind Ss to score one point for each group member who has done something they haven't.

  Note: To keep this task moving at a good pace, be sure to have Ss form small groups of no more than four or five Ss.
- Have Ss ask and answer questions about the things in their charts. When groups finish talking about all the items in the chart, tell Ss to add their points. Find out which S in each group has the highest number of points.
- **Follow-up** Several Ss tell the class something they have never done but that the rest of the group has done.

Free talk

UNIT 3 Where's the best place to . . . ?

1

- **Preview the task** Tell Ss to turn to p. 130 of their Student's Books and look at Free Talk 3. Read the instructions aloud. If Ss are from different countries, put Ss from the same country in pairs. Tell pairs to agree on one idea for each category.
- **Do the task** Have pairs complete the task. Go around the class, and help as needed.

2

- **Preview and do the task** Put pairs together to discuss their answers. Say, "Share your choices with another pair."
- **Follow-up** Have Ss call out their choices for each item. Find out what the most popular choices were.

Free talk

UNIT 4 Family histories

1

- **Do the task** Tell Ss to turn to p. 131 of their Student's Books and look at Free Talk 4. Read the instructions aloud. Say, "Don't write a paragraph or complete sentences. Instead, just make a few notes to help you remember what you want to say." Have Ss read through the list of suggestions.
- **Do the task** Have Ss complete the task. Go around the class, and help as needed.

2

- **Preview and do the task** Read the instructions aloud. Ask a S to read the example sentences aloud.

Recycle a conversation strategy After the S reads the example aloud, say, "I'm sorry. Where did they move to? Did you say 1954 or 1964?" Remind Ss they can use questions such as this to check information. (See *Touchstone* Student's Book 2, Unit 6, Lesson C.)

- Have Ss take turns presenting their family history to the group. Tell group members to ask follow-up questions and check information using questions.
- **Follow-up** Each group chooses a family history to present to the class. Each group member tells something about the family being presented.

UNIT 5 Whichever is easier

1

- **Preview the task** Tell Ss to turn to p. 131of their Student's Books and look at Free Talk 5. Read the instructions aloud. Explain that a *potluck* dinner is a dinner party to which people each take a different dish to share with everyone else. Ask Ss if they ever have people over to their houses for dinner. Then ask if they ever have potluck dinners with friends. Have Ss read the questions. Have two Ss read the example conversation. Point out the way Ss make suggestions, ask questions, and respond to questions.
- **Do the task** Have groups complete the task. Go around the class, and help as needed.

2

- **Preview and do the task** Have groups tell the class about their potluck dinner.
- Ss listen to the different dinner plans and decide which one to go to. Have Ss vote on the 'best' dinner.

Free talk

UNIT 6 Who's going to do what?

1

- **Preview the task** Tell Ss to turn to p. 132 of their Student's Books and look at Free Talk 6. Have individual Ss each read a discussion question aloud. Have two Ss read the example conversation aloud. Call on a S to read the Useful Language.
- **Do the task** Have Ss complete the task. Go around the class, and help as needed.

2

- **Preview and do the task** Have a member of each group tell the class the group's event plans. Then have all the Ss vote on which event they would most like to go to.

UNIT 7 Your ideal partner

1

- **Preview the task** Tell Ss to turn to p. 132 of their Student's Books and look at Free Talk 7. Ask, "What do you think people look for in a life partner?" Have individual Ss each read one of the ideas. Make sure that they start with *It's best to have a partner who . . .* (e.g., *It's best to have a partner who has a good job.*).
- Read the instructions aloud. Have two Ss read the example conversation. Tell Ss to work in small groups and discuss the ideas. Tell Ss to add ideas of their own also.
- **Do the task** Have Ss do the task. When Ss have finished, have groups call out ideas that they discussed that were not on the website. Write the ideas on the board.
- Have Ss take turns telling the class which idea matters most to them. Tally the Ss' choices, and see which idea matters most to Ss.

2

- **Preview and do the task** Read the instructions and example aloud. Put Ss in groups to brainstorm questions. Tell group members to write down their questions and then to decide on the ten most important ones. As Ss discuss their choices, go around the class, and help as needed.
- Have a member of each group read their 10 questions. For each one, have other groups say if they had the same question. Record the most popular questions on the board. For any questions that only one group had, have the group explain why they think the question is important.

Free talk

UNIT 8 What would you do?

- **Preview the task** Tell Ss to turn to p. 133 of their Student's Books and look at Free Talk 8. Read the instructions aloud. Ask individual Ss to each read a question aloud. Have three Ss read the example conversation aloud.
- **Do the task** Put Ss in groups to discuss the questions. Go around the class, and help as needed. Ask each group to report on the ways they are alike and how they are different. Call on a few groups to share some of their most interesting answers.

Free talk

UNIT 9 Technology etiquette

- **Preview the task** Tell Ss to turn to p. 134 of their Student's Books and look at Free Talk 9. Read the instructions aloud. Have Ss read the opposing opinions.
- **Do the task** Put Ss in pairs to debate their opinions.
- **Follow-up** Have selected pairs present the opinions they disagreed on to the class. Have selected pairs explain the reasons they disagree.

Free talk

UNIT 10 Who's been doing what?

- **Preview the task** Tell Ss to turn to p. 135 of their Student's Books and look at Free Talk 10. Say, "Find out what your classmates have been up to recently. Who's been doing what?" Read the instructions aloud. Tell Ss to look at the first activity in the list, and then ask two Ss to read the example conversation aloud. Point out the example answer in the chart.
- **Do the task** Have Ss walk around the class asking their classmates the questions. Remind them to ask follow-up questions when they get a *yes* answer.
- Have several Ss report two interesting things they learned about their classmates.

UNIT 11 That must be fun!

1

- **Preview the task** Tell Ss to turn to p. 135 of their Student's Books and look at Free Talk 11. Read the instructions aloud. Have a S read aloud the response in conversation 1. Elicit ideas for sentences this might be a response to, and write them on the board (e.g., *I go skiing most weekends in the winter. My friends and I get together to once a month to cook Mexican food. I work part time at the local radio station.*).
- **Do the task** Have Ss write sentences for each conversation.

2

- **Preview the task** Read the instructions aloud. Have two Ss read the example conversation aloud.
- **Do the task** Have Ss take turns sharing their sentences. Then have them continue the conversations, asking and answering more questions.

Free talk

UNIT 12 Here's the news!

1

- **Preview the task** Tell Ss to turn to p. 136 of their Student's Books and look at Free Talk 12. Read the instructions aloud. Ask, "What kinds of facts should you include in your reports?" Write Ss' suggestions on the board (e.g., *what happened, when, where*).
- **Do the task** Have pairs complete the task.

2

- **Preview and do the task** Read the instructions aloud. Have Ss form groups and complete the task.
- **Follow-up** Have groups present one news story to the class. Tell Ss to ask questions to find out more details about the news reports.

Sounds right

UNIT 1

4.30

- **Preview the task** Books closed. Read the instructions aloud. Have Ss look at the chart. Say, "The large dot is the stressed syllable in the word." Say the words *fairly, admire, arrogant, correctly* aloud and have Ss repeat the words after you.
- **Play the recording** Ss listen and repeat.
- **Play the recording again** Pause after each word to give Ss time to write it in the correct column. Play it again, if necessary, for Ss to check their answers. Check answers with the class.

Answers

fairly: 5. helpful; 7. reckless; 9. borrow
admire: 1. complain; 3. forget; 11. relaxed
arrogant: 4. generous; 8. wonderful; 12. patiently
correctly: 2. dishonest; 6. impatient; 10. politely

Extra activity PAIRS / GROUPS

Pairs find six to eight new words to fit in the chart on p. 137. Pairs take turns telling each other their words and writing them in the correct columns in the chart.

UNIT 2

4.31

- **Preview the task** Books closed. Read aloud the words in the numbered column (*do, done, go, gotten*) and have Ss repeat. Ask Ss how many different *o* sounds they hear [four]. Books open. Read the instructions aloud.
- **Play the recording** Ss listen and repeat.
- **Play the recording again** Stop after the first item and ask, "What sound is it like?" [the sound in *lose*] Say, "Write the letter on the line." Continue to play the recording as Ss write the letters on the lines. Have Ss compare answers with a partner. Check answers with the class.

Answers

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

- **Follow-up** Point out the different parts of the mouth that are used to pronounce the different *o* sounds: *Do* and *go* are in the front of the mouth whereas *done* and *gotten* are further back towards the throat. Also point out the different shape of the lips when pronouncing the different *o* sounds.

UNIT 3

4.32

- **Preview the task** Read the instructions aloud. Explain that the *odd one out* is the one that is different.
- **Play the recording** Ss listen and repeat.
- **Play the recording again** Stop after the first group of words and ask, "Which word has a different sound?" [river] Have Ss circle *river*. Continue playing the recording as Ss circle the word in each group that has a different sound. Have Ss compare answers with a partner. Play the recording again if necessary. Check answers with the class.

Answers

1. river 2. continent 3. worst 4. country 5. ocean

UNIT 4

4.33

- **Preview the task** Read the instructions aloud. Say the words *clean, great, law, uncle,* and *wife* one at a time and elicit the underlined sound.
- **Play the recording** Ss listen and repeat.
- **Play the recording again** Stop after the first item and ask, "What sound is it like?" [the sound in *uncle*] Have Ss notice it is under *uncle* in the chart. Continue playing the recording. Stop after the second item and elicit the sound in *daughter*. Ask Ss which sound it is like [the sound in *law*]. Tell Ss to write it under *law* in the chart. Continue playing the recording. Pause after each item so Ss can write in the chart. Check answers with the class.

Answers

Extra word: 4. nephew
clean: 5. niece
great: 6. stay
law: 2. daughter
uncle: 1. cousin
wife: 3. fight

- **Follow-up** Have Ss work in pairs to find other words in the unit to add to the chart.

Sounds right

UNIT 5

4.34

- **Preview the task** Read the instructions aloud. Say, "Listen to the underlined sounds of these two words: *thirsty* and *dessert*. Are they the same or different?" [same]
- **Play the recording** Ss listen and repeat.
- **Play the recording again** Stop after each pair of words for Ss to write their answers. Play the recording again if necessary. Have Ss compare answers in pairs.

Answers

1. S 2. S 3. D 4. S 5. D 6. S 7. D 8. S 9. D

UNIT 6

4.35

- **Preview the task** Read the instructions aloud. Say the words *home*, *good*, *math*, *worse*, and *ought* one at a time, stopping after each one to have Ss repeat the underlined sounds, and elicit the underlined sound.
- **Play the recording** Ss listen and repeat.
- **Play the recording again** Stop after the first item and ask, "What sound is it like?" [the sound in *ought*] Have Ss notice it is under *ought* in the chart. Continue playing the recording. Stop after the second item and elicit the sound in *bully*. Ask Ss which word it sounds like [good]. Tell Ss to write it under *good* in the chart. Continue playing the recording. Pause after each item so Ss can write it in the chart. Check answers with the class.

Answers

home: 3. total, 10. coach
good: 2. bully, 8. should
math: 4. fabulous, 6. rather
worse: 5. girlfriend, 7. research
ought: 1. bought, 9. thought

- **Follow-up** Say, "Which groups of words use the same spelling for the same sound for all three words?" [*math / fabulous / rather* and *ought / bought / thought*]. Say, "Notice the different spelling combinations for each sound in the remaining groups of words."

UNIT 7

4.36

- **Preview the task** Read the instructions aloud. Remind Ss that the *odd one out* is the one that is different. Point out that this exercise focuses on consonant sounds.
- **Play the recording** Ss listen and repeat.
- **Play the recording again** Stop after the first group of words and ask, "Which word has a different sound?" [which] Have Ss circle *which*. Continue playing the recording as Ss circle the word in each group that has a different sound. Have Ss compare answers with a partner. Play the recording again if necessary. Check answers with the class.

Answers

1. which 2. through 3. wrote 4. sign 5. sits 6. circle

UNIT 8

4.37

- **Preview the task** Read the instructions aloud. Point out that this exercise focuses on both vowel and consonant sounds. Have Ss look at the first pair of words. Say *place* and *exciting*. Ask, "Are the underlined sounds the same or different?" [the same]
- **Play the recording** Ss listen and repeat.
- **Play the recording again** Stop after each pair of words for Ss to write their answers. Play the recording again if necessary. Have Ss compare answers in pairs. Check answers with the class.

Answers

1. S 2. D 3. D 4. S 5. S 6. S 7. S 8. S 9. D

- Have Ss notice the two pairs that have different spelling combinations for the same sounds [*enough / afford, share / anywhere*]. Then have Ss notice which of the pairs use the same spelling for different sounds [*engineering / forget* and *if / of*].
- **Follow-up** Have Ss work in pairs to find other words that sound similar to each similar pair or each word in the different pairs. They can use their books or a dictionary. Have Ss join another pair and say the words, asking the other pair to say which words they are similar to.

Sounds right

UNIT 9

4.38

- **Preview the task** Books closed. Read the instructions aloud. Say the words *around* and *battery* and elicit the unstressed vowel sounds.
- **Play the recording** Ss listen and repeat. Have Ss call out the number of syllables in each word [around: 2; battery: 3; computer: 3; idea: 3; remember: 3; controller: 3; problem: 2; tablet: 2; support: 2; virus: 2]. Point out that each word has one stressed syllable and one or two unstressed syllables. Remind Ss that they will be circling one or two syllables.
- **Play the recording again** Stop after each pair of words for Ss to write their answers. Play the recording again if necessary. Have Ss compare answers in pairs. Check answers with the class.

Answers

1. around 3. computer 5. remember 7. problem 9. support
2. battery 4. idea 6. controller 8. tablet 10. virus

UNIT 10

4.39

- **Preview the task** Read the instructions aloud. Say the words *again*, *bought*, *eat*, *made*, *there*, and *true* one at a time, stopping after each one to have Ss repeat the underlined sounds.
- **Play the recording** Ss listen and repeat.
- **Play the recording again** Stop after the first item and ask, "What sound is it like?" [the sound in *made*] Have Ss notice it is under *made* in the chart. Continue playing the recording, pausing after each item so Ss can write it in the chart. Check answers with the class.

Answers

again: 11. serious, 12. suspense
bought: 7. saw, 4. fall
eat: 9. scene, 10. seen
made: 1. alien, 6. place
there: 5. hilarious, 8. scary
true: 2. cartoon, 3. costume

- **Follow-up** Have Ss work in pairs to find other words in the unit to add to the chart.

UNIT 11

4.40

- **Preview the task** Read the instructions aloud. Say the /t/, /d/, and /ɪd/ sounds. Say *annoyed*. Ask, "Which sound did you hear?" [/d/]
- **Play the recording** Ss listen and repeat.
- **Play the recording again** Stop after the second item and ask, "Does it have a /t/, /d/, or /ɪd/ sound?" [/d/] Continue playing the recording as Ss write *t*, *d*, or *ɪd*. Check answers with the class.

Answers

1. d 2. d 3. ɪd 4. t 5. ɪd 6. ɪd 7. ɪd 8. d
9. d 10. t 11. d 12. d

Extra activity INDIVIDUAL / PAIRS

Have Ss choose four words and write a question with each one. Ss work in pairs and take turns asking and answering each other's questions.

UNIT 12

4.41

- **Preview the task** Read the instructions aloud. Have Ss look at number one and say the word *bus*. Say, "The underlined sound is like the underlined sound in *city*." Have Ss repeat *bus* and *city*.
- **Play the recording** Ss listen and repeat the words.
- **Play the recording again** Stop after the second item and ask, "Which word has the same underlined sound?" [closed] Say, "Write the letter on the line." Continue to play the recording as Ss write the letters on the lines. Have Ss compare answers with a partner. Check answers with the class.

Answers

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

Extra practice

UNIT 1 Lesson A Adjectives vs. manner adverbs

If A is done for homework

Briefly preview the task for Exercise A. Make sure Ss understand what they need to do. Have Ss complete Exercise A at home, then check answers in class.

If done in class

A

- **Preview the task** Read the instructions aloud. Read the first sentence and elicit the correct answer [bad]. Ask, "Why is this the correct answer?" [You use an adjective after the verb sound.]
- **Do the task** Have Ss circle the correct words. Check answers with the class.

Answers

1. I know this sounds bad, but I love to drive really fast. I think I drive really well, though. I don't get reckless when I get behind the wheel or anything.
2. I try hard to be neat and tidy. Like, I always put my keys on the shelf automatically when I get home. You can lose your keys so easily.
3. I think it's important to take work seriously. I mean, it only seems right. If you do a job well, you feel good about yourself, too.
4. I guess I can get impatient sometimes. Like, I want instant replies to my texts and emails. I just don't like to wait when I need an answer quickly.
5. I love sports, but I don't really play for fun. I feel pretty strongly that you should play to win. I feel terrible if I lose. My friends see things differently and say that I'm too serious about sports and that I should relax.
6. I hate it when people don't write texts properly and don't use correct grammar and punctuation. It's not because they're writing quickly – they just don't care about it. I always check over my texts very carefully before I send them.

About you

B

- **Preview the task** Read the instructions aloud. Tell Ss if they can't find any that are true for them or for someone they know, they can change one or two a little to make them true for them or for someone they know.
- **Do the task** Have Ss discuss their choices in pairs. Monitor and provide help as needed.

UNIT 1 Lesson B Adverbs before adjectives and adverbs

If A is done for homework

Briefly preview the task for Exercise A. Make sure Ss understand what they need to do. Have Ss complete Exercise A at home, then check answers in class.

If done in class

A

- **Preview the task** Read aloud the instructions and the phrases in the box.
- **Do the task** Have Ss complete the sentences. Check answers with the class.

Answers

1. My sister's extremely talented. She's just good at everything she does.
2. My brother's absolutely crazy. He does that extreme biking thing, jumping upside down on his bike and everything.
3. My parents are incredibly generous. They bought me a new car when my old one broke down.
4. My best friend is really reliable. I can count on her for absolutely anything.
5. I'm pretty laid-back. I don't get stressed very often.
6. My brother isn't arrogant at all. He doesn't think he's better than everyone else.

About you

B

- **Present *Common Errors*** Call on Ss to read the information aloud. Explain that extreme adjectives already include the meaning of *very*. Say some extreme and not extreme adjectives and have Ss say either *absolutely* or *very* with the adjectives (e.g., *fantastic – absolutely fantastic; good – very good; nice – very nice; amazing – absolutely amazing; fast – very fast; smart – very smart; brilliant – absolutely brilliant*).
- **Preview the task** Read the instructions aloud.
- **Do the task** Have Ss rewrite the sentences to make them true for them, and then take turns telling their partners their new sentences. Encourage Ss to ask each other questions for more information about each person. Monitor and provide help as needed.
- **Follow-up** Have Ss share their conversations with the class.

irLanguage

Extra practice

UNIT 2 Lesson A Present perfect statements

If A is done for homework

Briefly preview the task for Exercise A. Make sure Ss understand what they need to do. Have Ss complete Exercise A at home, then check answers in class.

If done in class

A

- **Preview the task** Read the instructions aloud. Have Ss read the sentences. Point out that they will need to add and change words.
- **Do the task** Have Ss complete the task and then compare answers with a partner. Check answers with the class.

Answers

1. I've / I have always done a lot of traveling. I guess it's / it has always been my main interest in life.
2. I travel with an old school friend, and she's been / she has been to lots of places.
3. She and I have traveled around Asia three or four times. We've / We have always enjoyed traveling together.
4. We've / We have walked on the Great Wall of China twice. It's so amazing.
5. We've been / We have been so lucky. We've / We have visited some amazing places and I've / I have tried all kinds of food.
6. We're always talking about places we would like to go. We've thought / We have thought about going to Australia or India.
7. My friend hasn't been / has not been to India because she hasn't had / has not had the chance, and I've / I have never been to Australia.
8. We haven't / have not made a decision about where to go next, but I'd really like to go to Sydney.

About you

B

- **Preview the task** Read the instructions aloud. Tell Ss to make similar sentences about their own travel experiences or travel experiences of people they know.
- **Do the task** Have pairs take turns telling each other their sentences. Tell Ss to ask questions about their partners' sentences (e.g., *S1: I've never done a lot of traveling, but I've always wanted to. S2: Where would you like to go?*). Monitor and provide help as needed.

UNIT 2 Lesson B Present perfect vs. simple past

If A is done for homework

Briefly preview the task for Exercise A. Make sure Ss understand what they need to do. Have Ss complete Exercise A at home, then check answers in class. Have Ss practice the conversations in pairs.

If done in class

A

- **Preview the task** Read the instructions aloud. Remind Ss to notice whether the speaker should be using the simple past or the present perfect.
- **Do the task** Have Ss complete the conversations. Check answers with the class.

Answers

1. *A* Have you ever done anything scary?
   B Yes, I have. I played the piano in a big concert last year.
   A Really? Did you play a solo?
   B No, I didn't. Thank goodness! There was an orchestra, too.
2. *A* Have you ever seen the Northern Lights?
   B No, I haven't, but I've always wanted to see them. We went to Alaska last year, but we didn't see them.
3. *A* Have you ever tried kickboxing?
   B Yes, I have. I took a class last semester. But I didn't like it.
4. *A* Have you ever cooked a meal for a big group of people?
   B Yes, I have. It was my sister's birthday last weekend. She invited 25 of her friends, and we made Moroccan food.
   A Really? I've never eaten Moroccan food before. Was it good?
   B Oh, yeah. Everybody loved it!

- Put Ss in pairs to practice the conversations, taking turns playing each role.

About you

B

- **Preview the task** Read the instructions aloud. Tell Ss to change the answers to make them true.
- **Do the task** Have Ss practice the conversations again. Walk around helping with vocabulary as needed. Have selected pairs share a conversation with the class.

Extra practice

UNIT 3 Lesson A Superlatives

If A is done for homework

Briefly preview the task for Exercise A and present Common Errors. Make sure Ss understand what they need to do. Have Ss complete Exercise A at home, then check answers in class.

