SECOND EDITION

TOUCHSTONE

TEACHER'S EDITION 4

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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.

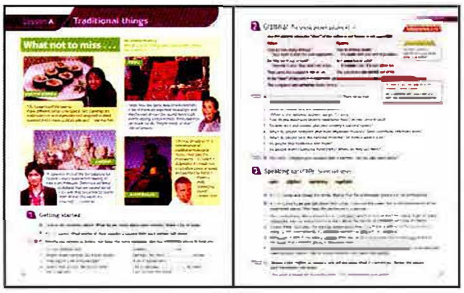
Structure of the units in the Student's Book

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.

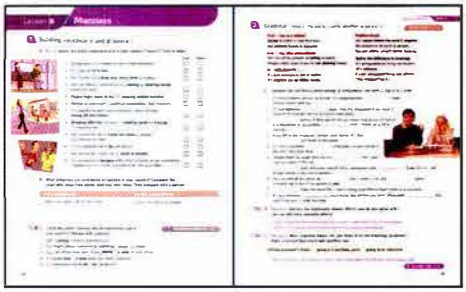
Unit opener – Unit overview and warm-up activity



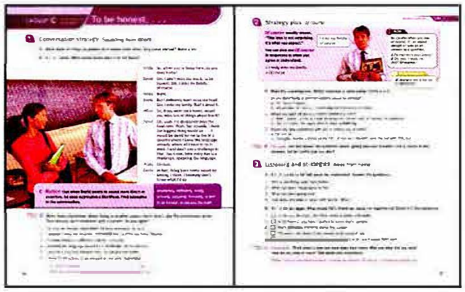
Lesson A – Grammar, pronunciation, and speaking



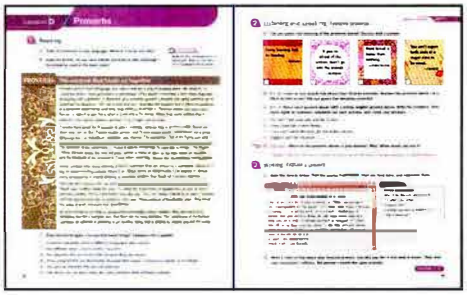
Lesson B – Vocabulary, grammar, and speaking



Lesson C – Conversation strategies, listening, and speaking



Lesson D – Reading, writing, listening, and speaking

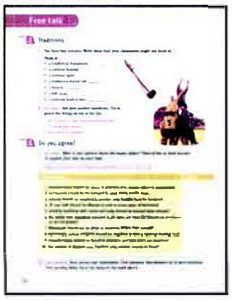


Vocabulary notebook – Strategies for learning vocabulary and *Now I can . . .* self-check evaluation section

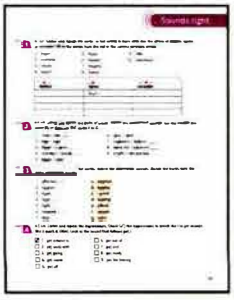


At the back of the Student's Book

Free talk – Additional speaking activities for use in class



Sounds right – Pronunciation practice

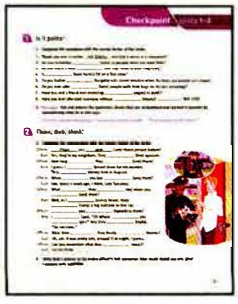


Extra practice – Additional practice of the unit grammar



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

www.irLanguage.com

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 Traditional things

What not to miss . . .

WE ASKED PEOPLE: What's one thing you shouldn't miss on a visit to . . . ?

SOUTH KOREA

"Oh, Korean food! We have so many different dishes. One typical dish is *kimbap*. It's made with rice and vegetables and wrapped in dried seaweed. And it's eaten cold. It's delicious." –Min-hee Park

PERU

"Well, Peru has some beautiful handicrafts. A lot of them are exported nowadays, and they're sold all over the world. But it's still worth visiting a local market. These earrings are made locally. They're made of silver." –Elena Camacho

JAPAN

"A Japanese festival like the Sapporo Ice Festival – that's really worth seeing. It's held every February. They have all these sculptures that are carved out of ice – and they're carved by teams from all over the world. It's amazing." –Sachiko

AUSTRALIA

"Oh, you should go to a performance of traditional Aboriginal music. They play this instrument – it's called a *didgeridoo*. It's made out of a hollow piece of wood and painted by hand. It makes a really interesting sound." –Robert Flynn

1 Getting started

A Look at the countries above. What do you know about each country? Make a list of ideas.