If done in class

A

- **Present *Common Errors*** Call on Ss to read the information aloud. Have Ss call out different adjectives while other Ss change them to superlatives (e.g., *quick, quickest*; *bright, brightest*; *light, lightest*; *heavy, heaviest*; *new, newest*; *old, oldest*; *interesting, most interesting*; *important, more important*). Review the rules for forming superlative adjectives if necessary.
- **Preview the task** Read the instructions aloud. Check Ss' comprehension of any difficult vocabulary.
- **Do the task** Have Ss complete the sentences. Check answers with the class.

Answers

1. The biggest national park in the world is in Greenland.
2. The fastest roller coaster in Europe is in Spain.
3. Canada has the longest coastline in the world. It's great for sightseeing.
4. The most expensive hotel in the world is in Dubai. The rooms cost over $10,000 a night.
5. The best time to visit Thailand is from November to February. These are the months with the best weather because there is the least rain.
6. Summer is the worst time to visit Venice because that's when there are the most tourists.
7. The city that has the most people in the United States is New York City.
8. The city with the largest population in the world is Shanghai.
9. The deepest lake in the world is Lake Baikal in Siberia.
10. The smallest country in the world is Vatican City in Rome. It's also the most populated country with only 500 inhabitants.

About you

B

- **Preview the task** Read the instructions aloud. Model the task by changing a sentence to make it true for your country. (e.g., *The biggest National Park here is* [name].) Say, "Can you think of similar facts for visitors to your country?" Tell Ss to work in pairs and to make a list of facts.
- **Do the task** Have pairs do the task, then compare their lists with another pair.

UNIT 3 Lesson B Questions with *How* + adjective

If A is done for homework

Briefly preview the task for Exercise A. Make sure Ss understand what they need to do. Have Ss complete Exercise A at home, then check answers in class.

If done in class

A

- **Preview the task** Ask Ss to say any facts they know about the geography or people of Spain.
- **Do the task** Have Ss complete the questions and answers. Have Ss compare answers with a partner. Check answers with the class.

Answers

1. Q: How high is Mount Teide in Tenerife, Spain? A: It's 4,964 meters (16,286 feet) high.
2. Q: How long is the coastline of Spain? A: It's 7,517 kilometers (4,671 miles) long.
3. Q: How big is the population of Spain? A: It's almost 47 million people ___.
4. Q: What is the largest natural lake in Spain? How deep is it? A: Lake Sanabra is 51 meters (167 feet) deep.
5. Q: How hot is it in southern Spain in August? A: It is usually around 35°C (90°F) ___.

About you

B

- **Preview the task** Say, "Look at the facts about Spain. What facts like this do you know about your own country?" Have two Ss read the example conversation. Point out the use of "I'm guessing" in the conversation.
- **Do the task** Have Ss take turns asking and answering questions using *How* + adjectives about their own country or other places. Encourage Ss to guess if they don't know the answers.

Extra activity PAIRS / GROUPS

Put Ss in pairs or groups to write a set of questions about their country that they researched on the Internet. Pairs exchange questions with another pair or group and write the answers. Ss may use the Internet to find the answers.

Extra practice

UNIT 4 Lesson A Verbs *let, make, help, have, get, want, ask, tell*

If A is done for homework

Briefly preview the task for Exercise A. Make sure Ss understand what they need to do. Have Ss complete the task at home, then check answers in class.

If done in class

A

- **Preview the task** Read the instructions aloud.
- **Do the task** Have Ss complete the sentences. Remind Ss they will need to decide if they should add *to* or not. Have Ss compare answers with a partner. Check answers with the class.

Answers

1. I want my children to make good decisions for themselves.
2. I don't let my kids play computer games before bedtime. It makes them sleep badly.
3. I usually make my teenagers clean up the kitchen after meals.
4. I want to get my kids to eat well. They're always eating junk food.
5. I usually tell my kids to do their homework before dinner, but I don't help them do / to do it.
6. I'm always asking them to turn off the lights in the house.
7. I have them shut down their computers at night.
8. I'm always telling my kids to be careful when they go out.
9. I always have my kids write thank-you letters when they get a gift.
10. We often help our sons study / to study for exams. We make up games for them.

About you

B

- **Preview the task** Ask Ss to think about their own childhoods and their own parents' policies. Have a S read the example sentence. Have several Ss call out possibilities.
- **Do the task** Have Ss take turns telling their partners about their own childhoods.

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UNIT 4 Lesson B *used to* and *would*

If A is done for homework

Briefly preview the task for Exercise A. Make sure Ss understand what they need to do. Have Ss complete the task at home, then check answers in class.

If done in class

A

- **Preview the task** Ask Ss what they used to do on their summer vacation. Say, "What are some of your memories?" Have a few Ss each call out a memory. Read the instructions aloud. Have Ss find the first sentence to rewrite using *used to* or *would* [We had long school vacations in the summer.]. Explain that there are more than eight sentences but that they only need to rewrite eight of them. Also explain that the answers will vary a little.
- **Do the task** Have Ss rewrite the eight sentences and then compare answers with a partner. Check answers with the class.

Answers

We used to have long school vacations in the summer.

I used to see / would see a lot of my extended family in those days.

My cousins used to come /would come to stay every summer.

We didn't use to have a big house like we do now, so we used to camp / we would camp in the back yard.

There was a stream near our house, and we used to swim / would swim in it.

One of my little cousins didn't use to like swimming.

She used to be really scared of water, and my brother always used to tease / would tease / would always tease her about it.

He used to make / would make her go into the water.

About you

B

- **Preview the task** Have Ss change a few of the sentences above to questions (e.g., *Did you use to have long school vacations in the summer?*). Read the instructions aloud, and ask Ss to think about their own school vacations. Have two Ss read the example conversation.
- **Do the task** Have Ss take turns asking and answering questions about their own school vacations. Have selected pairs share some of their conversation with the class.

Extra practice

UNIT 5 Lesson A Talking about quantities of food

If A is done for homework

Briefly preview the task for Exercise A. Make sure Ss understand what they need to do. Have Ss complete the task at home, then check answers in class.

If done in class

A

- **Preview the task** Read the instructions aloud.
- **Do the task** Have Ss complete the sentences with the words in the box, and then compare answers with a partner. Check answers with the class.

Answers

1. I don't eat many fruits or vegetables. I really should eat more healthy food.
2. We have a small freezer, so we buy very few frozen meals.
3. I prefer to go shopping at the local store. I'm trying to buy less food from the big supermarkets than I used to.
4. My family buys about six loaves of bread a week and eight cartons of fruit juice.
5. I don't fry food anymore. It means I eat fewer calories and less fat. But I have to say, I like a little butter on my potatoes.
6. When I go out to eat, I like to try a few different things that I don't normally eat.

About you

B

- **Preview the task** Have Ss think about their own shopping and eating habits as compared to the ones in the sentences in Exercise A. Then read the instructions aloud.
- **Do the task** Have Ss take turns telling their partners about their shopping and eating habits. Have Ss tell the class one thing about their partner.

Extra activity GROUPS

Have Ss write two true sentences and one false sentence about their shopping or eating habits. Put Ss in small groups to say their sentences while group members decide which sentence is false. Ss receive a point for each correct guess.

UNIT 5 Lesson B *too, too much, too many,* and *enough*

If A is done for homework

Briefly preview the task for Exercise A and present Common Errors. Make sure Ss understand what they need to do. Have Ss complete the task at home, then check answers in class.

If done in class

A

- **Preview the task** Read the instructions aloud.
- **Present *Common Errors*** Call on Ss to read the information aloud. Elicit common countable and uncountable food and drink nouns, listing them on the board.
- **Do the task** Have Ss complete the conversation from an online forum and then compare answers with a partner. Check answers with the class.

Answers

A few months ago, I completely changed my eating habits. I used to eat too much sugar, too much processed fat, and too many take-out meals. I also didn't eat my meals slowly enough because I was always rushing out somewhere. My mother was always saying, 'You eat too quickly' or 'You're not eating enough protein,' and as for fast food, I know I definitely ate too much. I really thought my mom complained too much, but actually I guess I didn't pay enough attention to her. I got sick! The doctor said my diet wasn't healthy enough and I needed to change it. He also said I needed more vitamins and I wasn't getting enough. No surprise there! So I changed my diet. In the end, it was simple enough to do. Now I'm eating a lot of raw vegetables – I guess you can't eat too many of those! I feel great. And guess what? My mom can't say I don't eat well enough. Not now!

Comment Good for you! You should never be too busy to look after your health! Too much junk food and too many sweets are not good for you.

About you

B

- **Preview the task** Read the instructions aloud. Have Ss think about the types of things people comment on in forums such as this one. Elicit ideas, and write them on the board.
- **Do the task** Have Ss write a comment and then compare with a partner. Have selected Ss write their comments on the board to discuss with the class.

Extra practice

UNIT 6 Lesson A Talking about the future

If A is done for homework

Briefly preview the task. Make sure Ss understand what they need to do. Have Ss complete the task at home, then check answers in class.

If done in class

- **Preview the task** Read the instructions aloud. Remind Ss of the different ways to talk about fixed plans (the present continuous or *be going to*), decisions you make as you are speaking (*will*), factual information or predictions based on what you know (*will* or *be going to*), and scheduled events (the simple present). Say, "As you choose the answers, think about whether the man is talking about fixed plans, predictions, or scheduled events, or is making decisions as he talks."
- **Do the task** Have Ss complete the task and then compare answers with a partner. Check answers with the class.

Answers

Well, tonight I'm going to stop by the store on my way home. I need to get some stuff for dinner. I think I'll buy some pasta, and I'll make some garlic bread. That sounds good. So, yeah, we're eating late tonight because I have a gym class at 6:00. So I think I'll go / I'm going to go home straight after class, because my roommate's having dinner with me tonight. I guess he won't get home until 7:30, so maybe we'll eat at about 8:00. I think we're going to go out later. There's a movie I want to see. It starts at 10:00.

About you

B

- **Preview the task** Read the instructions aloud. Have Ss think about their plans for the evening. If they have none, tell them to make some up or change the task to a weekend day or evening. You may want to brainstorm some ideas for a busy evening with Ss before they begin the task. Tell Ss to use all the different types of future plans.
- **Do the task** Put Ss in pairs to share their plans. Walk around and help out with vocabulary and structure as needed. Have a few Ss share their plans with the class or report on their partners' plans.

Extra activity CLASS

Have Ss write a few sentences about their plans for the evening. If it is evening already, tell them to imagine it is still daytime. Tell Ss not to put their names on the sentences. Post the sentences around the classroom. Have Ss walk around and read them and then guess who wrote them. Tell Ss to write the names of the ones they are pretty sure about under the sentences. Then see how many correct guesses there are.

UNIT 6 Lesson B What's *advisable, necessary, preferable*

If A is done for homework

Briefly preview the task for Exercise A and present Common Errors. Make sure Ss understand what they need to do. Have Ss complete the task at home, then check answers in class.

If done in class

A

- **Preview the task** Read the instructions aloud.
- **Do the task** Have Ss rewrite the sentences and then compare answers with a partner. Check answers with the class.

Answers

1. I'd rather not move out of my apartment.
2. I'm going to have to learn to drive.
3. I ought to save some money to buy a car.
4. You might want to talk to your boss about a promotion.
5. My brother'd better / had better get a job soon, or he won't be able to pay his rent.
6. My classmates had better not go out tonight, or they won't pass the exams tomorrow.
7. My sister wants to go to Europe. She'd better learn some English before she goes.
8. My friend has to choose her major soon, but she says she'd rather not think about it.
9. My parents are going to have to retire soon, but they say they'd rather / would rather work.
10. I ought to get more exercise – I spend too much time at my desk.

About you

B

- **Preview the task** Ask Ss to think about their own current situations. Have a S read the example sentence. Point out the additional information in the example. Brainstorm some other possible ideas (e.g., *It's too expensive. It's too noisy. It's too hot.*). Tell Ss to add explanations like these to their sentences.
- **Present *Common Errors*** Books closed. Write on the board:
  1. You ___ get a visa to go to Australia.
  2. You ___ get a visa for your trip to Australia.
  Ask, "Which sentence(s) can I complete with *have to*?"[both] "Which sentence(s) can I complete with *had better*?"[sentence 2] Have Ss write their answers and then check by reading the information. Have a S read the information aloud. Go over the example. Ask, "Why is sentence 2 the only one where you can use *had better*?" [It's advice for a specific situation.] Remind Ss that both *had* and *would* are often abbreviated as *'d* (e.g., *He 'd better not stay out late. He 'd rather stay at home.*).
- **Do the task** Have Ss rewrite the sentences with their own information, then take turns telling their partners their sentences.

Extra practice

UNIT 7 Lesson A Relative clauses

If A is done for homework

Briefly preview the task for Exercise A and present Note and Common Errors. Make sure Ss understand what they need to do. Have Ss complete Exercise A at home, then check answers in class.

If done in class

- **Present *Note*** Call on Ss to read the information aloud. Go over the examples, focusing on the prepositions at the ends of the sentences. Write these phrases on the board and have Ss a) complete them with names of people they know and b) make them into relative clauses like the examples in the Note. *I sit next to ____ in class. I often go out with ____ on weekends.* (e.g., *Clara is the woman I sit next to in class. Tina and Yuri are the people I often go out with on weekends.*)
- **Present *Common Errors*** Call on Ss to read the information aloud. Write the example on the board. Ask, "How can we break this into two short sentences?" [She works for a company. The company makes computers.] Point out that *the company* is the subject of the second sentence and that these clauses need words like *who*, *that*, or *which*. Then write on the board: *She works for a company (that) she likes.* Have Ss break the sentence into two parts. [She works for a company. She likes the company.] Elicit from Ss that in this case *the company* is the object of the second sentence. Say, "If you are not sure if a relative clause is a subject or an object relative clause, it can help to break the sentence into two."

A

- **Preview the task** Read the instructions aloud.
- **Do the task** Have Ss complete the sentences and then compare answers with a partner. Check answers with the class, going over all the possible combinations.

Answers

1. Who's a friend that / who / - you often go out with?
2. Who's the person in your family that / who / - you most often talk to / with?
3. Who's the classmate that / who is always interrupting other people / -?
4. Who's the friend that / who / - you like to spend time with?
5. Who's a friend that / who / - you went to elementary school with?
6. Who's the co-worker that / who has the most impeccable taste in clothes / -?
7. Who's the friend that / who has the best sense of humor / -?
8. Who's someone that / who always makes a good impression on people?
9. Who's a friend with a car that / which / - you'd like to own?
10. Who's the friend that / who / - you can always rely on when you have problems?
11. Who's a person that / who / - you sometimes have arguments with / about?
12. Who's the co-worker that / who / - you're always apologizing to / for?

About you

B

- **Preview the task** Read the instructions aloud. Give Ss a few minutes to think of answers to the questions in Exercise A.
- **Do the task** Have Ss take turns asking and answering the questions. Have some Ss share their answers with the class.

UNIT 7 Lesson B Phrasal verbs

If A is done for homework

Briefly preview the task for Exercise A. Make sure Ss understand what they need to do. Have Ss complete Exercise A at home, then check answers in class.

If done in class

A

- **Preview the task** Ask Ss to call out some particles and write them on the board (e.g., *along, out, away, down, back, up*). Read the instructions aloud. Have a S read the example sentence.
- **Do the task** Have Ss complete the questions. Check answers with the class.

Answers

1. move away
2. hang out / growing up
3. gone back
4. get along
5. didn't work out
6. signed up for
7. come back
8. started out / turned out
9. settled down
10. go out with

About you

B

- **Preview the task** Read the instructions aloud. Give Ss a few minutes to think of answers to the questions in Exercise A.
- **Do the task** Have Ss work in pairs to take turns asking and answering the questions with their own information and reasons or explanations where appropriate.
- **Follow-up** Have Ss change partners and select a few questions to discuss. Tell Ss to ask follow-up questions to keep the conversations going.

Extra practice

UNIT 8 Lesson A Wishes and imaginary situations or events

If done in class

Briefly preview the task for Exercise A. Make sure Ss understand what they need to do. Have Ss complete Exercise A at home, then check answers in class.

If done in class

A

- **Preview the task** Read the instructions aloud. Elicit the structures that follow *wish* and *if* [past forms of verbs]. Remind Ss that sentences with *if* have two parts [*if* + past form of verb, . . . *would (could)* + base form of verb]. Write on the board: *If I was* and *If I were*. Ask, "Which is more common in conversation?" [If I was] Ask, "Which is more correct in written English?" [If I were]
- **Do the task** Have Ss complete the sentences and then compare answers with a partner. Check answers with the class.

Answers

1. I wish I was / were less disorganized. If I was / were less disorganized, I wouldn't lose things all the time.
2. I wish my sister paid attention in school. If she paid attention, she'd / would get better grades.
3. I wish I could take a vacation this year. If I could take a vacation, I wouldn't feel so stressed all the time.
4. I wish my parents let me use their car. If my parents let me use their car, they wouldn't have to drive me everywhere.
5. I wish my brother helped clean up the house. If he helped, I'd / would have time to do other things.

About you

B

- **Preview the task** Read the instructions aloud. Give Ss a few minutes to think of wishes that are true for them. Tell Ss to also make *if* sentences for the results of their wishes.
- **Do the task** Have Ss take turns telling a partner their wishes and their results.

UNIT 8 Lesson B Asking about imaginary situations or events

If A is done for homework

Briefly preview the task for Exercise A and present Common Errors. Make sure Ss understand what they need to do. Have Ss complete the task at home, then check answers in class.

If done in class

A

- **Present *Common Errors*** Call on a S to read the information aloud. Ask, "Why is *would* correct in the example?" [The situation is imaginary, not real.]
- **Preview the task** Read the instructions aloud. Check that Ss understand they have to write two questions: a *wh-* question and a *yes-no* question.
- **Do the task** Have Ss write their questions and answers. Check the questions with the class.

Answers

1. What would you do if a friend talked about you behind your back? Would you say something?
2. How would you react if you forgot an important homework assignment? Would you give your teacher an excuse?
3. What would you do if you didn't meet a big deadline? Would you apologize to your boss?
4. What would you say if your parents bought you a present that you didn't like? Would you tell them the truth?
5. How would you react if a friend invited you to a party that you didn't want to go to? Would you say you're busy?
6. What would you do if you lent some money to a friend and she forgot about it? Would you remind her about it?

About you

B

- **Preview and do the task** Read the instructions aloud. Give Ss a few minutes to think about alternative reactions and solutions. Put Ss in new pairs to discuss their reactions and their new solutions.
- **Follow-up** Have Ss post their new solutions on the board. Have the class vote on the best solutions for each situation.

Extra practice

UNIT 9 Lesson A Questions within sentences

If A is done for homework

Briefly preview the task for Exercise A. Make sure Ss understand what they need to do. Have Ss complete Exercise A at home, then check answers in class.

If done in class

A

- **Preview the task** Read the instructions aloud. Have a S read the example question. Ask,"Why is the verb *has* at the end?" [Because it's statement word order.] Have Ss complete the answer to the first question. Call on Ss to say their answer and write it in the board. Remind Ss of the word order of questions within questions.
- **Do the task** Have Ss complete the task. Check answers with the class.

Answers (second items are sample answers)

1. Q: Do you know how much memory your computer has?
   A: No, actually, I can't remember how much memory it has.
2. Q: Do you have any idea how many hours you spend online each week?
   A: A lot! I don't know exactly how many hours I spend online.
3. Q: Do you know if there's a good wireless Internet connection in your classroom?
   A: Well, I don't know if the connection is any good, but we have wireless.
4. Q: Do you know how many text messages you send every week?
   A: Not really. I don't really know how many text messages I send.
5. Q: Can you remember who you sent emails to yesterday?
   A: Yes, I can remember exactly who I sent emails to.

About you

B

- **Preview and do the task** Read the instructions aloud. Have Ss take turns asking and answering the questions with a partner. Have pairs share some of their answers with the class.

UNIT 9 Lesson B Separable phrasal verbs; *how to, where to, what to*

If A is done for homework

Briefly preview the task for Exercise A and present Common Errors. Make sure Ss understand what they need to do. Have Ss complete the task at home, then check answers in class.

If done in class

A

- **Preview the task** Read the instructions aloud. Check that Ss understand they have to write the first question in each item in two ways and complete the second questions with pronouns.
- **Present *Common Errors*** Call on a S to read the information aloud. Ask,"What is the object pronoun in the example?" [it] "What object pronoun do you use when you're talking about cell phones?" [them]
- **Do the task** Have Ss write the questions. Check the questions with the class.

Answers

1. How often do you turn off your cell phone / turn your cell phone off? When do you have to turn it off?
2. Did you know how to set up your computer / set your computer up? Did you set it up yourself?
3. Has anyone ever asked you to turn your music down / turn down your music? Did you turn it down?
4. Do you put on your headphones / put your headphones on to listen to music? Did you put them on yesterday?
5. Do you know how to turn on the spell check / turn the spell check on on your computer? Do you usually turn it on?
6. Do you know how to set up wireless Internet / set wireless Internet up in your home? Did you set it up?

About you

B

- **Preview and do the task** Read the instructions aloud. Have Ss take turns asking and answering the questions with a partner. Have pairs share some of their answers with the class.

Extra practice

UNIT 10 Lesson A Present perfect continuous

If A is done for homework

Briefly preview the task for Exercise A. Make sure Ss understand what they need to do. Have Ss complete Exercise A at home, then check answers in class.

If done in class

A

- **Preview the task** Read the instructions aloud. Ask Ss to find time expressions in the questions. Ask, "Do these expressions refer to specific times in the past or periods of time that extend to the present?" [periods of time that extend to the present] Remind Ss that that is why they need to use the present perfect continuous to complete these questions.
- **Do the task** Have Ss complete the questions and then compare answers with a partner. Check answers with the class.

Answers

1. Have you and your friends been eating out a lot recently?
2. What have you been doing today? Have you been doing anything interesting?
3. How long have you been working in your current job?
4. Have you been going out a lot during the week?
5. How long have you and your friends been hanging out together?
6. Has your best friend been taking other classes this year?
7. Have you been following any sports teams this year?
8. How long have you and your family been living in your apartment or house?
9. How long has your best friend been learning English?
10. How long have you been studying today? Have you been studying all day?