B 1.21 Listen. What aspect of their country's culture does each person talk about?

C Rewrite the sentences below, but keep the same meaning. Use the comments above to help you.

1. You eat *kimbap* cold. → *Kimbap* _____ cold.
2. People make earrings like these locally. → Earrings like these _____ locally.
3. They export a lot of handicrafts. → A lot of handicrafts _____.
4. Teams from all over the world carve the sculptures. → The sculptures _____ by teams from all over the world.

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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

Grammar exercises

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

In conversation

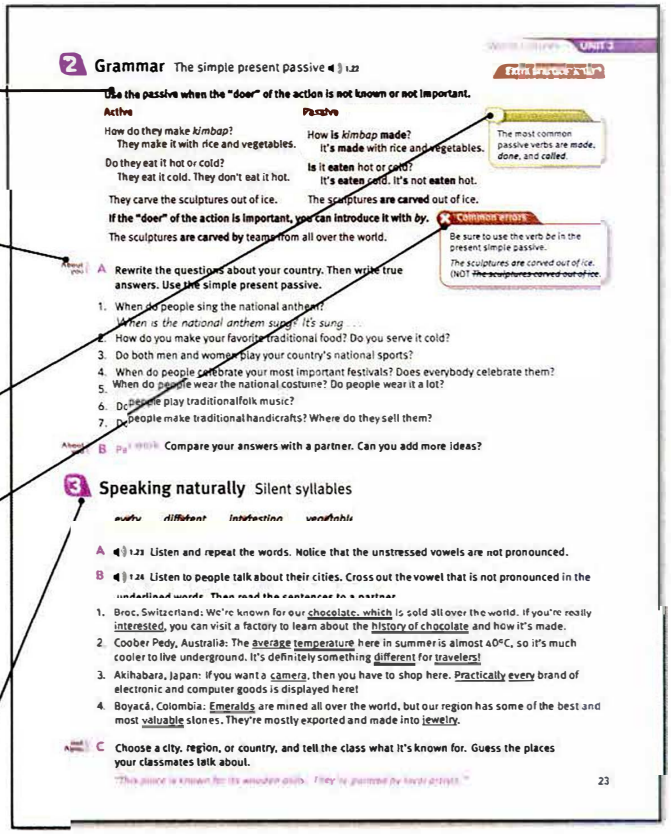
- presents interesting facts from the Cambridge English Corpus about the frequency of grammatical forms and vocabulary in spoken English

Common errors

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

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



UNIT 2

2 Grammar The simple present passive 1.22

Use the passive when the "doer" of the action is not known or not important.

Active	Passive
How do they make *kimbap*? They make it with rice and vegetables.	How is *kimbap* made? It's made with rice and vegetables.
Do they eat it hot or cold? They eat it cold. They don't eat it hot.	Is it eaten hot or cold? It's eaten cold. It's not eaten hot.
They carve the sculptures out of ice.	The sculptures are carved out of ice.

The most common passive verbs are *made*, *done*, and *called*.

If the "doer" of the action is important, you can introduce it with *by*.

The sculptures are carved by teams from all over the world.

Common errors

Be sure to use the verb *be* in the present simple passive.

The sculptures are carved out of ice.
(NOT ~~*The sculptures carved out of ice.*~~)

A Rewrite the questions about your country. Then write true answers. Use the simple present passive.

1. When do people sing the national anthem?
   When is the national anthem sung? It's sung . . .
2. How do you make your favorite traditional food? Do you serve it cold?
3. Do both men and women play your country's national sports?
4. When do people celebrate your most important festivals? Does everybody celebrate them?
5. When do people wear the national costume? Do people wear it a lot?
6. Do people play traditional folk music?
7. Do people make traditional handicrafts? Where do they sell them?

B Pair work Compare your answers with a partner. Can you add more ideas?

3 Speaking naturally Silent syllables

every different interesting vocally

A 1.23 Listen and repeat the words. Notice that the unstressed vowels are not pronounced.

B 1.24 Listen to people talk about their cities. Cross out the vowel that is not pronounced in the underlined words. Then read the sentences to a partner.

1. Broc, Switzerland: We're known for our chocolate, which is sold all over the world. If you're really interested, you can visit a factory to learn about the history of chocolate and how it's made.
2. Coober Pedy, Australia: The average temperature here in summer is almost 40°C, so it's much cooler to live underground. It's definitely something different for travelers!
3. Akihabara, Japan: If you want a camera, then you have to shop here. Practically every brand of electronic and computer goods is displayed here!
4. Boyacá, Colombia: Emeralds are mined all over the world, but our region has some of the best and most valuable stones. They're mostly exported and made into jewelry.

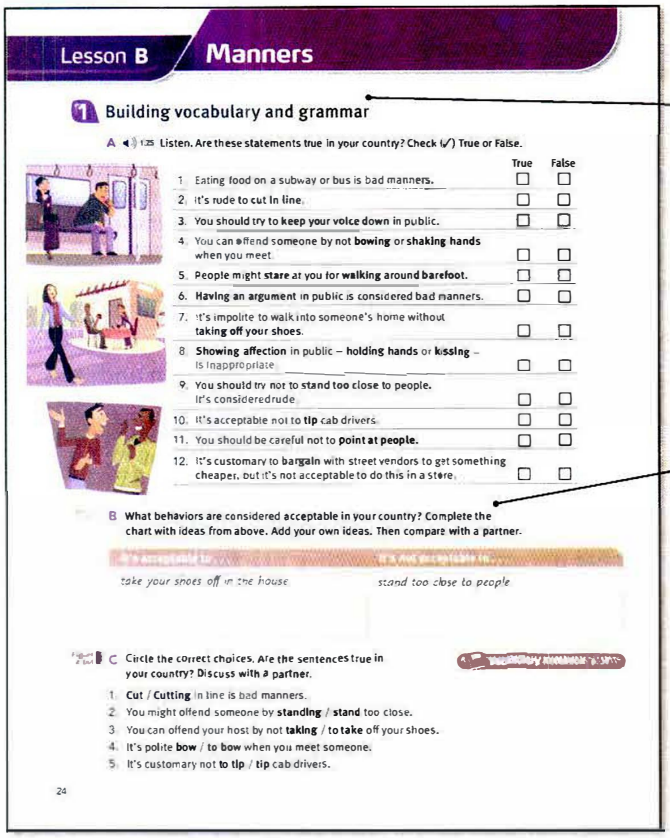
C Choose a city, region, or country, and tell the class what it's known for. Guess the places your classmates talk about.

"This place is known for its wooden dolls. They're painted by hand."

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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 Manners

1 Building vocabulary and grammar

A 1.25 Listen. Are these statements true in your country? Check (✓) True or False.

	True	False
1. Eating food on a subway or bus is bad manners.	☐	☐
2. It's rude to cut in line.	☐	☐
3. You should try to keep your voice down in public.	☐	☐
4. You can offend someone by not bowing or shaking hands when you meet.	☐	☐
5. People might stare at you for walking around barefoot.	☐	☐
6. Having an argument in public is considered bad manners.	☐	☐
7. It's impolite to walk into someone's home without taking off your shoes.	☐	☐
8. Showing affection in public – holding hands or kissing – is inappropriate.	☐	☐
9. You should try not to stand too close to people. It's considered rude.	☐	☐
10. It's acceptable not to tip cab drivers.	☐	☐
11. You should be careful not to point at people.	☐	☐
12. It's customary to bargain with street vendors to get something cheaper, but it's not acceptable to do this in a store.	☐	☐

B What behaviors are considered acceptable in your country? Complete the chart with ideas from above. Add your own ideas. Then compare with a partner.

take your shoes off in the house — stand too close to people

C Circle the correct choices. Are the sentences true in your country? Discuss with a partner.