About you

B

- **Present *Common Errors*** Books closed. Write on the board: *I'm taking / I've been taking this class since last September.* Ask, "Which verb is correct or are both correct?" Have Ss open their books to check their answer. [I've been taking] Have a S read the information aloud. Say, "When you use *for* and *since* and talk about an activity that began in the past and continues up to around now, use the present perfect or present perfect continuous, not the present tense."
- **Preview the task and do the task** Read the instructions aloud. Have Ss write their own true answers to the questions.

About you

C

- **Preview the task** Read the instructions aloud. Model the activity with a S. Ask the first question and have the S answer. Ask other Ss to suggest follow-up questions (e.g., *Which restaurants have you been to? Where have you been going?*).
- **Do the task** Have Ss take turns asking and answering the questions with a partner. Walk around and offer help with vocabulary as needed.

UNIT 10 Lesson B *already*, *still*, and *yet* with present perfect

If A is done for homework

Briefly preview the task for Exercise A. Make sure Ss understand what they need to do. Have Ss complete Exercise A at home, then check answers in class.

If done in class

A

- **Preview the task** Read the instructions aloud. Have Ss brainstorm some names of new or current TV shows, movies, books, singers, songs, and places to visit. Review the use of *already*, *still*, and *yet* from the lesson with the class. Remind Ss or elicit from Ss that *already* is used in affirmative statements, and *yet* is used mainly in negative statements and questions. *Still* can be used in affirmative and negative statements.
- **Do the task** Tell Ss to complete the conversations with *already*, *still*, and *yet*, plus names of a TV show, movies, a book, a singer, his / her songs, and places. Check answers with the class.

Answers

1. A: (title of TV show), yet; B: yet
2. A: (title of new movie), yet; B: already, still, (title of another movie), still
3. A: (title of a book); B: yet, still
4. A: (name of a singer), yet; B: yet, still
5. A: (name of a place); B: yet, still

About you

B

- **Preview and do the task** Read the instructions aloud. Have Ss take turns practicing the conversations with a partner, taking turns switching roles. Then put Ss in new pairs to practice the conversations with information of their own. Call on several pairs to act out their new conversations for the class.

Extra practice

UNIT 11 Lesson A Modal verbs for speculating

If A is done for homework

Briefly preview the task for Exercise A and present Common Errors. Make sure Ss understand what they need to do. Have Ss complete the task at home, then check answers in class.

If done in class

A

- **Present *Common Errors*** Books closed. Write on the board: *She didn't sleep well last night. She might / can / may / must be tired.* Ask Ss how many possible correct answers there are. Have them check their answers by reading the information. [three] Have a S read the information aloud. Point out that although *can* can be used to show possibility, it can't be used to speculate. Then write on the board: *She slept for twelve hours last night! She ____ be tired now.* Ask Ss to complete the sentence [can't]. Remind Ss that they can use *can't* to speculate.
- **Preview the task** Read the instructions aloud. Call on Ss to read each situation aloud. Help out with any vocabulary questions.
- **Do the task** Tell Ss to complete the sentences. Remind them that there are various possible answers. Check answers with the class.

Answers

1. a. It must be a burglar for sure.
   b. The neighbors might / may / could be away, perhaps.
   c. The police must / might / may be coming.
   d. The burglar might / may / could still be in the house.
2. a. They must / might / may / could be having an argument.
   b. They must not / can't feel / be feeling very happy.
   c. He might / may / could be her date, perhaps.
   d. He must / might / may / could be trying to comfort her.
3. a. The driver must be in a hurry, for sure.
   b. He must not / can't be a very safe driver.
   c. He must / might / may / could be breaking the speed limit.
   d. He must / might / may want to get off work early.
4. a. He could / might / may / be hurt, perhaps.
   b. He must / might / may / could be taking a rest.
   c. He might / may / could be taking part in a bicycle race.
   d. His bicycle might / may / could be damaged.

About you

B

- **Preview and do the task** Read the instructions aloud. Call on a few Ss to make some more guesses about the first situation. Put Ss in pairs to make more guesses about each situation.

Extra activity CLASS

Have Ss post their guesses on the walls or board. Number the guesses for each situation. Have Ss vote on which guess they think is most likely for each situation. Tally the votes, having selected Ss give reasons for their selections.

UNIT 11 Lesson B Adjectives ending in *-ed* and *-ing*

If A is done for homework

Briefly preview the task for Exercise A. Make sure Ss understand what they need to do. Have Ss complete Exercise A at home, then check answers in class.

If done in class

A

- **Preview the task** Write an *-ed* and an *-ing* adjective on the board (e.g., *annoyed, annoying*). Have Ss make sentences with the adjectives. Read the instructions aloud.
- **Do the task** Have Ss complete the sentences, and then compare answers with a partner. Check answers with the class.

Answers

1. I hate it when I'm out with a group of friends and we can't agree on what to do. It can be incredibly frustrating. I guess we're all interested in different things.
2. I get really annoyed when people say they'll meet me and then they're half an hour late. It's surprising how selfish people can be.
3. My parents are very pleased that I have nice friends. I think parents get worried about things like that.
4. I'm always really shocked when friends get into fights with each other.
5. It's always exciting to see my friends. Not one of them is boring.
6. It's disappointing when friends don't keep in touch. But it happens.
7. I feel disappointed when friends don't call when they promised.
8. Some people post really mean comments online. They can be pretty scary.
9. It's always fascinating to find out about other people's jobs.

About you

B

- **Preview and do the task** Read the instructions aloud. Have a S read the example sentences. Have Ss discuss their opinions in pairs. Call on pairs to share their opinions.

Extra activity PAIRS

Have each S find a new partner and write a new set of sentences using five of the adjectives with different situations.

Extra practice

UNIT 12 Lesson A Simple past passive

If A is done for homework

Briefly preview the task for Exercise A. Make sure Ss understand what they need to do. Have Ss complete Exercise A at home, then check answers in class.

If done in class

A

- **Preview the task** Read the instructions aloud. Elicit from Ss when the passive is more appropriate to use than the active [when the "doer" isn't known or important, or when the "receiver" is more important than the "doer" of the action]. Review the forms of the simple past passive, if necessary [was / were (+not) + past participle]
- **Do the task** Have Ss write the sentences and then compare answers with a partner. Check answers with the class.

Possible answers

1. A dinosaur bone was found in a storage box at a Boston museum this week. The bone was identified as a new species of dinosaur.
2. Two main subway lines were closed yesterday for a second day. Repairs to the lines weren't completed on time.
3. A live show in New York City was canceled last night after the lead singer fell off the stage. Ticket holders were not refunded.
4. Police were called to an apartment after neighbors heard strange sounds. A raccoon was trapped inside the apartment. It was removed by animal services.

About you

B

- **Preview and do the task** Read the instructions aloud. Have a S read the example sentence. Call on Ss to give more suggestions for the first sentence. Put Ss in pairs to take turns adding ideas to the news reports. Have pairs share some of their ideas with the class.

UNIT 12 Lesson B Simple past passive + *by* + agent

If A is done for homework

Briefly preview the task for Exercise A. Make sure Ss understand what they need to do. Have Ss complete Exercise A at home, then check answers in class.

If done in class

A

- **Preview the task** Read the instructions aloud. Remind Ss of adverb placement with passive constructions. (The adverb goes after *be* and before the main verb.)
- **Do the task** Have Ss rewrite the news stories and then compare their stories with a partner. Check answers with the class.

Answers

1. A thief broke in through the roof of a police station late last night – thinking it was a local business. The roof was partially damaged when the thief fell through and landed on the floor of the police station. The man was quickly arrested by an officer on duty. Although the man was not seriously injured, he was immediately taken to the emergency room by ambulance. Police say the burglar alarms at the station were temporarily disconnected.
2. Dozens of cars were badly damaged yesterday after a freak hailstorm. The cars were hit by large hailstones in the parking lot of a local supermarket. One driver said her windshield was completely shattered. The store was partially flooded in the storm.

About you

B

- **Preview and do the task** Read the instructions aloud. Tell Ss to reread the news stories one more time and this time to try to form a picture in their minds of the stories as they read them. Then have Ss re-tell the stories in pairs. When Ss have finished, have them reread the stories again to make sure they didn't miss any details.

Extra activity GROUPS

Have Ss write an imaginary or real news story using the past passive, adverbs, and *by* + agent where necessary and then tell another group their stories.

UNIT 12 Lesson A Simple past passive

A Write sentences using the prompts given and the simple past passive.

1. A dinosaur bone / find / in a storage box at a Boston museum this week.

   _____

   The bone / identify / as a new species of dinosaur.

   _____

2. Two main subway lines / close / yesterday for a second day.

   _____

   Repairs to the lines / not complete / on time.

   _____

3. A live show in New York City / cancel / last night after the lead singer fell off the stage.

   _____

   Ticket holders / not refund.

   _____

4. Police / call / to an apartment after neighbors heard strange sounds.

   _____

   A raccoon / trap / inside the apartment. It / remove / by animal services.

   _____

About you **B Pair work How many more ideas can you add to the news reports above? Take turns making suggestions.**

"The dinosaur bone was found by a student who was working at the museum."

UNIT 12 Lesson B Simple past passive + *by* + agent

A Rewrite the two news stories using the prompts given. Use the simple past passive and an adverb. Use *by* where needed.

1. A thief broke in through the roof of a police station late last night – thinking it was a local business. The roof (partial / damage) when the thief fell through and landed on the floor of the police station. The man (quick / arrest / an officer on duty). Although the man (serious / not injure), he (immediate / take to the emergency room / ambulance). Police say the burglar alarms at the station (temporary / disconnect).

   _____

   _____

   _____

2. Dozens of cars (bad / damage) yesterday after a freak hailstorm. The cars (hit / large hailstones) in the parking lot of a local supermarket. One driver said her windshield (complete / shatter). The store (partial / flood) in the storm.

   _____

   _____

   _____

B Pair work Take turns retelling the two news stories without looking at your books.

Unit 1 Language summary

Adjectives

Positive qualities

accomplished
considerate
creative
down-to-earth
easygoing
even-tempered
generous
helpful
humble
introverted
laid-back
outgoing
practical
polite
quiet
safe
shy

(absolutely) wonderful
(completely) honest
(incredibly) talented
(totally) reliable

Negative qualities

arrogant
competitive
dishonest
disorganized
impatient
inconsiderate
reckless
rude
selfish
unfriendly
unhappy
unreliable

Adverbs

Intensifiers

absolutely
completely
extremely
incredibly
not at all
pretty
really
so
totally
very
fairly

Manner

automatically
badly
carefully
correctly
differently
easily
fast
fluently
hard
immediately
late
nicely
on time
properly
quickly
recklessly
seriously
slowly
strongly
well

Attitude

basically

Verbs

admire someone
balance work and play
borrow something
count on someone
drive recklessly
feel strongly about something
get impatient
have a (great) sense of humor
have impeccable taste (in clothes)
honk your horn
interrupt people
make the most of
slow down
take (school / work) seriously
talk about people behind their backs
tell the truth
trust someone
try hard to (get to class)

Describing behavior

I think it's nice to win, but I don't feel strongly about it.
Young people talk really fast and don't speak clearly. And they use a lot of slang.
A lot of people are too stressed to do their job carefully and thoroughly.

Describing personality and character

I really admire a guy in my karate class.
He's not very outgoing. He's basically just shy.
He's very practical and down-to-earth.
He's fairly easygoing and laid-back.
He's a pretty cool guy.
He's completely honest. I can trust what he says.
She has a great sense of humor.
She's extremely generous. She's not selfish at all.

Describing individual habits

How are you getting along with your new co-worker?
He's always wasting time.
He's always disturbing people. It drives me crazy.
He's not always criticizing people like that last guy.
He was always talking about people behind their backs.

Pointing out the positive

At least he's pleasant.
My friend is always texting, but at least she doesn't do it when she's crossing the street.
I didn't win, but at least I tried.

Describing personality and character

I really admire a guy in my karate class.
He's not very outgoing. He's basically just shy.
He's very practical and down-to-earth.
He's fairly easygoing and laid-back.
He's a pretty cool guy.
He's completely honest. I can trust what he says.
She has a great sense of humor.
She's extremely generous. She's not selfish at all.

Biographical information

I'm from (St. Petersburg) originally.
I was born and raised in (Veracruz, Mexico).
I moved (here) at the age of (14).

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Unit 2 Language summary

Verbs

Irregular past participles

been (be)
broken (break)
done (do)
fallen (fall)
forgotten (forget)
found (find)
gone (go)
gotten (get)
had (have)
heard (hear)
hurt (hurt)
lost (lose)
seen (see)
spoken (speak)
taken (take)
won (win)

Outdoor activities

go bungee jumping
go camping
go hang gliding
go hiking
go kitesurfing
go parasailing
go sailing
go surfing
go rock climbing
go white-water rafting
go windsurfing

Bad experiences

break something valuable
fall and hurt yourself
fall off (a raft)
forget an important appointment
get / have the flu
get a flat tire
lose something important

Good experiences

enter a talent contest
get 100% on a test
speak to a famous person
take an exciting trip
win a prize

Nouns

blog (Web log)
blogger
contest
(secret) dream
hopes and dreams
hot air balloon
ruins
sailboat
tent
view
waterfall
wildlife
zip line

Adjectives

afraid (of heights)
exciting
fun
scared
scary

Adverbs

Attitude

amazingly
fortunately
unfortunately

Have you ever?

a couple of times
a few times
many / several times
(never / not) before
once
twice

Talking about hopes and dreams

What are your secret dreams?
  My dream is to (study acting).
What's something you've always wanted to do?
  I've always wanted to try hang gliding.

Talking about life experiences

We've gone sailing a few times.
We haven't saved enough money to buy a boat.
Raquel has never tried surfing before.
I've been to Europe several / many times.
Have you ever been to Ecuador?
Have you ever done anything scary?
  No, I haven't. / Yes, I have. I went white-water rafting.
  I've never been so scared in my life.

Keeping the conversation going

Have you been there?
  No, but I've heard good things about it. Did you like it?
Do you like techno music?
Have you seen that new movie?
  I've seen it a couple of times.
  No, but I've heard of it. What's it about?

Showing interest or surprise

I'm impressed!
Wow.
Are you? / You are?
Do you? / You do?
Did you? / You did?
Have you? / You have?

Memories and storytelling

Amazingly, it wasn't really scary.
Fortunately, there were some great guides.
I didn't see a quetzal, unfortunately.

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Unit 3 Language summary

Nouns

Human wonders
airport
ancient city
monument
office building
pyramid
roller coaster
shopping mall
skyscraper
stadium
structure
suspension bridge
train station

Natural wonders
(active) volcano
archipelago
beach
canyon
coast
continent
desert
glacier
island
lake
mountain
mountain range
ocean
rain forest
reef
river
tree
wildlife

Verbs
cover
erupt
go hiking
hold
reach
serve
visit

Adjectives

Regular superlatives
the busiest
the most interesting
the least expensive

Irregular superlatives
the best
the worst

Adjectives of measurement
deep (36,000 feet deep)
high (8,850 meters high)
long (4,160 miles long)
tall (1,670 feet tall)
wide (29 kilometers wide)

Units of measurement
Celsius (48°C / 48 degrees Celsius)
Fahrenheit (120°F / 120 degrees Fahrenheit)
0°C = 32°F
1 kilometer = 0.62 miles
1 meter = 3.28 feet
1 square kilometer = 0.386 square miles

Numbers
a million = 1,000,000
6,529 = six thousand five hundred (and) twenty-nine
509 = five hundred (and) nine
7.7 = seven point seven

Talking about human wonders
Where is the longest suspension bridge?
  This is the longest suspension bridge in the world. It's 1,990 meters (6,529 feet) long.
Where is the busiest fast food restaurant in the world?
  This restaurant serves over 40,000 people each day.
Which country has the most tourism?
  This is the most popular country with tourists. Eighty million people visit every year.

Talking about natural wonders
The highest mountain in the world is Mount Everest.
The largest ocean is the Pacific. It covers one-third of the earth.
The largest hot desert is the Sahara in Africa.
How large is it? It's about 9.1 million square kilometers.

Talking about measurements
How high is Mount Everest?
  It's 8,850 meters (29,035 feet) high.
How long is the Nile River?
  It's 6,695 kilometers (4,160 miles) long.
How wide is the Grand Canyon?
  It's about 29 kilometers (18 miles) wide.

Using superlatives for emphasis
This is the most incredible place!
I had the best time.
It's just the greatest place to hike.
You see the most interesting people.

Being a supportive listener
It feels good to be out of the city.
  It sure does.
These trees are just awesome.
  They really are.
We should go hiking there sometime.
  You're right. We really should.

Adding information in writing
Many people come to Argentina to see the Andes, the longest mountain range in the world.
Mount Aconcagua, a peak in the Andes range, is the highest mountain in Argentina.

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Unit 4 Language summary

Nouns

Immediate family
father
fiancé / fiancée
mother
husband
wife
spouse (= husband or wife)
son
daughter
brother
sister
sibling (= brother or sister)
only child

Extended family
great-grandfather
great-grandmother
grandfather
grandmother
uncle
aunt
nephew
niece
cousin
brother-in-law
sister-in-law

Blended family
stepfather
stepmother
stepson
stepdaughter
stepbrother
stepsister
half brother
half sister

Time expressions

Past
back then
in those days
when I was (17)
when we were kids

Present
now
nowadays
these days
today

Verbs

The past
used to
would

Discipline and rules
ask someone to do something
get someone to do something
have someone do something
help someone do something
let someone do something
make someone do something
tell someone to do something
want someone to do something

Family life
be part of (a big family)
clean up (your room)
come over (for dinner)
crawl under the table
do chores
fight over (the remote)
get divorced
get married
go over the speed limit
gripe (about)
grow up
have a gripe (about)
pressure someone
start a family
stay out late
tease someone

Family gripes, discipline, and rules
My parents want me to study law, and they're always pressuring me about it.
I try to have my kids do their homework before dinner, but they watch TV instead.
Pedro's parents make him come home before 11:00.
Mae's kids never help her clean the house.
She can't even get them to clean up their rooms.
My parents won't let me use the car. I have to ask them to drive me everywhere.
My wife is a backseat driver. She's always telling me to slow down.

Family memories
My great-grandmother used to keep candy in her pockets, and she'd always give us some.
All my aunts and uncles used to come over for Sunday dinner, and my cousins and I would crawl under the table and play.
I used to play on a basketball team with my four brothers, and we would always win.
I didn't use to like jazz, but I do now.
What kind of music did you use to like?

Giving opinions
It seems like (we don't get enough time to relax).
If you ask me, (we all work to much these days).
I don't think (we get enough time together).
I think (people work longer hours than they used to).
It seems to me (that's why people often get burned out).

Agreeing
Absolutely.
Definitely.
Exactly.
You're right.
That's true.
That's for sure.
I agree (with you).
(Oh,) yeah.

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Unit 5 Language summary

Nouns

Fruit
apple
mango
orange
pineapple

Vegetables
broccoli
carrot
green pepper
tomato

Food and health
calorie
carbohydrate
fat
protein

Food containers and measures
a bag of (potato chips)
a bottle of (soy sauce / ketchup)
a box of (cereal)
a can of (soup / soda)
a carton of (juice / eggs)
a jar of (mustard / hot peppers)
a kilo of (rice) *kilo = kilogram*
a liter of (soda / water)
a loaf of bread / two loaves of bread
a package of (cookies)
a pound of (hamburger meat)
a quart of (skim milk)
a tub of (margarine / butter)
a slice of (cheese)

Types of food
apple pie
dessert
fast food
fresh fruit and vegetables
frozen dinner
frozen meal
pastry
snack
treat

Places to keep food
kitchen cabinet
freezer
fridge (refrigerator)
refrigerator
vegetable drawer

Food preparation
filling
flavor
ingredients
recipe
spices

Adjectives

Prepared food
baked (potatoes)
barbecued (beef)
boiled (eggs)
deep-fried (pastries)
fried (eggs / potatoes)
grilled (shrimp)
pickled (cabbage)
raw (fish)
roast (lamb)
smoked (fish)
steamed (vegetables)
stir-fried (noodles)

Determiners of quantity
a little
a few
very little
very few
less
fewer
(not) much
(not) many
too much
too many
some
(not) enough

Adverbs
too (slowly)
(talk) too much

Linking words
for example
like
such as

Verbs

Ways of cooking
bake
barbecue
boil
fry
grill
pickle
roast
steam
stir-fry

Food and health
lose weight
improve your mood

Talking about food, eating, and health
There aren't many vegetables in my refrigerator.
There are just a few green peppers.
I guess I should eat more vegetables.
I always have plenty of fresh fruits and vegetables.
I usually buy 1 percent milk because it has fewer calories.
There's very little food in my refrigerator.
I eat out most nights.
There's not much food in the house.
Skim milk has fewer calories.
Nuts are very healthy.
A little chocolate can improve your mood.
I'm too full. I ate too many fries / too much food.
I'm thirsty. My fries were too salty.
My salad wasn't filling enough.
She eats too slowly because she talks too much.
There's always room for dessert.
I eat too much fast food.

Offering, accepting, and refusing food and drink
Can I get you something to eat?
  I'm OK for now. But thanks.
Are you sure?
  No, thanks. I'm fine. Really.
  No, thanks. Maybe later.
How about some tea or coffee?
  Uh, are you having some?
  Are you sure it's not too much trouble?
No, it's no trouble at all.

Letting another person decide
Either one (is fine).
Either way (is fine).
Whatever you prefer.
Whatever you're having.
Whichever is easier (for you).

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Unit 6 Language summary

Verbs

Advisability
had better (not)
might want to
ought to

Necessity
don't have to
going to have to
have got to

Preference
would rather (not)

Doing good
do some good (for)
do volunteer work
do your best
make a difference
make an effort to do something

Dealing with things
do a lot of thinking
do research
do something about a problem
do the math
ignore a problem
make a decision to do something
make a list (of)
make a living
make a mistake
make excuses
make sense
make sure (that)
make up your mind (if)

Multitasking
drive someone crazy
get distracted by
make progress on
make up (your) mind
meet a deadline
multitask
play a trick on someone
set a tight deadline
set priorities
take on (too many jobs)

More verbs
Interacting with people
catch up with someone
do the talking
just be yourself
make a good impression on someone
make an appointment to see someone
make an excuse
make fun of
make (nice) comments

Nouns
attachment
colleague
co-worker
deadline
distraction
meeting
news
presentation
promotion
schedule
stress level
volunteer work

Conjunctions
as long as
provided that
unless

Time expressions
afterwards
by next week
for the first time

Talking about the future

Plans
I'm meeting Anna afterwards (after class).
We're going to have dinner together.
I'm not doing anything tonight.

Factual information / Predictions
My boss is going to have us all work late Friday.
My guess is we won't meet our deadline.
We won't be finished on time.
You're going to be out of town, but you'll be back Friday, right?

Decisions made when speaking
That's a fabulous idea. I'll just stop by my apartment to get changed, and then I'll come right over to meet you.

Schedules
I have my kickboxing class tomorrow.
My kickboxing class starts at 7:00.

What's advisable
I ought to do some volunteer work.
I'd better not add anything to my schedule.
You'd better do something quickly before it gets worse.
You might want to take a colleague with you.
You ought to let her parents do the talking.

What's necessary
You don't have to spend all your time on it.
I'm going to have to do something about it.
I've got to decide by next week.

What's preferable
I'd rather (not) stay in my current job.
I ought to study, but I'd rather sleep.

Talking about dilemmas
I can't make up my mind if I should . . .
I don't know what to do about . . .
It doesn't make any sense to . . .
I'm going to have to do something about this problem.
I've tried talking to him, but it doesn't do any good.

Ending phone conversations
Is this a good time to talk?
Not really. Can I call you back?
I'm going to have to run. / I've got to run.
I'd better go (now). / Better go (now).
I'd better let you go.
I'll catch you later. / Catch you later.
I'll talk to you later. / Talk to you later.
I've got to get going.
I've got to go. / Got to go.
It was nice talking to you. / Nice talking to you.
Bye now.

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Unit 7 Language summary

Verbs

Relationships

break up (with someone)
date (someone)
fall for (someone / each other)
get along (with someone)
go back (to someone)
go out (together)
go out (with someone)
settle down (with someone)
work out

Making and maintaining friendships

get together (with someone)
hang out with (the same crowd)
make friends with someone
meet a person through a friend
share an apartment
sign up (for a class / for a social networking site)

Keeping in touch

contact someone
get back in touch (with someone)
lose touch (with someone)
write back

Other verbs

come back
fly back
go away (to college)
graduate (from high school)
grow up
move away (from / to)
turn out

Nouns

Friendships

best friend
circle of friends
childhood friend
closest friend
friend from college
friend from work
new friend
oldest friend
roommate
running buddy

Love relationships

boyfriend
girlfriend
high school sweetheart
long-distance relationship
marriage
(eligible / potential) partner
(great) romance

Adverbial expressions

a little / a (little) bit
in a way
just
kind of / sort of
maybe
nearby
probably
right down the street
together
within a few months

Pronouns

Relative pronouns

that
which
who

Other pronouns

both
both of us
each other
neither of us

Talking about friends

Mike is the guy who / that got me started running.
Angela is a friend (who / that) I met through Mike.
Toshiro was looking for an apartment to share.
Charlie and I have been through a lot together.
He's someone (who / that) I can totally trust.
Jennifer calls to talk about all the things (that) she's doing. Her life is different from mine.
Nina used to have a company that / which planned weddings.
Both of us like going to the movies.
We both like going to the movies.
We're both science-fiction fans.
Neither of us is good at art.

Softening what you say

She's a little bit strange.
It's kind of weird.
She's probably just a little lonely.
She just sort of ignores me.
She's just a bit odd, I guess.
I guess that's OK in a way.
The people in my neighborhood are a little unfriendly.
Maybe they're just busy with their own lives.

Talking about love relationships

Anna and Steve grew up in the same town and hung out with the same crowd in high school.
They started going out together.
Anna went away to college.
Things didn't work out, and they broke up.
Steve lost touch with Anna when her family moved away from Greenville.
It turned out that Anna was still single.
When they saw each other, the old memories came back.
Sometimes your first love turns out to be the best.
Are you going out with anyone?
What's a good age to settle down?

Giving contrasting opinions and ideas

(He's kind of demanding), though.
(She's a little bit strange), though.
(I guess it's OK in a way), though.

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Unit 8 Language summary

Verbs

Imagining
could
would

Ability
be able to

Interacting with people
apologize for doing something
ask someone for something
borrow something from someone
buy something for someone
lend something to someone
remind someone about something
say something to someone
share something with someone
talk to someone about something
thank someone for something

School and university
get a (full) scholarship
get accepted to (grad school)
get into (grad school)
major in (economics)

Other verbs
count on
forget (about)
give up
go kayaking
help out
pay (for)
react
slow down
think (about)
worry (about)

Adverbs
definitely
probably

Conjunction
if

Wishes about the present and future
How do you wish your life were different?
I just wish I weren't / wasn't so busy with work.
I wish I had more time.
I wish I were / was famous.
She wishes she didn't live so far away from her family.
She never gets to see her sister's baby.
I wish I could do something more exciting.

Imaginary situations in the present and future
If I had more time, I'd / I would go kayaking.
If I weren't so busy, I could go away on the weekends.
It would be great if we could afford a bigger place to live.
If they could afford it, they'd move immediately.
If she lived closer, she'd be able to help out.
What would you do if you broke a friend's camera?
Would you simply apologize for breaking it?
No, I wouldn't. / Yes, I would.
I'd pay for the repairs.
If a friend was 15 minutes late for a date, I'd call and remind him about it.

Giving advice
If I were you, I'd / I would (take the scholarship).
I wouldn't (worry about that).
You could (go visit the school).
You might (want to meet the professors).

Commenting on a possibility or suggestion
Oh, yeah. That would be hard.
That'd be good.
Really? That would be awesome!
That would be neat.
That would be wonderful.
That'd be cool.

Talking about regrets
If I could change the past and live my life over, I'd do a lot of things differently.
I'd slow down and take each day as it comes.
I'd still be competitive, but I wouldn't get upset if I didn't win.
I'd be more considerate.
I definitely wouldn't watch so much TV.
I'd probably work out more at the gym.
I probably wouldn't give up ice cream.
I would definitely get more exercise.

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Unit 9 Language summary

Verbs

Using equipment

delete
design (a website)
download (software) from the Internet
freeze up
hook (a cable) up
look something up (in a manual)
pick (the cell phone) up
plug (the headphones) in
print (a photo) out
put (the books) away
put (the headphones) on
put (the computer bag) down
run antivirus software
set (this game) up
stream (movies)
take (a cell phone) apart
take (the glasses) off
throw (old equipment) away
turn (a computer) off
turn (an air conditioner) up
turn (a game controller) on
turn (the volume) down

Protecting your information

block (email)
charge (thousands of dollars)
cheat someone (out of money)
open an account
ruin (your credit)
shred (documents)
take precautions

Other verbs

delete (your name)
forward (an email)
give away (your information)
spend time with someone face-to-face
text (send a text message)

Nouns

Equipment and technology

app (computer application)
accessories (for a tablet / smartphone)
air conditioning
battery
cell phone
data
ear buds
electronic device / gadget
email spam
game controller
identity theft
instruction manual
Internet scam
laptop
power cord
printer
remote (remote control)
ringtone
social networking site
tablet (computer)
tech support (technical support)
webcam
website
wireless connection
virus

Protecting your information

chain email
identity theft
Internet scam
password
PIN (personal identification number)
victim (of a scam)

Adjectives

charged
savvy

Asking and giving help with technology

My computer won't turn on. Do you know what the problem is?
I wonder if there's something wrong with your power cord.
I called tech support, but I can't remember what they said.
There's something wrong with my tablet.
It keeps freezing up.
I wonder if you have a virus.
Do you know if the battery is charged?
Try running your antivirus software.
I have no idea which site I used.
I can't get on the Internet.
I wonder if you accidentally turned off the wireless connection.
Do you know how to get this game controller to work?
I can't figure out how to do it.
I think you need to hook up another cable.
Do you know where to plug it in?
Can you show me how to set this game up?

Giving contrasting opinions and ideas

Actually, I'm playing with two other guys. See?
I don't know. You don't even know their real names.
That's true. It's still fun, though.
Maybe. On the other hand, they're not *real* friends.
I know what you mean, but you don't have to *know* people to enjoy doing stuff with them.
I'm not so sure. Don't you think it's good to spend time with real friends?

Getting people to agree

You know?
You know what I mean?
You know what I'm saying?

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Unit 10 Language summary

Nouns

Types of movies

3D movie
action movie
animated film
comedy
fantasy
horror movie
love story
musical
romantic comedy
science-fiction (sci-fi) movie
tearjerker
thriller
true story
war movie

Features of movies

alien
cartoon character
costume
entertainment
fight scene
monster
music
sad ending
sequel
special effects
suspense
stunt

Adjectives

funny
hilarious
magnificent
memorable
mesmerizing
scary
subtitled
stunning
thrilling
violent

Verbs

break (box office) records
cry (in a movie)
direct (a movie)
fall in love (with someone)
go to a pottery class
leave (work early)
perform (in a show)
play (a character in a movie)
recommend (a movie)
sign (an expense form)
spoil something for someone
take (a day) off
take a weight training class
take place (in / on)
win (a string of awards)

Time expressions

When?

lately
recently

How long?

for (two months)
(not) in ages
(not) in months
since (last year / I saw you last)

Have you . . . yet?

already
still
so far
(not) yet

Conjunctions

although
even if
even though
since

Catching up with friends

What have you been doing since I saw you last?
  Working. That's pretty much it.
I haven't seen you in ages / in months.
I've been seeing a guy from work. We've gone out three times now.
What have you been up to recently / lately?
  I've been going to a pottery class since September.
  So far I've made eight vases and two bowls.
How long have you been doing karate?
  For nine years, actually.
Do you have time to grab a bite to eat?

Talking about movies

Matt Damon plays a spy who . . .
I couldn't stand the suspense.
I just saw this movie about . . .
It's about aliens who come to take over the earth.
It was so scary that I couldn't watch most of it.
This movie was a tearjerker. I cried a lot.
It takes place in India. It's set in Delhi.
At the end of the movie, the guy falls into . . .
Don't spoil it for me!
Funny Guy has been playing for ages, and I still haven't seen it!
Have you seen *Funny Guy* yet?
  Yes, I've already seen it. / I've seen it already.
  No, I haven't seen it yet, but I'm planning to.

Agreeing to requests

Would that be OK with you?
  All right.
  OK. Sure.
  Well, all right. As long as you . . .

Starting a new topic

All right. (So what can I do for you?)
OK. Sure. (So was that all?)

Asking for a favor politely

I was wondering if I could ask you something.
I wanted to ask a favor.
I was wondering if you could write a reference for me.
Would it be alright if I brought it tomorrow?
Would it be OK if I picked it up next Monday?
Would that be OK with you?

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Unit 11 Language summary

Adjectives

Negative feelings
annoyed (with)
anxious
bored (with)
confused
disappointed
embarrassed
frustrated
jealous
nervous
scared (of)
shocked
worried

Positive feelings
amazed
committed (to)
excited (about)
fascinated
interested (in)
motivated
pleased (about)
proud
surprised (by)

Negative evaluations
annoying
boring
confusing
disappointing
embarrassing
frustrating
scary
shocking

Positive evaluations
amazing
demanding
exciting
fascinating
flourishing
groundbreaking
inspiring
interesting
motivating
surprising
thrilling

Verbs

Speculation
can't
could
may (not)
might (not)
must (not)

Problems and accidents
be / get in trouble
be / get lost
fail a test
fall and break something
lock your keys inside the car
spill something all over someone
throw a tantrum

Making a difference
appreciate (Cambodian music)
benefit young people
bring (children) together
get involved with (a program)
improve lives
overcome challenges
save (cultural traditions / the rain forest)
start (a program)
support (an organization)
tackle (something difficult)
volunteer

Other verbs
get in shape
get a scholarship
graduate (from college)
train (for a marathon)
wear a cap and gown

Nouns

Music education
conductor
cultural organization
funding
instrument
musician
orchestra
pieces (of classical music)
player
rhythm games
role model
social action
social service agencies
violin

Other nouns
cap and gown
genius
scream
spider

Speculating about people and situations
That girl must be graduating, because she's wearing a cap and gown.
She can't be more than twelve.
She must be a genius. She must study a lot, too.
She must not go out much.
She can't have too many close friends.
That guy might be one of her friends.
He could be / He may be one of her professors.
Her parents must be feeling proud.
They might be feeling sad.

Talking about reactions and feelings
Yoshi looks bored. He's listening to a boring story.
Sophia seems fascinated. She must think the story is fascinating.
I bet John is embarrassed. He did something really embarrassing. He spilled juice all over Amy.
David locked his keys inside his car. That's so frustrating! He must feel frustrated.

Giving reactions and opinions
It seems to me that (you have helped many young people appreciate Cambodian music).
I think / believe / feel (it is important to save the cultural traditions of a country).
My impression is that (you are passionate about the project).
In my opinion / view, (the rain forest is very valuable).
I think / believe / feel that (we need to do everything we can to save the rain forest).

Showing you understand
I just joined a band.
That must be fun.
I joined because it keeps me motivated to practice.
I see.
I can't get myself to practice after work.
Well, you must be tired after work.

Introducing an explanation
I'd like to visit China. You see, my dad goes there a lot with his work.
I have a lot of free time at the moment. I've finished my final exams, you see.
I'd really like to learn how to blow glass. My aunt does it, you see.

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Unit 12 Language summary

Nouns

Disasters
aftershock
(catastrophic) wildfire
(flash) flood
(minor) earthquake
quake (earthquake)

Extreme weather
(freak) hailstorm
hailstones (the size of golf balls)
heavy rains
hurricane
(severe) thunderstorm
storm
strong winds
thunder and lightning
tornado
typhoon

In the news
(car) alarm
(car) ignition
(careless) camper
(police) siren
(serious) injury
(foreign / war) correspondent
current events
emergency worker
firefighter
investigator
local / regional / national / international newspaper
objectivity
(news) anchor
overnight success
police
police raid
reporter
tolerance
update

Adverbs
badly (damaged)
completely (destroyed)
partially (destroyed)
seriously (injured)
temporarily (disrupted)

Prepositions
because of
throughout

Prepositional expression
on duty

Verbs
bridge differences
fulfill (a responsibility)
get (my) foot into
keep up with (the news)
suspect
call the police
measure (The quake measured . . .)
take a leap of faith
see firsthand

Verbs commonly used in the passive
break into / be broken into
cancel / be canceled
cause / be caused (by)
damage / be damaged
delay / be delayed
destroy / be destroyed
disrupt / be disrupted
find / be found
hit / be hit (by)
injure / be injured
report / be reported
rescue / be rescued (by)
steal / be stolen
strike / be struck (by)

Talking about news events
A jewelry store was broken into.
Some diamonds were stolen.
A bus was hit by a falling tree.
The passengers weren't hurt.
The airport was closed because of strong winds.
Is that all?

Reporting damage and effects
A mall was badly damaged.
A town was struck by an earthquake.
Homes were partially destroyed.
Electric power was temporarily disrupted.
The forest was completely destroyed by a wildfire.
Three families were rescued by the police.
No one was seriously injured.
No serious injuries were reported.

Reporting extreme weather
Cars were struck by hailstones / by lightning.
Flights were delayed by thunder and lightning.
Homes were damaged by heavy rains.
The town was hit / struck by a hurricane / tornado.

Introducing issues
The thing is, (they don't have enough police on duty).
The funny thing was, (my battery was dead).
The thing is, (my college is too far away from everything).
My friends want to go skiing. The only thing is, (I can't ski).
The best thing was the food.

Telling news
Guess what?
Did I tell you?
Did you hear (about) . . . ?
Have you heard (about) . . . ?
You know (the man who lives next door to me)?
You know what?

Language for writing

Introducing statistics
80% of the students are . . .
Approximately 20% of us are . . .
Only four out of ten students are . . .
The majority of students are . . .
About 80% of the class is . . .
Almost half of the class is . . .

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Student's Book audio scripts

Unit 1 The way we are

Lesson A, Ex. 3A and 3B p. 5 (1.08)

John Who do I admire? Um, I guess I'd say my best friend, yeah, my best friend, Max. I guess I admire him because he has a lot of problems, but he's always smiling, you know? He has a great sense of humor. And um, we – we have a lot in common. Like, we're both pretty outgoing. I mean, we like going to parties and things. But we're different in other ways. Like, he doesn't get stressed easily. He's, like, totally laid-back. Me – I'm always stressed. I'm not relaxed at all.

Marina Ooh, good question. . . . Um, my sister. She's really generous. I mean, she's always helping people. Like, she volunteers at a hospital on weekends and everything. We're very similar in some ways. Like, we're both into sports, and we're extremely competitive. Yeah, we both try really hard to win. But I guess she's pretty disorganized. You know, she doesn't always plan things well, and I'm – well, I *am* pretty organized.

Hiroyuki Someone I admire? Um, my art teacher. He's an extremely talented artist – I mean, his work is totally awesome – but he's very generous with his time. I guess we don't have a *lot* in common. We both take art pretty seriously. I mean, we both work incredibly hard to get our paintings just right. But I think our personalities are completely different. Like, sometimes he gets really impatient. But I'm fairly patient and easygoing.

Lesson C, Ex. 2 p. 7 (1.10)

1. *Man* My girlfriend's always running behind, but at least she calls to say she'll be late.
2. *Woman* My best friend is always borrowing my clothes. At least she returns them in good condition.
3. *Man* One of my classmates talks about himself a lot. At least his stories are always interesting.
4. *Woman* My roommate sleeps all the time, but at least she doesn't snore. Thank goodness!
5. *Man* My parents and I see things differently. At least we don't have big fights or anything.

Lesson C, Ex. 3A p. 7 (1.11)

1. *Woman* My boyfriend is always checking his messages, even at the movies!
   Man Oh, that's annoying. But at least he doesn't answer his phone during a movie, right?
2. *Man* My girlfriend is always telling jokes. She never takes anything seriously.
   Woman Well, at least she has a good sense of humor.
3. *Woman* Sometimes I'm so disorganized. I'm always losing things, like pens and stuff.
   Man Yeah, but at least you don't lose anything really valuable, right?
4. *Woman* My sister is always asking me for money. She asks nicely, so it's hard to say no.
   Man Well, at least she asks politely.

Lesson D, Ex. 2A and 2B p. 9 (1.12)

Ana I started lessons when I was in elementary school. I had to practice every day. My parents were incredibly strict about that. But at least they didn't pressure me about anything else. I guess they thought I was pretty talented. I mean, everyone said I had a beautiful voice. So, yeah, now I'm in a local choir and we perform in competitions, and sometimes I perform at weddings and things. I guess . . .

Kevin It's extremely useful, I think. I mean, when you go for a job, it's a good skill to say you have. I was incredibly lucky though, because my mom's from Japan, so she spoke to me all the time in Japanese when I was little. So that helped a lot. And I think I have a pretty good ear – I find it's not difficult at all to learn new words. I mean, I can pick up vocabulary pretty easily. So, yeah, I want to learn Mandarin Chinese, but for now, I can say . . .

Jen Well, it started when I was just a little kid. My parents gave me some to eat and I got really sick. At first we didn't know why, but now I know I can't automatically just have a cookie or anything. Like, I'm always asking, "What's in it?" or "What's it made from?" especially at restaurants. But at least I know what the problem is. So yeah, . . .

Patrick I fell in love with it when I was really young. My dad was always taking me to hear Irish music, and I thought it was absolutely wonderful. And on my birthday, he knew exactly what I wanted and he got it for me! Of course it took a while to learn to play properly – it's incredibly difficult, but after a couple of years of lessons I got pretty good at it. Then later on, I got a flute, too. So now . . .

Tom I like all kinds – Mexican, French, Chinese, . . . I'm always trying out new things . . . like, last week I made some spicy Vietnamese – absolutely fantastic! I mean, I'm not a professional or anything, but I'm fairly good at it. Sometimes I have friends over for dinner, and they think it's really amazing. Some of them didn't know about my hobby before. They're amazed. So, yeah . . .

Unit 2 Experiences

Lesson B, Ex. 4B p. 15 (1.18)

1. *Man* Have you ever gone bungee jumping?
2. *Woman* Have you ever been to a rock festival?
3. *Man* Have you ever seen a famous person?
4. *Woman* Have you ever taken a German class?
5. *Man* Have you ever had North American food?
6. *Woman* Have you ever won a contest?
7. *Man* Have you ever forgotten an appointment?
8. *Woman* Have you ever broken your arm?

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Lesson C, Ex. 3A, 3B, and 3C p. 17 (1.20)

1. *Albert* I've always enjoyed movies. And when I was in high school, my friend and I decided to take a class and we learned how to make short movies. It was so much fun. So, yeah, and it became a kind of hobby. We've made like 20 of them now – they're only five minutes long – but they take hours of work. And we've entered a couple in local competitions. We haven't won anything – but anyway, we just entered our latest short movie in a national film festival.
2. *Reny* I've always liked to dance. And I've always been a good dancer, too. So yeah, I've taken ballet lessons, and modern dance, traditional dance – everything. So no one was surprised when I decided to become a professional dancer. So, now I'm with a well-known dance company. We've traveled a lot – we've toured the States twice now. We just performed for the president. And yeah, that was really exciting. But I was so nervous!
3. *Melissa* Uh, I moved into a new apartment recently and I decided to decorate it. You know, paint it and everything. You know, I've decorated before so I know I can do it. I even kind of enjoy it, but it was a complete disaster. I fell off the ladder and spilled paint everywhere. And I hurt my ankle. So now I can't walk or anything. And I haven't gone out all week. I just watched the entire series of my favorite TV show, though!