1. Cut / Cutting in line is bad manners.
2. You might offend someone by standing / stand too close.
3. You can offend your host by not taking / to take off your shoes.
4. It's polite bow / to bow when you meet someone.
5. It's customary not to tip / tip cab drivers.

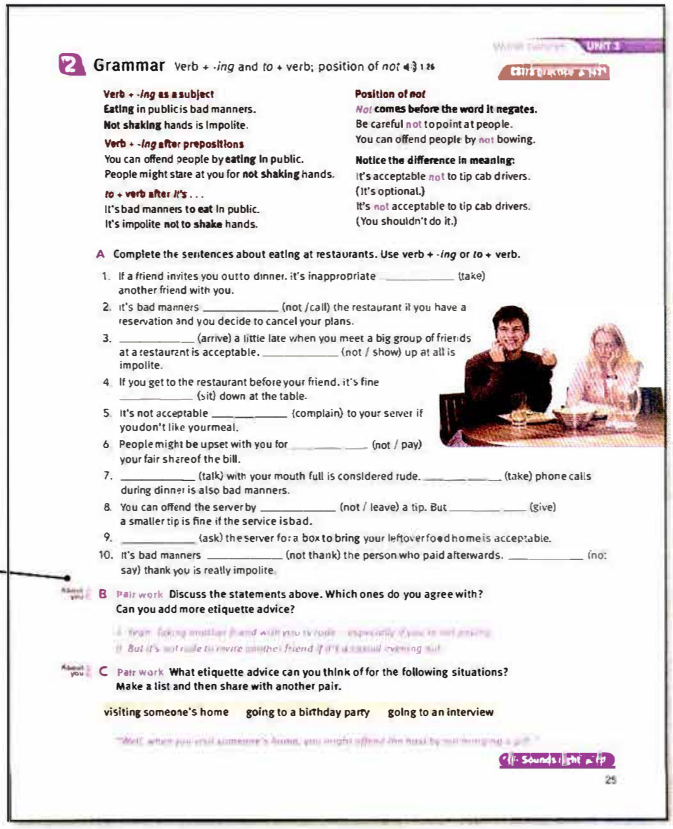
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Building vocabulary and grammar

- 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
- builds on the grammar of Lesson A, presenting it in a new context

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



2 Grammar Verb + *-ing* and *to* + verb; position of *not* 1.26

Verb + *-ing* as a subject
Eating in public is bad manners.
Not shaking hands is impolite.

Verb + *-ing* after prepositions
You can offend people by **eating** in public.
People might stare at you for **not shaking** hands.

***to* + verb after *it's* . . .**
It's bad manners **to eat** in public.
It's impolite **not to shake** hands.

Position of *not*
***Not* comes before the word it negates.**
Be careful not to point at people.
You can offend people by not bowing.

Notice the difference in meaning:
It's acceptable not to tip cab drivers. (It's optional.)
It's not acceptable to tip cab drivers. (You shouldn't do it.)

A Complete the sentences about eating at restaurants. Use verb + *-ing* or *to* + verb.

1. If a friend invites you out to dinner, it's inappropriate _____ (take) another friend with you.
2. It's bad manners _____ (not / call) the restaurant if you have a reservation and you decide to cancel your plans.
3. _____ (arrive) a little late when you meet a big group of friends at a restaurant is acceptable. _____ (not / show) up at all is impolite.
4. If you get to the restaurant before your friend, it's fine _____ (sit) down at the table.
5. It's not acceptable _____ (complain) to your server if you don't like your meal.
6. People might be upset with you for _____ (not / pay) your fair share of the bill.
7. _____ (talk) with your mouth full is considered rude. _____ (take) phone calls during dinner is also bad manners.
8. You can offend the server by _____ (not / leave) a tip. But _____ (give) a smaller tip is fine if the service is bad.
9. _____ (ask) the server for a box to bring your leftover food home is acceptable.
10. It's bad manners _____ (not thank) the person who paid afterwards. _____ (not say) thank you is really impolite.