Lesson D, Ex. 2A and 2B p. 19 (1.21)

Man So yeah, I guess Suzanne is having a really fun trip in New Zealand. Have you read her blog?
Woman No. I didn't know she was writing one. So what's she doing?
Man Well, yesterday she went hang gliding. She says she was *really* scared.
Woman Was she? I'm not surprised. You know Suzanne, she's always been scared of trying anything new.
Man Yeah, fortunately, she was with a friend she says. They took them up in pairs, so . . . .
Woman Huh. So did Suzanne meet up with her relatives? Her mom has some family there. She wanted to spend a couple of days with them.
Man She did? Actually, yeah, she did say her aunt and uncle were there. I think she stayed at their house. That's right. She said she's been hiking and stuff like that with them.
Woman Yeah? Nice. So what else has she done? Has she been up in the north? I heard the hot springs are really amazing up there.
Man Um, yeah, I think she actually went in them. Anyway, she's taken a lot of photos and they're on her blog. Amazingly, they're pretty good photos. I mean, you know what she's usually like with a camera. Her photos are usually terrible!
Woman I know. Well, good for her. I'd love to go to New Zealand. I've never even been out of the country . . .
Man You haven't? Me neither.

Unit 3 Wonders of the world

Lesson B, Ex. 3B p. 25 (1.26)

Host Welcome to *What Do You Know?* Our first player is Maria Lopez from San Juan, Puerto Rico. Welcome, Maria.
Maria Thank you.
Host All right. So, Maria, what topic do you want to start with?
Maria Natural wonders, please.
Host Natural wonders it is. OK. Here's question number one: What country has the world's tallest trees?
Maria Um, It's the United States.
Host Correct! The world's tallest trees are California redwoods in the United States. The tallest redwoods are about 370 feet tall, which is about 113 meters. Good job, Maria. Now here's the next question: What's the highest lake in the world?
Maria I think . . . It's Lake Titicaca, isn't it?
Host That's right! Lake Titicaca in Peru is the highest lake. It's 3,812 meters above sea level. Here's question three: What's the longest mountain range?
Maria Mountain *range*?
Host Yes. A mountain range – a group of mountains.
Maria Um . . . the Andes?
Host Right again! The Andes in South America are about 7,600 kilometers long. OK, next question: What is the world's largest archipelago?
Maria An archipelago is a group of islands, right?
Host That's right.
Maria Oh. I think . . . um . . . it's the Philippines. . . . No, wait! It's Indonesia.
Host Correct! Indonesia is the world's largest archipelago. It has about 13,000 islands. Question five: What country has the deepest canyon?
Maria That's easy! It's the Grand Canyon in the United States.
Host Ohhhh – sorry. The deepest canyon in the world is in Tibet. It's the Grand Canyon of Yarlung Tsangpo. It's over 5,000 meters deep, that's about 16,400 feet. OK. Now, the final question. You need a correct answer to stay in the game. Where is the world's *smallest* volcano?
Maria OK. Well, I think the world's smallest active volcano is in the Philippines, but there's a smaller volcano in Puebla, in Mexico. It's not active but it is a volcano so I'm going to say Mexico.
Host It *is* in Mexico. And it's only 13 meters, or 43 feet, high. Congratulations, Maria! You answered five out of six questions correctly! Let's go on to the next topic.

Lesson D, Ex. 3A and 3B p. 27 (1.28)

Ray Welcome to *Travel Talk.* I'm your host, Ray Martin. My guest today is travel writer Jill Ryan. Jill has traveled around the world many times. Her new book is called *A Traveler's Tales*. Jill, welcome to *Travel Talk.*
Jill Thank you, Ray. It's great to be here.
Ray Jill, you have the most interesting life. You clearly love traveling.
Jill Yeah, I really do. I love learning new things about the world.
Ray Well, let's talk about your new book. You know, you've been to some of the most interesting places in the world.

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Jill I have. And it's those most interesting and most exciting places that I talk about in my book.

Ray So, then, tell me: What *is* the most interesting place you've ever been to?

Jill Well, one really interesting place I've visited is Petra, in Jordan. It's the most amazing city.

Ray Well, the pictures in your book of Petra are certainly amazing. They're some of the most interesting . . .

Jill Yes, they sure are. The city is actually all rock. The name Petra means "city of rock."

Ray Really? Now, you've been to some beautiful places, too. What's the most beautiful place you've seen?

Jill Hmm. . . . That's a difficult question. There are so many beautiful places. . . . I think Antarctica has the most beautiful natural features I've ever seen.

Ray It sure does. I mean, the photographs of Antarctica are incredible. OK, let's talk about your best and worst trips. What's the best trip you've taken?

Jill My trip to Copper Canyon in Mexico last year was definitely the best. The colors were just wonderful. And actually, it was pretty exciting. I rode the train through Copper Canyon. I think, actually, that's the most exciting thing I've ever done.

Ray I bet. It looks incredibly beautiful. It looks like the kind of place everyone should go to.

Jill Yeah, they really should. It's the most beautiful train ride! Amazing views.

Ray OK. Well, now I have to ask: What was your *worst* trip?

Jill Well, two years ago, I took a Caribbean cruise. The cruise was great, but I got very seasick. I had to stay in my cabin for four days. I didn't see or do anything. So, yeah, that was the worst trip!

Ray Yeah, it sounds terrible. Not fun at all! Well, Jill, I want to thank you for being on *Travel Talk.* And good luck with your new book.

Jill You're welcome, Ray. It was my pleasure.

Unit 4 Family life

Lesson A, Ex. 3B p. 35 (2.03)

1. *Woman 1* My parents have their own company. You know, they sell all different kinds of bottled water. And they want me to get involved in that and be part of it. Like, my mom wants me to learn more about bottled water and everything. I'm not really into it but . . . Mom says she'll teach me all about it when I finish college. She really wants me to work with her.
2. *Man 1* I'm an engineering student. School's good, but it's pretty difficult, you know? I mean, I have classes and then I work part time, too, so I never seem to have much time for anything else. My parents are always complaining because they don't see me very much. I mean, they get me to go home for every holiday, but they also want us to talk more on the phone, like once a week, too.
3. *Woman 2* I really have to do some thinking about what I'm going to do with my life. You see, I want to see the world before I get a real job. I've never really been anywhere. But my parents have always pretty much let me make my own decisions, like they didn't make me go to college or anything. The only thing they worry about is that I won't find someone and they won't have grandchildren, you know, that I'll never settle down and have kids. They're always telling me to think about the future.
4. *Man 2* My parents are trying to get me to go back to Toronto – they really want me to be closer to them. They're getting older, you know, and don't want me to live so far away. When I visit, they have me fix things around the house and help out. So yeah, it'd be good to be like an hour's drive from them or something. I told my mom I was thinking of moving, and she said, "Oh great. I'll help you find a nice apartment near here." And I said, "Mom, I don't mean I'm going to be your neighbor!"
5. *Man 3* I'm in a rock band, you know. I play the drums. We perform almost every weekend at clubs around town. It's fun! My parents are OK with it. . . . After all, they paid for my music lessons when I was a kid, and made me practice, too! But they don't like how I look. I mean, my clothes, and long hair and everything. They just don't think I dress well, so they're always trying to get me to change the way I look.

Lesson C, Ex. 2A p. 39 (2.09)

1. *Man* It's really bad for kids when they come home from school to an empty house. Remember when one parent used to stay at home with the kids? Nowadays, both parents are at work.
2. *Woman* A lot of families don't have meals together anymore. That's not a good thing. Whatever happened to family dinners?
3. *Man* You know, there's a lot of pressure on kids to get good grades so they can get into college. They have to study all the time. It's just not healthy.
4. *Woman* It's nice when grandparents can take care of the kids, like when parents are busy. I mean, it's better than having a babysitter stay with them.
5. *Man* My son is still in high school, and he wants to get a part-time job. But you know, I'm not sure it's a good idea. I mean, he's already so busy with school and everything.

Lesson C, Ex. 2B p. 39 (2.10)

1. *Man* It's really bad for kids when they come home from school to an empty house. Remember when one parent used to stay at home with the kids? Nowadays, both parents are at work.
   Woman That's true. But a lot of families need two incomes these days.
2. *Woman* A lot of families don't have meals together anymore. That's not a good thing. Whatever happened to family dinners?
   Man Exactly. Some kids never want to sit down and eat with their families.
3. *Man* You know, there's a lot of pressure on kids to get good grades so they can get into college. They have to study all the time. It's just not healthy.

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Woman Oh, I agree. I mean, a lot of kids stay up all night studying for exams.

4. *Woman 1* It's nice when grandparents can take care of the kids, like when parents are busy. I mean, it's better than having a babysitter stay with them.

Woman 2 Definitely. My kids love to spend time with my mother. They say she's more fun than me.

5. *Man 1* My son is still in high school, and he wants to get a part-time job. But you know, I'm not sure it's a good idea. I mean, he's already so busy with school and everything.

Man 2 Oh, I know. But working a few hours a week can be a good experience for teenagers.

Lesson D, Ex. 2A and 2B p. 41 (2.11)

1. *Woman* When I was growing up, my family always used to go to the movies on weekends.

Man That sounds like fun.

Woman Yeah, it was. Back then, we'd get snacks and drinks, and we'd share them while we watched the movie.

Man Did you? You know, I think families used to spend more time doing things together.

Woman That's true. People are just too busy to find time these days.

Man Oh, I know. . . . So do you still go to the movies?

Woman No, not really. I mean, tickets have gotten so expensive.

Man Oh, that's for sure. If you ask me, prices are crazy!

2. *Man* I used to play the saxophone when I was in high school.

Woman Really?

Man Yeah, I used to play in a jazz band back then, with my older brother and sister.

Woman Really? I think it's nice to be able to play music.

Man That's for sure. So, yeah, my mom and stepdad used to let us practice in the garage. We'd even perform in cafés sometimes.

Woman I'm impressed!

Man Oh, don't be. We weren't that good. But we used to hang out together and everything. I kind of miss those days.

Woman It seems like you used to have fun. So what made you stop?

Man Well, my brother and sister both got married and moved away, and, you know, I got busy with other things. I still like jazz, but now I just listen to it. I don't play anymore.

3. *Woman* When my kids were younger, the family used to play games after dinner.

Man Oh yeah? What kinds of games?

Woman Well, we usually played dominoes.

Man You played *what*?

Woman Dominoes. You know, it's a game – you have these little tile things with numbers on them and you match them up. It's fun.

Man Oh, *dominoes*. Ok.

Woman My husband and I would play with the kids a lot. Sometimes my brother and sister-in-law or my parents would come over, and then the kids would play with them. Of course, my parents would always let the kids win!

Man Yeah, it seems like *all* grandparents are like that.

Woman Absolutely. They love making their grandchildren feel good.

Man So does your family still play dominoes?

Woman No, the kids are older now. . . . These days they're always busy texting and following their friends on their social networks.

Man Yeah, it seems to me that most kids spend a lot of time on social networks.

Woman That's for sure!

Unit 5 Food choices

Lesson C, Ex. 3A and 3B p. 49 (2.18)

1. *Woman* Are you having dessert?

Man No, thanks. I'm too full. But you go ahead.

Woman Well, I think I'd like something. Do you want to share one?

Man Hmm . . . Well, the chocolate cake looks good. And so does the apple pie and ice cream. And there's fresh fruit . . .

2. *Man* Wow, I'm really full. That was a great meal. Thank you.

Woman There are a few potatoes left and a few pieces of meat. Are you sure you don't want some more?

Man No, thanks. Really. I've had enough.

Woman You're not too full for dessert, right? I made a cake.

3. *Woman* Do you want to go out for dinner? I don't really want to cook tonight. I'm too tired.

Man OK. Sure. Where should we go?

Woman Well, there are a couple of new places. We could try that new Italian restaurant. Or the Chinese place. That's always good.

4. *Woman* Wow, it's really hot today.

Man It sure is. Let's make some iced tea. Or we could make iced coffee?

Woman Oh, that sounds good.

Man OK, well, which would you like? I'll make some now.

Lesson D, Ex. 2B p. 51 (2.19)

Zoe We like to eat healthy food so we always have lots of fresh fruits and vegetables in the house. Healthy snacks, too, like nuts and yogurt. But my favorite snack is definitely nachos. My husband makes *the best* nachos. So yeah, we love to sit down and watch baseball with a big plate of nachos. We always keep a few packages of chips in the cabinet so we can make some. And he puts a few tomatoes and a little melted cheese on top and some sour cream – they're so good. . . . Yeah. . . . They're pretty filling, though. Sometimes they're enough and we don't need dinner. And they're probably a little fattening – kind of high in calories – but that's OK, I guess. It's nice to have a treat occasionally. . . . Mm, Maybe I'll make some tonight.

Josh I love cookies! Chocolate chip are my favorite. I love to eat them in bed at night when I watch TV. The problem is, if I open a package of cookies, I can't put them down! I just want to eat them all. . . . And that's not good for you – I know. I mean, cookies generally aren't very good for you anyway. . . . But yeah, they remind me of when

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I was a kid. My sister and I used to make them. I never have time to make them now . . . I'm just too busy. And actually, I don't remember how to make them. So yeah, I just buy a small package every week and try to have one or two a night. It's a treat!

Kate One thing I like to eat is a lot of raw vegetables. Like, if I'm hungry when I come home from work – you know, it's easy to just grab something like cookies or something that's not very healthy. So, you know, I always keep something healthy in the refrigerator, like hummus. Actually, that's my favorite snack – and if it's, like, too early for dinner – I just cut up a few carrots to dip into it. I always buy tubs of it from the supermarket. I don't actually know the recipe for hummus – I've never made it.

Unit 6 Managing life

Lesson A, Ex. 3A p. 55 (2.22)

Anton

Woman Hey, Anton. I was just looking for you.
Anton Were you? What's up?
Woman Yeah, I have a couple of tickets to see a concert on Friday. Do you want to come?
Anton Sure, I'll come. That'd be great. Thanks! So what time does it start?
Woman Let's see. . . . Shoot – where are the tickets? Oh, here they are. It starts at 7:00. At the Plaza. It's a local band – Control X. Have you heard of them?
Anton No. Are they good?
Woman I hope so! But they're free tickets so it's OK if they're not! Anyway, Isabella and Jake are coming, too. We're meeting right after work and going straight to the concert.
Anton And you said it starts at 7:00? I won't get out of my meeting at work until 7:00. Shoot.
Woman Oh, no.
Anton You know, I'll just leave the meeting early. And I'll meet you at the Plaza.
Woman OK – be there around 6:45PM. Listen, I've got to get to class. See you Friday!

Clareta

Man Hey, Clareta. We're planning to go and check out that new mall tonight and go ice skating. They have a huge rink there. Do you want to come?
Clareta Ice skating?
Man Yeah, the rink doesn't close until 10:00, so we have plenty of time.
Clareta So what time are you going?
Man Well, we won't get out of class until 8:30, so . . . I guess around 9:00.
Clareta Ice skating? At 9:00? *Really?*
Man Sure. It'll be fun.
Clareta Well, I'm not sure. It's a little late for me. And I'm working early tomorrow morning. And I really need to do laundry and stuff.
Man Oh, come on! You can do laundry anytime.
Clareta Yeah, I guess. But I think I'll pass. I'm pretty tired, and anyway, I'm going to see Stefani on Saturday. We're going to the mall then, so . . .
Man OK. Well, maybe next time?

Callie

Man Do you have any plans for this weekend, Callie?
Callie Nothing special. How about you?
Man Actually, I'm going to go to this food festival on Saturday. They're going to have cooking demonstrations and things. And one of my favorite food writers will be there talking about his new book, so . . .
Callie Oh, that sounds fun. Who is it?
Man Oh, he's a French chef. He has a show on TV.
Callie Huh. Nice. I have to say I don't do much cooking. I like eating, though!
Man Well, he's opening a restaurant here. We'll have to try it.
Callie Oh, sure. So what time's the festival? I'd like to go.
Man Well, his talk starts at 2:00.
Callie Oh, no – that's too bad. I have to drive to the airport to get my cousin at 1:00. I don't think I'll be back by then.
Man Oh, well, no problem.
Callie But thanks for asking. Let's go to the restaurant some time though, OK?

Lesson B, Ex. A p. 56 (2.23)

Question 1

Woman Sometime I think I ought to do some volunteer work in a school or a hospital, but I'm too busy just trying to make a living. I have very little free time, so I think I'd better not add anything to my schedule right now. Am I right?
Life Coach Don't make excuses. You don't have to spend all your free time doing volunteer work – three hours a week is enough. Do some research and find an organization where you feel you can make a difference and do some good for other people.

Question 2

Man My boss is a bully. He yells at me if I make a mistake, and he makes fun of me in front of my co-workers. I've tried talking to him, and it doesn't do any good. He won't listen. I guess I'm going to have to do something about this problem, but what?
Life Coach It doesn't make any sense to ignore this problem, and you'd better do something quickly before it gets worse. Make an appointment with your Human Resources representative. You might want to take a colleague with you, too.

Question 3

Man I'm meeting my girlfriend's parents for the first time next weekend. They've invited me for dinner. I'm going to do my best to make a good impression on them, but I'm really nervous. Any advice?
Life Coach Make an effort to dress nicely, and make sure you take them a small gift, such as flowers or chocolates. Make some nice comments about their home, the food, etc., but don't overdo it. You ought to let them do the talking at first. The most important thing, however, is just to be yourself.

Question 4

Man My boss recently offered me a promotion. I've done a lot of thinking about it, but I can't make up my mind if I should take it. Sometimes I think I'd rather stay in my current job. I've got to decide by next week. What should I do?

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Life Coach Make a list of the pros and cons of each job, and give each one a score from 1 to 5 (5 = the best). Then do the math – add up the points for each list, and subtract the con totals from the pro totals. Which job has the highest score? Does that help you make a decision?

Lesson D, Ex. 2B and 2C p. 61 (2.27)

1. *Man* I was having a really bad time about a year ago. I just never seemed to have any time. I felt stressed and busy, and I just kept missing deadlines. A friend suggested that I try keeping a diary of everything I did, and I realized that I wasn't using my time effectively at all. These days I'm more organized. I plan my week in advance, and I get more done and I'm far less stressed.
2. *Woman* A few years ago, when I was in college, I had a lot of projects and assignments due at the same time. I got really stressed and started having panic attacks. My doctor suggested that when I felt stressed out, I take a walk. Well, it sounded like a weird thing to do, you know, when you're really busy, but it actually worked! Now, whenever I start to feel like I have too much to do, I shut my laptop and go for a walk. It really helps me to focus on what I need to do.
3. *Man* A co-worker gave me a great tip a few months ago: Write a list of things you have to do for the day. It's incredibly simple but it works. I used to have terrible problems prioritizing jobs, so I was always in a panic trying to get important jobs done because I had done the less important work first. Now the first thing I do every day is list what I have to do, with the most important jobs at the top. That way, I don't spend time on the small stuff before I've done the big stuff. And I love crossing things off my list, too!
4. *Woman* My biggest problem was that I put off starting jobs that would be difficult. Then, of course, as the time passed and the work wasn't done, I got more and more stressed. I talked to a friend about it and his advice was to break big jobs down into smaller, more manageable tasks. Then, focus on a smaller task. That way, jobs wouldn't seem so huge. It really helped me to stop feeling overwhelmed.

Unit 7 Relationships

Lesson C, Ex. 2A p. 71 (3.08)

1. *Man* I think it's nice to get to know your co-workers.
   Woman It's not good to date a co-worker, though.
2. *Woman* I hate going to parties when I don't know anyone.
   Man It's kind of fun to meet new people, though.
3. *Woman* I love it when old friends find me online.
   Man There are some people you don't want to hear from, though.
4. *Man* I spend most of my free time at home by myself. I enjoy being alone.
   Woman It's not good to spend too much time alone, though.

Lesson C, Ex. 3A and 3B p. 71 (3.09)

1. *Matthew* It's funny. There are some people that I look forward to seeing. I don't mean friends but like, people I see every day or once a week or something. Like, there's the woman who works in the coffee shop. I always get coffee in the morning before work. And it gets kind of busy, you know, and she gets a little stressed out when there're lots of people. She's really friendly and positive, though. She always smiles and asks, "How are *you* today?" I guess I look forward to seeing her because it's nice to see someone who's friendly in the morning.
2. *Matthew* Another person I enjoy seeing is my yoga instructor. I just started yoga a couple of months ago and yeah, the teacher's really good. He's kind of strict, though. Like, he makes us do things over and over until we get it right. But he's really good at explaining things. So yeah, I really look forward to his class because I always learn something new. And the other students in the class are nice. Well, one guy is always asking questions, though. It gets sort of annoying really, but . . .
3. *Matthew* I go biking every weekend. There's a group of us who go together. And there's one guy who's like the worst biker – he's incredibly funny, though. His name's Ed and he's always telling jokes and funny stories. Anyway, he and I are always at the back of the group. I guess the other guys are kind of serious about biking! I mean, I'm not, but I look forward to the ride every week because well, I guess I just enjoy Ed's company.

Lesson D, Ex. 2B and 2C p. 73 (3.10)

Woman So what are you doing this weekend Javier?
Javier Oh, I have to do some things around the house. You know, do the laundry, go food shopping, that kind of stuff. How about you?
Woman Oh, I'm going to go see the new science fiction movie that's playing downtown. Have you seen it?
Javier No. I haven't seen a movie in a long time. I don't really go out much anymore.
Woman Oh, why's that? You used to go to parties and stuff with your friends from college all the time.
Javier I know. I guess there's just so much to do at work now. I hardly ever see any of my college friends now.
Woman Really?
Javier Yeah. I kind of got tired of parties and clubs and everything. And I started doing other things, like writing songs and stuff like that. I want to record an album. I'm really excited about it.
Woman That sounds great. Whatever happened to the guy you used to go running with? You used to hang out with him all the time. Did he get married or something?
Javier Oh, you mean Ben? Yeah, he got married. Actually, his wife just had a baby. He never has time for running – or anything – now.

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Woman Yeah, well, I guess if he has a family now. I'm sure he'll call you when he has more time.

Javier Yeah, I hope so. I'd really like to see him again. He's a fun guy.

Woman And what about that nice girl you were seeing?

Javier Maggie? Oh yeah . . . she was nice, but it wasn't working out. We were just very different people, so we decided to break up. We don't see each other anymore, but that's OK.

Woman Oh well, I guess it's good to focus on your music for a while.

Javier Yeah it is. I'm enjoying it.

Unit 8 What if?

Lesson A, Ex. 3A and 3B p. 77 (3.13)

1. *Daniel* So, yeah . . . I've had such a busy day at work today. I've been running around *all* day. I'm just so tired. I wish I could just sit down and watch TV but I really need to do laundry. I've got no other time to do it. If I didn't have to work so much, I'd have way more time . . .

2. *Martine* Well, you know, I kind of like hanging out at home, but sometimes I get bored, you know? Like, I wish I went out more with my friends. But everywhere's so expensive and we can't afford to go to restaurants and things. I mean, if I could afford it, I'd eat out more often for sure. Even coffee's expensive. I just can't afford to go out more than once or twice a week.

3. *Miguel* Yeah, you know, I'm pretty busy – in the evenings, I mean. I'm at the gym three nights and then I have a class after work on Mondays, so I'm out like every night of the week. And on weekends I play football. So I don't see a lot of my family. I wish we could get together more often. They don't live near me, so I don't get to see them that often. It's too bad. I miss them. If they lived nearer to me, I'd definitely see them more.

4. *Mi Yun* Oh, the weather is awful! I think it's rained every day this month. It's getting cold, too. I hate it. I wish I lived somewhere warm and sunny. But I'm going to be here for the next two years – until I graduate. Yeah, if I lived somewhere warm I'd be outside more.

Lesson A, Ex. 3A and 3B p. 81 (3.18)

Amy So how's work going?

Tom Well, it's OK. I mean, I like my job and everything. It's just, well, I don't know. . . . I've been there almost two years, and I don't really know anybody. It's a real problem. I mean, I just wish I knew my co-workers better. I guess, they're friendly enough, but they just talk about work all the time. It's kind of boring.

Amy Yeah, I can see that would be difficult. I wouldn't worry about it, though. I mean, if you like your job and everything . . .

Tom I know. But I spend all my time there. If people were a bit friendlier, it would be nicer.

Amy Well, you could bring in cake and have a coffee break together. If I were you, I'd just try that. Then you might get to know them a little better.

Tom Yeah, that'd be good actually. I'm not sure how my boss would react though.

Amy Why?

Tom Well, that's kind of another problem. She's – I don't know – she's all about work. I wish she were more relaxed. I think everyone would enjoy work more then.

Amy Well, I would invite her for cake, too. I mean, why not?

Tom Well, I could. . . . Yeah, maybe I'll try that. Though there's another problem. One of my co-workers who does the same job as me got a promotion and I didn't. I mean, I work harder, and I meet all my deadlines and he's, like, always making excuses and apologizing for work he hasn't finished. It's really annoying.

Amy Yeah, that *is* annoying. Well, have you talked to your boss about it? If I were you, I'd ask her for advice, you know, about *how* to get a promotion. People love giving advice.

Tom That's true. But I wish it were easier to talk to her, though. Anyway, enough about me. How are things with you?

Amy Well, actually, I meant to tell you. I got into grad school here. . . . But . . . I also got a scholarship to a school in Paris!

Tom Wow! Paris? That'd be awesome!

Amy Yeah, I know. I'd love to go . . . but the problem is, I met this guy and we started going out. It's kind of serious, but I don't think long distance relationships ever work out. I just wish I didn't have to make the decision.

Tom You know what? I wouldn't think about that. It might not work out. Anyway, he could come and visit you. I'd go to Paris! You might not get the chance again.

Amy Yeah. I'm just not sure.

Unit 9 Tech savvy?

Lesson A, Ex. 3A and 3B p. 87 (3.21)

Woman I have a computer technology assignment, and I have absolutely *no* idea what the answers to these questions are. I mean, do *you* know when the public first used the World Wide Web?

Man Um, no. But I have my computer here – we can check it out.

Woman Oh, OK. Do you mind?

Man Sure. Let me turn it on. . . . OK. So what was that first question?

Woman Um . . . Do you know when the public first used the World Wide Web?

Man OK – it looks like, um . . . Oh, 1991. August 6, 1991. That's when people first used the Internet. It actually started back in the 1960s, though. OK. So what's your next question?

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Woman Can you find out what the first webcam filmed?
Man Let's see. Oh! It was filming a coffee pot at the University of Cambridge so people could see on their computers when the coffee pot was full. . . .
Woman Really? That's hilarious. All right. Next. Do you know what the most popular online activities are? One has to be shopping, right?
Man Well, that and banking maybe. . . . Huh – interesting. It says, online banking . . . then shopping, and then searching for jobs. It says 60 percent of people in 24 countries use the Internet for online banking.
Woman Well, at least I got one kind of right!
Man OK. What else?
Woman Can you guess how many new blogs people add to the Internet each day?
Man Oh, that's going to be a lot. Fifty thousand? No. More than 175,000
Woman Wow.
Man Many of them are personal blogs and news blogs, it says. OK, next one . . .
Woman Do you know what the first email spam advertised?
Man Um, I bet it was jeans. Or wait, well . . .
Woman I guessed vacations.
Man No. it advertised a computer. Though it says now it's mainly medications.
Woman OK. Final question. . . . Do you know what the three most common languages on the Internet are? I'm guessing English, for sure . . . and . . . um . . .
Man English, Chinese, and Spanish. OK. English represents more than 43 percent of the Internet.
Woman Perfect. Thanks.
Man No problem. It's easy when you can look everything up online.
Woman Yeah. Oh, but wait. Shoot. It says here that I have to look the information up again from another source. Oh, no . . . I have to do it all again?

Lesson B, Ex. 3B p. 89 (3.25)

1. *Woman* Can you show me how to plug it in?
2. *Man* Now tell me how to turn it on.
3. *Woman* Can you hook it up to speakers?
4. *Man* Can you show me how to turn it up?

Lesson C, Ex. 3A p. 91 (3.27)

Sam Oh, no. My laptop just froze up again. Do you know why it does that, Karin?
Karin Huh. I wonder if you need to clean up your files and stuff. You can download programs to do that. I use one – though I can't remember how much it was. It wasn't expensive.
Sam Huh. Technology's great when it works, but when it doesn't it drives me crazy – usually because I have no idea what to do.
Karin Yeah . . . I don't know what I'd do without my laptop, though. If I had to work from my office all the time, I'd hate it. I hate working at a desk all day. You know what I mean?
Sam Oh, yeah. Though I guess it's not always good to take work with you everywhere. Sometimes I feel pressured to check my work email even when it's my day off. *And* it's kind of addictive. You end up checking messages late at night and everything.
Karin I know what you mean. But it's nice to be flexible. Leave work early. Do work at home. You know what I'm saying?
Sam Maybe. On the other hand, it's probably better to separate work from your free time. I mean, it's like when you hang out with a friend and they're texting all the time. And you're trying to have a conversation. It's *really* annoying.
Karin I don't know. It doesn't bother me. I can text and listen at the same time.
Sam *Really?* . . . OK – so my laptop's running again. So can you remember which program you used? I'll look it up.
Karin Um, type in "clean up my computer."
Sam OK. So yeah, I have another friend – and she, like, always has her headphones on – listening to music on her tablet. And I'm like *take them off!*
Karin Well, it's better than playing music out loud. Now *that's* annoying!

Lesson C, Ex. 3B p. 91 (3.28)

1. *Sam* Technology's great when it works, but when it doesn't it drives me crazy – usually because I have no idea what to do.
2. *Sam* Sometimes I feel pressured to check my work email even when it's my day off. *And* it's kind of addictive. You end up checking messages late at night and everything.
3. *Sam* On the other hand, it's probably better to separate work from your free time. I mean, it's like when you hang out with a friend and they're texting all the time. And you're trying to have a conversation. It's *really* annoying.

Unit 10 What's up?

Lesson A, Ex. 3B p. 99 (4.04)

1. *Woman* What have you been doing on weekends lately?
2. *Man* Where have you been going in the evenings?
3. *Woman* How many times have you eaten out?
4. *Man* What have you been watching on TV?

Lesson B, Ex. 1B p. 100 (4.05)

1. *Woman* It's a romantic comedy. It's about these two people who fall in love over the Internet. It's a great love story, and it's funny, too.
2. *Man* It's a new action movie set in ancient China. Michelle Yeoh is in it. The stunts and the kung-fu fight scenes are amazing. It's kind of violent, though.
3. *Woman* I just saw this horror movie. A family moves into an old house, and they find a monster living in the attic. It was so scary that I couldn't watch most of it.
4. *Man* It's a musical that takes place in Delhi. So it's in Hindi, but it's subtitled. The costumes, the dancing, and the music are just wonderful.

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5. *Woman* It's a thriller. Matt Damon plays a spy who can't remember who he is. It was so exciting. I couldn't stand the suspense.

6. *Man* It's about aliens who come to take over the earth. It's a classic science-fiction movie. The special effects are incredible.

7. *Woman* I saw this war movie about two soldiers who are bothers. It's a true story with a really sad ending. I cried a lot. It's a real tearjerker.

8. *Man* We saw this hilarious movie. It's one of those animated films for both kids and adults. Eddie Murphy is the voice of one of the cartoon characters.

Lesson C, Ex. 2 p. 103 (4.09)

Man I was wondering if you had a few minutes to talk?
Woman Sure. Actually, I have time now before my next class. Do you want to grab a cup of coffee?
Man OK. Let's go to that place across the street.
Woman All right. Let's walk over there. . . . So, what's up?
Man Well, I wanted to ask you for a favor actually.
Woman Oh, OK. So, what do you need?
Man Well, you know I'm going away on an exchange program for two weeks.
Woman Sure. I heard you're going to Brazil.
Man Yeah. So, I was wondering if you could feed my snake.
Woman Um, all right. Sure.
Man Thank you so much. That's great. OK, well, can I get you a coffee?

Lesson C, Ex. 3A and 3B p. 103 (4.10)

1. **Peter**

Peter Um, excuse me. Do you have a minute?
Woman Sure. Um, hold on Peter, let me just finish this email. . . . All right. What can I do for you?
Peter Well, you know the report you asked me to do for tomorrow?
Woman Yes.
Peter Well, um, I was wondering if I could have a little more time to work on it.
Woman Well, when can you get it to me by?
Peter Would it be all right if I bring it by on Wednesday morning instead of tomorrow?
Woman OK. But I really need it by Wednesday.
Peter Oh, no problem. I just want to do some more research on the data.
Woman All right. Well, that's fine. By the way, how's the new assistant . . .

2. **Sandra**

Sal Good afternoon. This is Sal.
Sandra Hello, Sal. It's Sandra.
Sal Hi, Sandra. Are you feeling better?
Sandra Actually, I still don't feel very well.
Sal Oh, I'm sorry to hear that.
Sandra Yeah. I was wondering if I could ask a big favor.
Sal OK. Sure.
Sandra Well, I have a presentation on Friday for the students who are coming to the company, but I'm not going to be able to make it.
Sal Oh, OK.
Sandra And, I was wondering if you could meet the students and just run through everything for me. I have it all on my computer. I can email it.
Sal Well, I probably won't have time on Friday but I can ask Lorraine to do it.
Sandra Oh, OK. Thank you.
Sal Yes, Just send Lorraine the stuff she needs.
Sandra OK. I will. All right. I'll let you go. I know you're busy.
Sal OK – Feel better. Bye.

3. **Joel**

Joel Sorry to bother you. Um, I'm just leaving and . . .
Woman Oh, you're leaving early today.
Joel I'm going to visit a customer.
Woman Oh, all right. So what can I do for you, Joel?
Joel Well, I wanted to ask you if I could take some time off this week. On Friday? I worked last weekend for the conference, so . . .
Woman Um. Let's see. . . . Well, we have a meeting on Friday.
Joel Oh, we do? I don't think I have that on my schedule. Oh, um . . .
Woman And honestly, we're so busy at the moment so . . .
Joel OK. I just need to catch up on some things at home. But I guess I can wait.
Woman Good. All right, I need to get back to my report here.
Joel OK. Have a good evening.

4. **Julia**

Julia Excuse me. Do you have a minute?
Man Actually, I'm just about to leave. Is it something quick, Julia?
Julia Yes. I was wondering if you could sign this.
Man Oh, sure. Is this from your last trip?
Julia Yes, and all the receipts are there. The Accounts Manager needs this today.
Man All right. So the total amount is $1,045.67? OK.
Julia Thank you.
Man You're welcome.

Lesson D, Ex. 2A and 2B p. 105 (4.11)

Tom Have you ever seen Cirque du Soleil? I was just reading an article about them.
Marissa Um, no, I've never heard of them. . . . Uh . . . Who are they?
Tom They're kind of like a circus group. *Cirque du Soleil* is French. It means "Circus of the Sun." They're basically a group of entertainers – from Canada originally – you know, they're kind of like street performers and acrobats. They come from all over the world, from more than 40 countries actually. See – here, check out these pictures on their website.
Marissa Wow! They look amazing. Their costumes are incredible.
Tom Yeah, totally. See, . . . look. It says, "Cirque du Soleil started as a group of young street performers in Quebec, Canada, more than 20 years ago."
Marissa Huh. They've been performing for a long time.
Tom Yeah. . . . "Now they employ 5,000 people worldwide, including about 1,300 performers. They've performed in more than 50 countries around the world."
Marissa That *is* amazing. You know, I think this is the same group that I saw on TV recently. They've been touring around the country. . . . It was a report or something on them. . . . Yeah, I think it *was* them. They were saying how they're not like a traditional circus because they don't use animals.

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Tom Yeah. it's just people.
Marissa So is this a review of their new show?
Tom Yeah. And it's fantastic. It says "Cirque du Soleil's new show is wonderful – perhaps their best show ever." And listen to this: "The colorful costumes and inspiring music and dance will amaze you. Even if you are not a fan of the circus, you will love this fun and spectacular family show."
Marissa Huh. So have you ever seen them perform?
Tom Yeah, I've seen them a couple of times. Though I haven't seen their new show yet. I mean, even though I'm not a big fan of shows and theater and stuff – I *really* enjoy their shows. Actually, I was wondering if you could get a Saturday night off work. Maybe we can go to their new show together. I think you'd love it.
Marissa Oh yeah. I'd love to go. I think I can get one night off, but can I ask you a favor? Would you get the tickets? I mean, I'll pay you back. . . .
Tom All right. I'll go online and find out about prices and everything.
Marissa Perfect. Wow, I'm excited. . . .

Unit 11 Impressions

Lesson C, Ex. 3A and 3B p. 113 (4.18)

1. **Mark**

Man Hey, Mark. How are your tennis lessons going?
Mark Oh, not too bad.
Man You've been taking lessons for a couple of years now. You must be pretty good.
Mark Well, not really. You see, I never have much chance to practice. I work late every night, so I really only play about an hour a week, when I have my lesson on Saturday morning. I really want to be able to play more.

2. **Angela**

Woman Is that a Spanish textbook, Angela?
Angela Yeah, I'm trying to improve my Spanish. I haven't really studied it since high school.
Woman Oh, I see.
Angela I'm taking a class three times a week.
Woman Wow. You must be pretty motivated.
Angela Well, I'm going to Mexico on vacation next month, you see, and I want to use it, you know, to have a real conversations with people. It'll be my first trip, so . . .

3. **Linda**

Man Hey Linda! Congratulations. I heard that you got a scholarship to study in Italy.
Linda Thanks. Yeah, I can't believe it. I'm going to Rome in September. For a year.
Man You must be so excited.
Linda I really am. You see, I've always wanted to study art in Italy. It's been my dream since I was a kid.
Man Wow. Did anyone else here get a scholarship?
Linda No. Actually, I'm the only one.

4. **Dave**

Woman What have you been doing, Dave? I haven't seen you around much lately.
Dave Well, I've been studying for this math exam. It's an extra class in statistics and you know me, I never understand math.
Woman Oh. That must be hard.
Dave Yeah, it really is. I'm kind of worried about it. You see, I had to miss some classes earlier this year, so I've had to catch up on my studies recently. That's why I haven't been out much lately.
Woman I see.
Dave So I don't know if I'm going to be able to pass the exam. If I fail it, I'll have to take the class again next semester.

Lesson D, Ex. 2B and 2C p. 115 (4.19)

1. *Woman 1* You know, I'm thinking of doing a volunteer vacation in Costa Rica.
Woman 2 You are? Wow. That sounds exciting.
Woman 1 Yeah. Anyway, there's this girl – she lives there, and she started this organization.
Woman 2 Yeah? Doing what?
Woman 1 Well, I guess she was only nine at the time, and she and a friend started selling some of their artwork and they decided to do something useful with the money. . . .
Woman 2 Wow. She must be pretty smart.
Woman 1 Yeah, I guess. Anyway, they do all kinds of things, you know, to try and save the rain forest there.
Woman 2 Really? So like what?
Woman 1 Well, they plant trees and they have an animal center for sick animals, and, like, a kids camp and a library and everything.
Woman 2 I see. So they teach kids about the rain forest and stuff. That must be fun!
Woman 1 Yeah, I'm thinking I should email her and see if I can volunteer there! I mean, they might need help.

2. *Woman* You know, I read this incredible book about Arn Chorn-Pond.
Man About who?
Woman Arn Chorn-Pond. He has an amazing life story. He's from Cambodia originally, though he was raised in the U.S., and he founded this program for musicians in Cambodia.
Man Really? So to do what? I mean, do they teach music or . . . ?
Woman Yeah. You see, he wanted to preserve traditional Cambodian music.
Man That must be very rewarding.
Woman Yeah. Well I guess he's passionate about music, you see he's a flute player too and his family owned an opera company in Cambodia, so . . .
Man I see. So his organization helps young Cambodians learn about their musical traditions?
Woman Yeah. And they organize concerts and things. It's a great book – you really should read it. I'm actually thinking of writing to him – you know, to ask him to come and give a talk at our high school.

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3. *Man* I just read about a really interesting project on the Internet. It's an organization that sends books to people all around the world. I mean, there are letters from schools and communities from all over the world – you know, that have received books from the organization. And actually, it's a really cool thing – they get students here to work with communities overseas – so it's like a cultural exchange, too.

Woman That must be great. You know, to set up something like that – that's so useful.

Man Oh, yeah. There's one girl, and she was, like, only 12 when she and her family came to the United States. And anyway, when she went back to visit Kosovo, where she's from, she realized they badly needed books.

Woman Right.

Man Yeah. So yeah, she started collecting books to send there. And she worked with the Book Project and I guess when she was in high school she managed to send 15,000 books to Kosovo.

Woman Wow. That's impressive.

Man Yeah. I guess anyone can help – you know, by collecting books or money. I guess they use the money to do things like build libraries, too. So yeah. . . . Actually, I'm thinking about starting to collect books in my neighborhood.

Unit 12 In the news

Lesson B, Ex. A p. 121 (4.25)

John Good morning. This is John Cho. First, here is a report on the severe storms that caused so much damage in the northern part of the country last night. Cindy Chavez is reporting from one small town that was hit by the bad weather. Cindy, what's the situation like there?

Cindy Good morning, John. Well, this morning the North is waking up to the results of some of the worst storms in 30 years. Throughout the night, the area was hit by thunderstorms, hailstones, and heavy rains. Several small towns across the area were completely flooded, and hundreds of people were left homeless.

John What happened to those people? Were they rescued?

Cindy Yes, John, many people were rescued by the fire department. However, the scary thing was, some people couldn't leave their homes because of the floods, so they had to climb onto the roofs of their houses and wait for the fire department to rescue them in boats.

John And have the people been able to return to their homes?

Cindy No, not yet. Many are staying with friends and neighbors and others are staying in school buildings in towns near here. Fortunately, no one was badly injured, though of course many homes were seriously damaged.

John Thank you for that report, Cindy. Now I hear you have an update on a story you reported yesterday. Some good news this time?

Cindy That's right, John. Yesterday I reported on a young couple who were getting married in a park. The wedding ceremony was disrupted by a huge hailstorm. And the groom was hit on the head by a hailstone the size of a golf ball, and he was taken to the hospital.

John And so the wedding was canceled?

Cindy Yes. And that was terrible! But here's an update, and it's good news. This morning I was told that the groom was not seriously injured, and he and the bride have set a new date for their wedding.

John A happy ending, then, to that story.

Cindy Absolutely.

John Well, thanks again, Cindy. Next on the news . . .

Lesson B, Ex. 1D p. 122 (4.27)

1. *Man* You know what? I got caught in a storm last night. My new shoes are completely ruined.
2. *Woman* You know what? The traffic is getting bad around here. We were stuck in traffic for an hour last night.
3. *Man* Guess what? They're going to open a new organic food store near here.
4. *Woman* Did I tell you? My cousin is coming to stay with us this summer. I'm really excited about it.
5. *Man* You know the guy I used to sit next to in class? The one with dark hair? He bought a new car.
6. *Woman* Did I tell you? I'm getting married next spring!
7. *Man* Did you hear about that high school principal? He crashed his car into the front of the school.
8. *Woman* Have you heard about the plans for a new skate park in the city? It's opening next spring.

Lesson C, Ex. 3A and 3B p. 123 (4.28)

1. *Woman 1* Really? No. What happened?

Woman 2 Well, I was walking home one night last week after class, and a young woman ran up to me and took it. I had everything in it, including my car keys.

Woman 1 Oh, no. That's terrible.

Woman 2 Yeah, it was awful. The thing was, I wasn't really scared, but angry, you know? Anyway, now I'll never walk home at night by myself. I'd rather be safe than sorry.

Woman 1 Oh, I agree.

2. *Man 1* No. What happened?

Man 2 Her car was broken into this morning, near school. The side window was broken.

Man 1 No, really? Did they take anything? I mean, did she have anything valuable in it?

Man 2 No, she was really lucky. She had her purse with her and she took her MP3 player and everything out of the car before she went to class. I mean, she doesn't usually do that. She often leaves stuff in her car.

Man 1 Yeah, that was lucky.

Man 2 Yeah. And you know what? The weird thing is, she said she had a strange feeling about that car this morning.

Man 1 Really! You mean, like she knew something bad might happen to it?

Man 2 Yeah. . . .

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3. *Man 1* Oh really? Again?
Man 2 Yeah. I heard it on the news this morning. So do you get really bad ones here?
Man 1 Yeah. Sometimes we get hit by a big one.
Man 2 Wow. I bet that's kind of scary.
Man 1 Yeah, it is. But you know what? The weather is really beautiful here most of the year. The thing is, hurricane season is mainly in September and October. Then, if there's a bad storm, it's not safe to go out.
Man 2 Huh.
Man 1 Yeah. The scary thing is, sometimes there's a really big hurricane, and then you have to leave town.
Man 2 Really?
Man 1 Yeah. Like, you know, we had a pretty bad one two years ago . . .

4. *Woman 1* Oh yeah? What's that?
Woman 2 Well, you know Jenny . . .
Woman 1 Your friend who works in the bank?
Woman 2 Uh-huh. Well, she went out with some friends from work, and she had her purse with her, you know. The thing is, they were walking by the river after dinner, and guess what?
Woman 1 Uh-oh. her purse was stolen?
Woman 2 No, it fell in the river!
Woman 1 You're kidding. How did *that* happen?
Woman 2 Well, they were all talking and laughing, you know. And then they walked over the bridge, and Jenny stopped to look at the water, and the funny thing was, her purse fell into the river.

Lesson C, Ex. 3C p. 123 (4.29)

1. *Woman 2* Did I tell you my purse was stolen?
Woman 1 Really? No. What happened?
Woman 2 Well, I was walking home one night last week after class, and a young woman ran up to me and took it. I had everything in it, including my car keys.
Woman 1 Oh, no. That's terrible.
Woman 2 Yeah. it was awful. The thing was, I wasn't really scared, but angry, you know? Anyway, now I'll never walk home at night by myself. I'd rather be safe than sorry.
Woman 1 Oh, I agree.

2. *Man 2* Did you hear the news about my sister?
Man 1 No. What happened?
Man 2 Her car was broken into this morning, near school. The side window was broken.
Man 1 No, really? Did they take anything? I mean, did she have anything valuable in it?
Man 2 No, she was really lucky. She had her purse with her and she took her MP3 player and everything out of the car before she went to class. I mean, she doesn't usually do that. She often leaves stuff in her car.
Man 1 Yeah, that was lucky.
Man 2 Yeah. And you know what? The weird thing is, she said she had a strange feeling about that car this morning.
Man 1 Really! You mean, like, she knew something bad might happen to it?
Man 2 Yeah.

3. *Man 2* You know what? There's a big hurricane coming.
Man 1 Oh, really? Again?
Man 2 Yeah. I heard it on the news this morning. So do you get really bad ones here?
Man 1 Yeah. Sometimes we get hit by a big one.
Man 2 Wow. I bet that's kind of scary.
Man 1 Yeah, it is. But you know what? The weather is really beautiful here most of the year. The thing is, hurricane season is mainly in September and October. Then, if there's a bad storm, it's not safe to go out.
Man 2 Huh.
Man 1 Yeah. The scary thing is, sometimes there's a really big hurricane, and then you have to leave town.
Man 2 Really?
Man 1 Yeah. Like, you know, we had a pretty bad one two years ago. . . .

4. *Woman 2* Guess what? The strangest thing happened last night.
Woman 1 Oh, yeah? What's that?
Woman 2 Well, you know Jenny . . .
Woman 1 Your friend who works in the bank?
Woman 2 Uh-huh. Well, she went out with some friends from work, and she had her purse with her, you know. The thing is, they were walking by the river after dinner, and guess what?
Woman 1 Uh-oh. Her purse was stolen?
Woman 2 No, it fell in the river!
Woman 1 You're kidding. How did *that* happen?
Woman 2 Well, they were all talking and laughing, you know. And then they walked over the bridge, and Jenny stopped to look at the water, and the funny thing was, her purse fell into the river.

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Workbook answer key

Unit 1 The way we are

Lesson A ***People in a hurry*** *pp. 2–3*

Exercise 1

1. Craig is a reckless driver.
2. Lucia always arrives late.
3. Carlos is waiting patiently.
4. Emily walks fast / quickly.
5. Laila is talking quietly.
6. Tom seems rude / impolite.
7. Tamara plays tennis well.
8. Joe and Kay are dressed formally.

Exercise 2

automatically
carefully, nicely
late
impatient, slow
reckless
serious
properly, strongly, well
patiently
differently
fast
quickly

Exercise 3

A

1. slowly
2. good / hard / fast / quick
3. easily / fast / quickly
4. quick / fast
5. carefully
6. well

B

Answers will vary.

Lesson B ***Personality and character*** *pp. 4–5*

Exercise 1

A

P	R	A	C	T	I	C	A	L	O	D
D	P	L	O	A	T	B	F	K	S	I
L	O	R	E	L	I	A	B	L	E	S
T	G	T	P	E	B	M	D	W	L	O
A	F	V	J	N	P	C	I	H	F	R
Q	B	I	E	T	S	H	V	N	I	G
H	G	E	N	E	R	O	U	S	S	A
R	K	E	L	D	G	O	K	D	H	N
U	O	U	T	G	O	I	N	G	T	I
O	Y	C	R	L	S	Q	E	Y	I	Z
E	A	S	Y	G	O	I	N	G	Q	E
X	B	A	I	H	P	N	T	A	Z	D

B

1. talented
2. disorganized
3. practical
4. outgoing
5. generous
6. reliable
7. easygoing
8. selfish

Exercise 2

1. dishonest
2. unfriendly
3. unreliable
4. disorganized
5. impatient
6. inconsiderate

Answers to the questions will vary. Possible answers may include:

1. I'm honest. I always tell the truth.
2. She's friendly. She always takes time to talk to me.
3. He's unreliable. He's always late.
4. I'm disorganized. I can never find anything!
5. I'm impatient. I can't wait in lines.
6. They're inconsiderate. They always play their music loudly.

Exercise 3

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

Exercise 4

Answers will vary. Possible answers may include:

1. My older brother's pretty reliable. I think I'm pretty unreliable.
2. My grandmother's incredibly friendly. I think I'm very friendly, too.
3. My parents are fairly easygoing. I'm totally laid-back.
4. My mother's not impatient at all. I'm the opposite. I'm extremely impatient.
5. My cousin's really practical. I'm not like him at all.
6. My best friend's very honest. I'm honest, too.

Lesson C ***He's always wasting time.*** *pp. 6–7*

Exercise 1

1. Jedd is always leaving work early.
2. Reba is always listening to music / her MP3 player.
3. John is always sleeping.
4. Kayo is always eating junk food / chips.
5. Yasmin is always talking on the phone / on her cell phone.
6. Chad is always reading comic books / books / magazines.

Exercise 2

1. She's always canceling plans!
2. He's always losing stuff.
3. She's always telling jokes.
4. She's always buying things.
5. He's always helping people.

Exercise 3

1.	*Sam*	's always doing
	Fatema	at least
2.	*Jody*	was always borrowing
	Pam	X
3.	*Sandy*	was always canceling
	Natsuko	X
4.	*Daniel*	's always listening
	Sarah	at least
5.	*Alejandro*	're always going
	Diana	at least

Exercise 4

Answers will vary. Possible answers may include:

1. When I was little, I was always eating candy.
2. My friends and I are always telling jokes.
3. I have some bad habits. I'm always forgetting things.
4. My best friend is always working late.
5. My parents are always traveling.
6. My favorite teacher in high school was always telling us funny stories.
7. My neighbor is always making noise.

Lesson D ***Is that a fact?*** *pp. 8–9*

Exercise 1

A

famous, talented
accomplished, influential
down-to-earth, beautiful
generous, nice

B

1. Aishwarya Rai lives with her husband and daughter in Mumbai.
2. Rai was born in Mangalore. / Rai moved to Mumbai.
3. Rai started modeling in college.
4. Rai studied architecture in college.
5. Rai won the title of Miss World when she was 21.
6. Rai makes movies in five languages.
7. Rai has a statue in Madame Tussaud's. / Rai was a juror in Cannes, France.
8. Rai feels that it's important to be nice.

Exercise 2

A

was born and raised
started, at the age of
can be
accomplished
called

B

Answers will vary.

Unit 2 Experiences

Lesson A ***Hopes and dreams*** *pp. 10–11*

Exercise 1

A

1. I haven't driven a sports car.
2. I have / haven't gone skiing.
3. I have / haven't learned a second language.
4. I have / haven't seen the Taj Mahal.
5. I have / haven't studied photography.
6. I have / haven't traveled to Europe.
7. I have / haven't tried windsurfing.
8. I have / haven't surfed in Hawai'i.

B

1. has driven a sports car
2. have gone skiing
3. have learned a second language
4. have never / haven't seen the Taj Mahal
5. has studied photography
6. have never / haven't traveled to Europe
7. has never / hasn't tried windsurfing
8. hasn't surfed in Hawai'i

Exercise 2

1. My teacher's gone to the United States many times.
2. My boss has skied in the Swiss Alps several times.
3. I've always wanted to go on a roller coaster.
4. My neighbor has never gone to Canada before.
5. My parents have seen the movie *Titanic* five times.
6. My brothers have tried Vietnamese food once or twice.
7. My best friend has never seen the ocean.
8. I've never had the money to take a vacation.

Exercise 3

Answers will vary. Possible answers may include:

1. I've gone hang gliding once.
2. I've gone rock climbing.
3. I've babysat for my cousin twice.
4. I've only been late to class once recently.
5. I've always wanted to visit Russia.
6. I've never tried cow tongue.
7. I've seen *The Incredibles* six times.
8. I've always wanted to travel abroad.

Lesson B ***Unusual experiences*** *pp. 12–13*

Exercise 1

1. *A* Have, gone
   B haven't; Have, done
   A went
   B was
   A loved

2. *A* 've, traveled
   B 've, wanted
   A took
   B spoke
3. *A* Have, tried
   B did
   A Did, like
   B was
   A 've gotten
4. *A* Did, do
   B took; Have, been
   A haven't; Did, enjoy
   B loved

Exercise 2

1. Did, go
2. Have, broken
3. Have, won
4. Did, ride
5. Did, visit
6. Have, had
7. Did, eat
8. Have, lost

Exercise 3

1. Did you try any new foods on your last vacation?
2. Have you ever hiked in the mountains?
3. Did you see a lot of movies last summer?
4. Have you ever walked across a tightrope?
5. Have you ever found a lost wallet or cell phone?
6. Have you ever forgotten an important appointment?

Answers to the questions will vary. Possible answers may include:

1. Yes, I did. I tried oysters. They're delicious.
2. Yes, I've hiked in the mountains several times.
3. No, I didn't see many movies. I don't go to the movies often.
4. No, I've never walked across a tightrope.
5. Yes, I found a cell phone in a taxi once.
6. No, I've never forgotten an important appointment.

Lesson C ***I've heard good things . . .*** *pp. 14–15*

Exercise 1

1. *Alex* Yeah, I am. Do you want to come?
   Jake Cool. Do you have a favorite place?
   Jake That sounds great. How do you get there?
2. *Ki Won* I've heard her tests are hard. How did you do?
   Ki Won That's too bad. Did you study for it?
   Ki Won Oh, that sounds hard. Did you finish?

Exercise 2

1. Did you?
2. Do you?
3. Did you?
4. Are you?
5. Do you?
6. Have you?
7. Are you?
8. Have you?

Exercise 3

Answers will vary. Possible answers may include:

1. Do you? Is it scary?
2. Have you? What did you see?
3. Did you? What did you catch?
4. Are you? Is it dangerous?
5. Do you? Do you want to go with me sometime?
6. Did you? Do you like it?

Lesson D ***Travel blogs*** *pp. 16–17*

Exercise 1

A

She has always wanted to see a baby panda.

B

1. She arrived in Chengdu on January 23.
2. She saw Mount Emei.
3. Gisele met some people from Canada in the hotel.
4. Joe Trip thinks Gisele should go to see the pandas early.
5. She went to western Sichuan.
6. She's going to Beijing.

Exercise 2

A

fortunately
Unfortunately
Amazingly
Fortunately
Unfortunately
Unfortunately
amazingly

B

Answers will vary.

Unit 3 Wonders of the World

Lesson A ***Human wonders*** *pp. 18–19*

Exercise 1

1. h the most expensive
2. f the longest
3. c the most
4. e the youngest
5. g the narrowest
6. b the most famous
7. a the tallest
8. d the fastest

Exercise 2

1. the biggest
2. the easiest / best
3. the cheapest / least expensive
4. the most crowded / busiest
5. the largest / biggest
6. the thinnest
7. the best / cheapest / most reasonable
8. the worst / most terrible

Exercise 3

1. the cheapest
2. the worst
3. the most
4. the quietest
5. the most amazing
6. the most
7. the most wonderful
8. the most delicious

Answers to the questions will vary. Possible answers may include:
1. The cheapest place to go shopping is downtown.
2. The worst place to go shopping is in the mall.
3. The West Village has the most restaurants.
4. Forest Valley is the quietest neighborhood.
5. The most amazing building I've ever seen is the Guggenheim.
6. Fifth Avenue has the most traffic.
7. The most wonderful city I've ever visited is Prague.
8. The most delicious pastries are sold at Ana's Bakery.

Lesson B **Natural wonders** *pp. 20–21*

Exercise 1

A

1. volcano
2. canyon
3. desert
4. mountain
5. glacier
6. ocean

Answer to question: Nature

B

1. Canyon
2. Ocean
3. mountain
4. Desert
5. glacier
6. volcano

Exercise 2

1. How wide; They're 10.8 kilometers wide.
2. How large / big; It's 4 million square kilometers.
3. How cold; It can reach minus 89.2° Celsius.
4. How long; It's 5,971 kilometers long.

Exercise 3

Answers will vary. Possible answers may include:
1. *Q* How big is the North Island?
   A It's 115,777 square kilometers.
2. *Q* How long is the Wakato River?
   A It's 425 kilometers long.
3. *Q* How high / tall is Mount Ruapehu?
   A It's 2,797 meters high / tall.
4. *Q* How high / tall is Mount Cook?
   A It's 3, 754 meters high.
5. *Q* How big / large is Lake Hauroko?
   A It's 462 meters deep.
6. *Q* How wide is South Island?
   A It's 450 kilometers wide at its widest part.
7. *Q* How deep are the caves at Ellis Basin?
   A They're over 1,000 meters deep.

Lesson C **I had the best time.** *pp. 22–23*

Exercise 1

1. *Mark* Yeah, it really is.
   Mark It sure does.
2. *Kyong* It sure is.
   Kyong Really? I didn't know that.
   Kyong They really are.
3. *Kacie* It really was.
   Kacie We really should.

Exercise 2

1. *A* the coolest
   B the best
2. *A* the worst
3. *B* the most incredible
4. *A* the most amazing

Exercise 3

Answers will vary. Possible answers may include:
1. It sure does! And camping was the coolest idea!
2. It really was. I had the best time.
3. We really should. It's the most beautiful day.
4. It sure is. This is the most relaxing vacation I've ever taken.

Exercise 4

Answers will vary.

Lesson D **Is that a fact?** *pp. 24–25*

Exercise 1

A

3 the driest weather
4 the most time zones
5 the smallest population
4 the farthest south
3 the strongest winds
1 the most ice
4 the most daylight
2 the coldest temperature

B

1. F Antarctica is the world's fifth largest continent.
2. T
3. F Antarctica gets the same amount of rain as the Sahara Desert.
4. F Antarctica's six months of nonstop daylight begins in September. / Antarctica's six months of nonstop daylight ends in March.
5. F About 4,000 people live in Antarctica during the summer. / About 1,000 people live in Antarctica during the winter.

Exercise 2

A

1. The Sahara Desert, the largest desert in the world, covers 9.1 million square kilometers of land in North Africa.
2. The sand dunes, the highest dunes in the world, are the biggest tourist attraction in the Sahara.
3. The Qattara Depression in Egypt's Sahara, one of the lowest points in Africa, is 133 meters below sea level.
4. The Libyan Sahara, the driest place in the desert, has the least amount of animal or plant life.

B

Answers will vary.

Unit 4 Family life

Lesson A *Family gripes* pp. 26–27

Exercise 1

1. *Jeff* watch
   Jeff to read, to think / think
   Paul do
2. *Kaya* to change
   Kaya to stay
   Liz to help
3. *Kyle* clean
   Naomi do
   Kyle play

Exercise 2

1. get me to try one
2. has me come home early
3. make me practice every day
4. lets me have the remote
5. wants me to pay the bill
6. ask me to prepare dinner
7. help me wash the dishes
8. tells me to speak louder

Exercise 3

Answers will vary. Possible answers may include:

1. My parents want me to go to a really competitive college.
2. My best friend often asks me to help her study for her math test.
3. Our English teacher sometimes has us write long essays.
4. I always tell my friend to call at any time.
5. I can't get my family members to agree about anything!
6. Parents shouldn't let their kids stay out too late.
7. My friends sometimes help me to be a better person.
8. I can't make my parents buy me a computer.
9. My mom always has me wash the dishes.
10. I'm always telling my friend to be quiet in the library.

Lesson B *Family memories* pp. 28–29

Exercise 1

1. immediate
2. aunt; niece
3. brother-in-law, uncle
4. cousin
5. nephew
6. stepmother
7. half brothers
8. blended
9. stepdaughter
10. great-grandmother

Exercise 2

Mom used to live; 'd spend / used to spend
Mom used to love; used to / would / 'd bring
Mom used to / would / 'd go, would always / always used to cook
Mom used to have, used to / would / 'd watch

Exercise 3

Answers will vary.

Lesson C *If you ask me, . . .* pp. 30–31

Exercise 1

Answers will vary. Possible answers may include:

1. If you ask me, children and adolescents don't exercise enough these days.
2. I think you should always study a foreign language.
3. I don't think anyone needs a new cell phone every year.
4. It seems like Japanese students have a lot of schoolwork.
5. It seems to me that people get married too young, perhaps.
6. If you ask me, children should spend more time outside!

Exercise 2

1. *You* I agree with you.
   You Definitely.
2. *You* Absolutely.
   You You're right.
3. *You* That's true.
   You Oh, I know.

Exercise 3

Answers will vary. Possible answers may include:

1. Definitely. I think they're good in an emergency.
2. I know. I think it's better / cheaper to rent movies.
3. That's for sure. It seems there just isn't time to cook a nice dinner.
4. Definitely. I think it's important to be able to speak more than one language.
5. That's true. It seems like my dad is always working.

Lesson D *Family activities* pp. 32–33

Exercise 1

A

personal

B

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

C

1. He has three children.
2. Five of them are coming for dinner.
3. She's coming over to see her great-nieces and -nephews.
4. Mark and Laura used to do the cooking together.
5. He is going to make tacos.

Exercise 2

A

When I was a kid
In those days
Today
Nowadays

B

Answers will vary.

Unit 5 Food choices

Lesson A **Healthy food** *pp. 34–35*

Exercise 1

1. a bottle of, a carton of
2. a can of, a jar of
3. a box of, a bag of
4. a jar of, a package / box of
5. a package / bag of, a can of
6. a package of, a carton of

Exercise 2

1. a jar of olives
2. a carton of eggs
3. a liter / bottle of soda
4. a bottle of ketchup
5. a box of cookies
6. two loaves of bread
7. a bag of potato chips
8. two cans of pineapple

Exercise 3

a little
not much
many
very few
a few
less
fewer

Exercise 4

Answers will vary.

Lesson B **A question of taste** *pp. 36–37*

Exercise 1

B	A	K	E	D	X	L	Y	Q	B
A	B	L	M	A	R	R	T	E	G
R	O	A	S	T	P	A	I	P	R
B	I	C	M	R	Z	W	Y	I	I
E	L	S	M	O	K	E	D	C	L
C	E	D	C	J	E	L	M	K	L
U	D	F	R	I	E	D	P	L	E
E	Z	T	S	T	E	A	M	E	D
D	M	U	X	P	Y	R	I	D	P

Exercise 2

1. bread
2. ice cream
3. grapes
4. pizza
5. yogurt
6. noodles
7. cheese

Answers will vary. Possible answers may include:

1. fish
2. meat
3. carrots
4. vegetables
5. potatoes
6. chicken
7. cucumbers

Exercise 3

1. too much, enough
2. too many; too much
3. too much; too
4. too
5. enough; too much
6. enough; enough

Exercise 4

1. too many
2. enough
3. too
4. enough
5. enough
6. too
7. enough
8. too many

Answers to the questions will vary. Possible answers may include:

1. I eat three snacks a day.
2. No. I don't eat many vegetables.
3. I always eat too much and often feel too full after a meal.
4. No. I rarely exercise.
5. Yes. I eat a lot at lunch.
6. No. I never eat too quickly.
7. No. I drink a lot of tea, but not enough water.
8. No. I eat too many carbohydrates.

Lesson C **Whatever you're having.** *pp. 38–39*

Exercise 1

Imani whichever is easier for you
Imani either one is fine
Imani either way is fine
Imani whatever you're having

Exercise 2

Answers will vary. Possible answers may include:

You Oh, I don't care. Whatever you prefer.
You It doesn't matter. Either one is fine with me.
You Whatever you prefer.
You Either one. Whichever is easier.
You Either one is OK. Whatever you're having.

Exercise 3

Answers will vary. Possible answers may include:

Nora No, thanks. Maybe later.
Nora No, thanks. I'm fine.
Peggy I'm OK for now. But thanks.
Nora I'm fine, really.
Nora I'm OK for now. Maybe later.

Exercise 4

Answers will vary. Possible answers may include:

1. Either one is fine. Whatever you're having.
2. I'm OK for now. But thanks for asking.
3. I love both, really. Either one is fine.
4. It doesn't matter to me. Whichever is easier for you.
5. Whatever you prefer. I like both.

Lesson D **The world's favorite snacks** *pp. 40–41*

Exercise 1

A

cucumber
toothpaste
lemon juice
baking soda
salt
cream of tartar
white vinegar

B

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

Exercise 2

A

For example
like / such as
like / such as
for example

B

Answers will vary.

Unit 6 Managing life

Lesson A ***Making plans*** *pp. 42–43*

Exercise 1

1. *Ahmed* are you doing
   Finn I'm just going
   Ahmed I'm going
   Finn I'll stop by
   Ahmed I'll make
   Finn I have
   Ahmed I'll wait
   Finn I'll be
2. *Leah* I'm going to take
   Mom I'll meet
   Leah I won't need; I'll get
   Mom Are you bringing
   Leah is coming
   Leah you're going to like

Exercise 2

Millie 'm meeting / 'm going to meet Greg for dinner
Millie have my guitar lesson
Millie leaves / is leaving at 7:00
Millie 'm going to call Heidi
Millie have an eye doctor appointment
Raquel 'll go

Exercise 3

Answers will vary. Possible answers may include:

1. I'm going to the theater tonight.
2. Not really. I'm just going to my parents' house for dinner.
3. Yes, I have to go to the dentist.
4. I'm having / going to have dinner with my roommate.
5. I think I'll take a nap!

Lesson B ***Problems and solutions*** *pp. 44–45*

Exercise 1

A

1. living 6. fun
2. impression 7. sure
3. difference 8. mistake
4. best 9. math
5. mind 10. sense

B

1. *A* make up your mind
   A make sense
   B do the math
2. *A* make a good impression
   B make a difference; make a living
   A make sure
3. *A* make a mistake
   B do your best
   A make fun of

Exercise 2

Dear Daphne,
I'd rather not; I've got to
Dear Miguel,
You're going to have to; You'd better
Dear Daphne,
I ought to; I'd rather
Dear Risa,
You'd better; you might want to

Exercise 3

Answers will vary. Possible answers may include:

1. I've got to make up my mind about a summer job.
2. I'd better clean the house before my parents visit.
3. I don't have to write a report or give an oral presentation.
4. I ought to read more books.
5. I'd rather read a magazine.
6. I'm going to have to go to the bank, go grocery shopping, and pick up my laundry.

Lesson C ***I've got to get going.*** *pp 46–47*

Exercise 1

1. to go 4. better go
2. going 5. call you back
3. call you later 6. to have to run

Exercise 2

1. b Sure. Talk to you later.
2. a No problem. (I) Got to go, too. Bye.
3. b OK. Catch you later.
4. a OK. See you later.
5. b Yeah, nice talking to you, too.
6. b OK. I better go, too.

Exercise 3

Answers will vary. Possible answers may include:

1. Not really. I've got to go to English class. Can I call you back?

Talk to you later.

2. I'm late for English class. I'll call you later.
Catch you later.
3. I'm sorry I can't talk right now. I've got to run to English class.
OK. Got to go.
4. I have to go to English class now. I've got to get going.
OK. See you tomorrow.

Lesson D **Less is more** *pp. 48–49*

Exercise 1

A

Heading 1: Save time
Heading 2: Save space
Heading 3: Save money

B

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

C

1. T 3. F 5. D
2. D 4. T 6. T

Exercise 2

A

1. as long as / provided that
2. unless
3. as long as / provided that

B

Answers will vary.

Unit 7 Relationships

Lesson A **Circle of friends** *pp. 50–51*

Exercise 1

1. — 4. that; who
2. that; that 5. that; —
3. —; that 6. that

Exercise 2

(that / which)
(that / who)
(that / who)
(that / which)
(that / who)
(that / which)

Exercise 3

1. (who / that) lives in South Korea
2. (that / which) her family owns
3. (that / which) sells handmade paper
4. (that / which) has rose petals in it
5. (that / who) I spoke to in Korean
6. (that / which) served traditional Korean food

Exercise 4

Answers will vary. Possible answers may include:
1. who speaks three languages
2. I try to avoid
3. that have a lot of sales
4. that meets every Friday morning
5. my boyfriend makes
6. that's / who's famous

Lesson B **Dating** *pp. 52–53*

Exercise 1

1. away 5. out
2. up 6. away
3. down 7. up
4. back 8. back

Exercise 2

1. write back 5. come back
2. work out 6. grow up
3. get along 7. sign up
4. go away

Missing words in sentence: break up

Exercise 3

Jorge broke up
Tina going out
Jorge work out; got / were getting along
Tina hanging out
Jorge turn out

Exercise 4

Answers will vary. Possible answers may include:
1. I get along well with my sister because we are very similar.
2. I love going away all the time!
3. We like hanging out at coffee shops.
4. No. I'm bad at writing back on time.
5. I would really like to sign up for a drawing class.
6. I've already moved far away from home!

Lesson C **She's just a bit odd.** *pp. 54–55*

Exercise 1

1. *B* He's probably just tired.
   B I guess he's kind of disorganized.
   A I think he's doing a bit too much.
   A I guess he's sort of stressed out.
2. *A* Maybe she's just shy.
   B It just takes a little time.
   B I think it's sort of hard to fit in.
   A I guess making friends is hard in a way.

Exercise 2

1. *Lee* I love Thai food.
   Kyra It was a little spicy, though.
   Kyra It was really nice, though.

irLanguage

2. *Brad* He's here for two weeks.
   Brad He's pretty shy, though.
   Brad I'll find out when he's free.

Exercise 3

Answers will vary. Possible answers may include:

1. I guess I'm kind of bad at playing tennis. I'm really great at playing chess, though.
2. I'm a little disorganized. I'm always on time, though.
3. English grammar is really difficult. I really love reading in English, though.
4. My friend is always complaining. She's very generous, though.
5. I can't stand country music. I love folk music, though.

Lesson D ***New friends, old friends*** *pp. 56–57*

Exercise 1

A

Meeting people offline, phone apps, social networking

B

1. T
2. F
3. F
4. F
5. D
6. D

Exercise 2

A

both
Both of us
neither of us
both
both
both of us

B

Answers will vary.

Unit 8 What if?

Lesson A ***Wishes*** *pp. 58–59*

Exercise 1

A

1. James wishes he had a new car.
2. Emi and Sue wish they had a bigger apartment.
3. Joey wishes he were taller.
4. Esteban and Pilar wish they had two TVs.
5. Al wishes he were a better cook.
6. Li-ming wishes she didn't live in the city.

B

1. had, would buy
2. lived, would have
3. were, would score
4. had, wouldn't have
5. weren't, would eat
6. lived, would be

Exercise 2

Answers will vary. Possible answers may include:

1. had more free time during the week; had more free time during the week, I'd exercise more
2. were stronger; were stronger, I would be better at sports
3. could fly a plane; could fly a plane, I would travel all over the world
4. weren't so busy; weren't so busy, I would have more time to hang out with my friends
5. weren't so far away; weren't so far away, I could see them more often
6. were taking the same class; were taking the same class, he / she could help me study
7. had a new laptop; had a new laptop, I could search the Internet faster
8. didn't have a test tomorrow; didn't have a test tomorrow, I'd go to the movies tonight
9. lived in Paris; lived in Paris, I'd eat a croissant every day

Lesson B ***Life's little dilemmas*** *pp. 60–61*

Exercise 1

1. to
2. for
3. for
4. about
5. with
6. about

Answers will vary.

Exercise 2

1. *A* forget about
   B remind, about
2. *A* borrow, from
   B worry about
3. *A* buy, for
   B talk to
4. *A* lend, to
   B pay for
5. *A* ask, for
   B think about

Exercise 3

1. would you say, met; Would you ask
2. saw, would you do; Would you call
3. would you do, had; Would you scream
4. broke, would you feel; Would you offer
5. would you react, won; Would you feel
6. would you say, complained; Would you apologize

Exercise 4

Answers will vary. Possible answers may include:

1. If I met a famous athlete, I'd say, "I really admire you!" I would definitely ask for an autograph.
2. If I saw an accident, I would call an ambulance right away.
3. If I had a spider on my leg, I would be scared. I don't know if I would scream.

4. If I broke my friend's camera, I would feel very bad and offer to replace it.
5. If my friend won a trip to Hawai'i, I would be happy for her, not jealous.
6. If my neighbors complained about my music, I would say I'm sorry and turn it down.

Lesson C ***If I were you, . . .*** *pp. 62–63*

Exercise 1

Nina if I were you, I'd
Nina I would / you could
Nina I wouldn't; you might want to / I would
Nina You could / I would / you might want to

Exercise 2

Answers will vary. Possible answers may include:
1. If I were you, I'd talk to the teacher.
2. You might want to get a bandage.
3. You could call a friend for a ride.
4. I would put some water on it.

Exercise 3

Answers will vary. Possible answers may include:
1. would get some coffee
2. wouldn't stay out long / 'd use the umbrella
3. I were you, I'd close the window
4. might want to wear a coat

Exercise 4

Answers will vary. Possible answers may include:
1. Wow. That would be awesome!
2. Sure. That would be great.
3. Definitely. That would be incredible.
4. Cool. That would be fun.

Lesson D ***Any regrets?*** *pp. 64–65*

Exercise 1

A

age, culture, gender

B

1. paragraph 4
2. paragraph 2
3. paragraph 5
4. paragraph 3
5. paragraph 1

C

1. normal
2. worse for some
3. didn't do
4. younger
5. more
6. useful

Exercise 2

A

'd definitely quit, probably wouldn't work
'd / would definitely buy
'd / would definitely invite, probably wouldn't invite
'd / would probably try

B

Answers will vary.

Unit 9 Tech savvy?

Lesson A ***Tech support*** *pp. 66–67*

Exercise 1

A

1. Do you know which battery I should buy?
2. Can you tell me where they are?
3. Can you remember when you last changed it?
4. Do you have any idea how much it costs?

B

1. I have no idea why it isn't working.
2. I don't know when I last changed it.
3. I wonder if I should buy two batteries.

C

Woman I have no idea why it isn't working.
Clerk Can you remember when you last changed it?
Woman I don't know when I last changed it.
Woman Do you know which battery I should buy?
Woman Do you have any idea how much it costs?
Woman Can you tell me where they are?
Woman I wonder if I should buy two batteries.

Exercise 2

A

1. if you can download music from this website
2. how you put them on your phone
3. if there's a charge for each song
4. if you can buy just one song
5. how you pay for the songs
6. how you make a playlist
7. if there are any free songs
8. if I can put it on my tablet, too

B

Answers will vary. Possible answers may include:
1. I don't know if you can download music from this website.
2. I don't know how you put them on your phone.
3. I'm not sure if there's a charge for each song.
4. I'm not sure if you can buy just one song.
5. I have no idea how to pay for the songs.
6. I have no idea how to make a playlist.
7. I can't remember if there are any free songs.
8. I can't remember if you can put it on your tablet, too.

Lesson B **How things work** *pp. 68–69*

Exercise 1

1. put it down
2. take it apart
3. take them off
4. throw it away
5. turn it off
6. put them on
7. set it up
8. look it up
9. put them away
10. print them out

Exercise 2

Kate turn down the air conditioning
Ruth turn on the radio
Ruth turn up the volume
Kate hook up the computer
Ruth pick up the monitor
Kate plug in all the cables

Exercise 3

1. *A* put on your hat and gloves
   put your hat and gloves on
   B take them off
2. *A* look up the new words
   look the new words up
   B look them up
3. *A* put in the DVD
   put the DVD in
   B take it out
4. *A* put away the dishes
   put the dishes away
   B throw them away

Exercise 4

1. how to set up voicemail on this phone
2. where to plug in the headphones
3. how to use your TV remote
4. how to look up information
5. what to do
6. how to change the password

Survey answers will vary.

Lesson C **On the other hand, . . .** *pp. 70–71*

Exercise 1

A

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

B

Answers will vary. Possible answers may include:

1. That's true. I think some TV shows are educational, though.
2. I don't know. I think they can be kind of fun.
3. Maybe. But they're certainly safer.
4. On the other hand, you don't need a stamp to send an email.
5. I know what you mean, but they can do a lot of research.
6. I'm not so sure. Don't you think the photos are good?

Exercise 2

Answers will vary. Possible answers may include:

1. Texting is really convenient. But it's really annoying when you're trying to have a conversation with someone who's texting at the same time. You know what I mean?
2. Video calling is so convenient. You can really stay in touch with people far away. You know?
3. Blogging is bizarre. You put so much of your personal life on the computer. You know what I'm saying?
4. Online video clips are often really funny. They're a good way to take a break . You know what I mean?
5. Tablets are a good way to read books. You can take one with you anywhere. You know?
6. Social networking is changing the way we get news. You know what I'm saying?

Exercise 3

Answers will vary. Possible answers may include:

1. I don't know. I think it's great they learn how to use computers when they're so young. You know?
2. I'm not so sure. Don't you think they can learn how to manage time when going to school and working? You know what I mean?
3. Maybe. But when you need to do work or get in touch with someone quickly, it's easy to do. You know what I'm saying?
4. Well, some websites make it easy to check information. You know what I mean?

Lesson D **Identity theft** *pp. 72–73*

Exercise 1

A

Don't Be a Victim – How You Can Avoid Spam

B

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

Exercise 2

A

message boards, email address
respond
spam-filtering software
Answers will vary.
friends and family

B

Answers will vary.

Unit 10 What's up?

Lesson A ***Catching up*** *pp. 74–75*

Exercise 1

A

1. 's been doing yard work; 's planted
2. have been shopping; 've spent
3. 's been running; has, finished
4. 's been cooking; 's grilled
5. have been skiing; 've had
6. 's been doing; 's washed

B

1. for	4. in
2. in	5. since
3. since	6. for

Exercise 2

1. *A* How long have you been studying Spanish?
   B I've been studying Spanish for seven months.
   A How many words have you learned?
   B I've learned about 250 words.
2. *A* How long have you been playing baseball?
   B I've been playing baseball for 18 years.
   A How many games have you won this season?
   B I've won 12 out of 15 games.

Exercise 3

A

1. have, been doing
2. have, gone
3. have, been hanging out
4. have, eaten out
5. Have, been studying
6. have, made
7. have, overslept
8. have, been thinking
9. have, read
10. Have, been exercising

B

Answers will vary.

Lesson B ***Movies*** *pp. 76–77*

Exercise 1



Across

2. thriller
3. war
5. comedy
7. true
9. jerker
10. action

Down

1. science
4. animated
6. musical
8. horror

Exercise 2

comedies
set in, play
love story
endings
hilarious
take place
costumes
subtitled
stunts

Exercise 3

Answers will vary.

Exercise 4

Ann	still
Gus	yet
Ann	already; yet
Gus	still
Ann	yet

Lesson C ***I was wondering . . .*** *pp. 78–79*

Exercise 1

1. *Raoul* I was wondering if I could
   Raoul Would it be all right if I
   Raoul Would it be OK
2. *Josie* I wanted to
   Josie I was wondering if you could
   Josie I was wondering,

Exercise 2

Answers will vary. Possible answers may include:

1. ask you if Ally could stay here
2. borrow your car to pick up Ally at the airport
3. do you want to go sightseeing with us Saturday
4. if I organized a party here Saturday night
5. used your computer to check Ally's return flight

Exercise 3

1. A All right. What time?
2. M All right. What did you want to talk about?
3. A Sure. It's very easy.
4. A OK. What do you need?
5. M Right. I remember you have an appointment.

Lesson D ***Reviews*** *pp. 80–81*

Exercise 1

A

a phone app, a video game, a Web app

B

1. F (It adds special effects to videos you already made.)
2. F (Some are free; you have to buy others.)
3. F (it's a science fiction action video game.)
4. F (it's not suitable for sensitive people.)
5. T
6. T
7. F (You can play a virtual guitar.)
8. F (it's for everyone even if you've been playing for years.)

Exercise 2

A

Although / Even though
Although / Even though
Even if

B

Answers will vary.

Unit 11 Impressions

Lesson A ***Speculating*** *pp. 82–83*

Exercise 1

1. must be learning to drive
   It could / might be his first lesson.
2. may be taking a driving test
   It must not / can't be his first lesson.
3. might be the best student
   She must feel / be feeling proud.
4. could be taking a hard test
   She might / could be nervous.
5. must be the winners
   They must practice a lot.
6. can't be the winners
   They must be disappointed.

Exercise 2

1. *Mandy* must be
   Molly might be
   Mandy must be practicing
   Molly can't be
   Mandy could be
2. *Jason* can't be
   Peter might be
   Jason must play
   Peter must be
   Jason could be

Exercise 3

Answers will vary.

Lesson B ***Ups and downs*** *pp. 84–85*

Exercise 1

A

1. amazed
2. annoyed
3. exciting
4. frustrating
5. boring
6. surprising
7. scary

Answer to question: anxious

B

1. annoying
2. surprised
3. bored
4. scared
5. amazing
6. excited
7. frustrated

Exercise 2

Email 1:	*Email 2:*
excited	exciting
interesting	disappointed
pleased	embarrassing
fascinating	confused
shocked	annoyed
jealous	frustrated
	worried

Exercise 3

Answers will vary. Possible answers may include:

1. I would feel disappointed if I failed a test that I thought I was prepared for.
   It might be embarrassing if my friends found out.
2. I would get worried if she were usually on time.
   I might feel a little angry if it's someone who's always late.
3. I might feel scared if the lights went out.
   It could be exciting if there was a lot of lightning.
4. I might feel annoyed.
   I would probably think that the person was very boring.

Lesson C ***That must be fun.*** *pp. 86–87*

Exercise 1

Answers will vary. Possible answers may include:

1. That must be hard.
2. That must be annoying.
3. You must be very worried.
4. You must be excited.
5. You must be sad.
6. That must be painful.

Exercise 2

Walt You see
Reg I see
Walt (leave blank)
Reg you see
Walt I see

Exercise 3

Akina you must be
Omar You see
Akina That must be
Akina I see

Omar You see
Akina that must be
Akina You must be
Akina I see

Lesson D ***Making an impression*** *pp. 88–89*

Exercise 1

A

a child with a special talent

B

1. attend
2. mental breakdowns
3. gifted
4. stimulating

C

1. William James Sidis is the youngest prodigy mentioned.
2. Some child prodigies can't make friends easily, have mental breakdowns, and get injured.
3. Some gifted children become bored because it's too easy, and they lose interest in school.
4. Some parents offer a stimulating environment.

Exercise 2

A

Facts:
My child is enrolled in your school.
Last year he was the top student in his class, but this year his grades are slipping.
Impressions and opinions:
I believe that
I feel that
It seems to me that
My impression is that
In my opinion

B

Answers will vary.

Unit 12 In the news

Lesson A ***Local news*** *pp. 90–91*

Exercise 1

1. was closed, was found
   were delayed, were canceled
   was removed, searched / was searched
   was re-opened
2. was rescued
   were called
   wasn't hurt, was taken, released / was released
3. was broken into, were stolen
   was closed off, were interviewed
   was seen

Exercise 2

1. The game was delayed for two hours.
2. A ring was stolen from an exhibit.
3. The rock concert was canceled.
4. A wallet was found on a bus.
5. Two people were taken to the hospital.
6. A man was rescued from a fire.

Exercise 3

Answer will vary. Possible answer:
A downtown jewelry store was robbed yesterday. Jewelry, including several valuable necklaces, was stolen. A safe was broken into, and everything inside was taken. Two paintings were stolen as well. A hammer and flashlight were left behind when the robbers ran away. No one was hurt.

Lesson B ***Natural disasters*** *pp. 92–93*

Exercise 1

1. rains; floods
2. hailstorm
3. tornado
4. Hurricane; winds
5. earthquake; Aftershocks
6. lightning; thunderstorm

Exercise 2

Answers will vary. Possible answers may include:
1. A fire was started by a candle.
2. A tree was blown down by the wind.
3. A town / city / house was struck by a tornado.
4. A wildfire was caused by lightning.
5. A car windshield / window was cracked by a hailstorm.

Exercise 3

1. The building was partially damaged by the fire.
2. Train service was temporarily disrupted by the storm.
3. Several houses in the area were badly damaged by flash floods.
4. Three firefighters were seriously injured by a wildfire.
5. A small farm was completely destroyed by a tornado.

Lesson C ***Did you hear about . . . ?*** *pp. 94–95*

Exercise 1

Don Have you heard
Don you know
Don guess what / you know what
Nadia You know what / Guess what
Nadia Did you hear about
Don did I tell you

Exercise 2

Answers will vary. Possible answers may include:
1. You know my friend Callie? She got a new laptop for her birthday.
2. Guess what? I won tickets to a concert.
3. Have you heard about the Cubs? They lost last night.
4. Did you hear about the tornado that struck 20 minutes from here?

5. Have you heard about Gwen Stefani? She's singing on TV tomorrow.
6. Did I tell you? My brother broke his leg playing soccer.
7. You know what? New York City elected a new mayor.

Exercise 3

1. nothing was stolen
2. they took my favorite bag
3. they didn't tell anyone about it
4. the water was so warm
5. the ending was disappointing
6. it was really expensive

Exercise 4

1. *A* Did you hear
   A The best thing is,
2. *A* Did I tell you?
   A The funny thing is,

Lesson D **Reporting the news** *pp. 96–97*

Exercise 1

A

online sources and social networking sites

B

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

Exercise 2

A

half
majority
out of
Almost; 20%
None

B

Answers will vary.

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Track 09	Written Quiz: Unit 8
Track 10	**Written Quiz: Unit 9**
Track 11	Written Quiz: Unit 10
Track 12	**Written Quiz: Unit 11**
Track 13	Written Quiz: Unit 12
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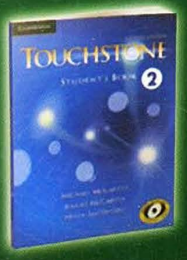
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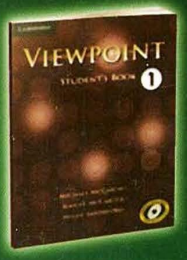
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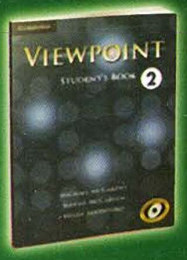
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