B Pair work Discuss the statements above. Which ones do you agree with? Can you add more etiquette advice?

C Pair work What etiquette advice can you think of for the following situations? Make a list and then share with another pair.

visiting someone's home | going to a birthday party | going to an interview

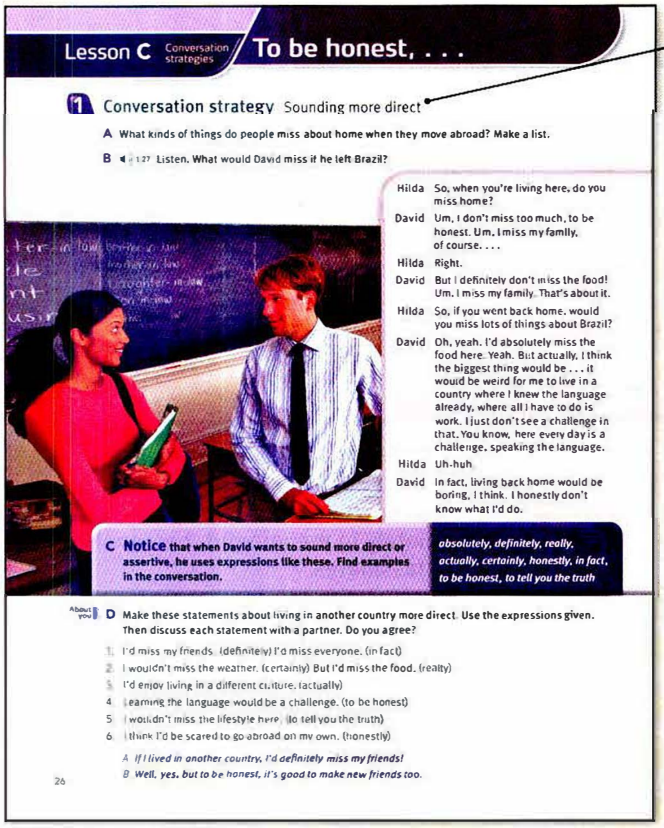
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About you

- signals a personalized practice task

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 **To be honest, . . .**

1 Conversation strategy Sounding more direct

A What kinds of things do people miss about home when they move abroad? Make a list.

B 1.27 Listen. What would David miss if he left Brazil?

Hilda So, when you're living here, do you miss home?
David Um, I don't miss too much, to be honest. Um, I miss my family, of course. . . .
Hilda Right.
David But I definitely don't miss the food! Um, I miss my family. That's about it.
Hilda So, if you went back home, would you miss lots of things about Brazil?
David Oh, yeah. I'd absolutely miss the food here. Yeah. But actually, I think the biggest thing would be . . . it would be weird for me to live in a country where I knew the language already, where all I have to do is work. I just don't see a challenge in that. You know, here every day is a challenge, speaking the language.
Hilda Uh-huh.
David In fact, living back home would be boring, I think. I honestly don't know what I'd do.

C **Notice** that when David wants to sound more direct or assertive, he uses expressions like these. Find examples in the conversation.

absolutely, definitely, really, actually, certainly, honestly, in fact, to be honest, to tell you the truth

About you D Make these statements about living in another country more direct. Use the expressions given. Then discuss each statement with a partner. Do you agree?

1. I'd miss my friends. (definitely) I'd miss everyone. (in fact)
2. I wouldn't miss the weather. (certainly) But I'd miss the food. (really)
3. I'd enjoy living in a different culture. (actually)
4. Learning the language would be a challenge. (to be honest)
5. I wouldn't miss the lifestyle here. (to tell you the truth)
6. I think I'd be scared to go abroad on my own. (honestly)

A If I lived in another country, I'd definitely miss my friends!
B Well, yes, but to be honest, it's good to make new friends too.

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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

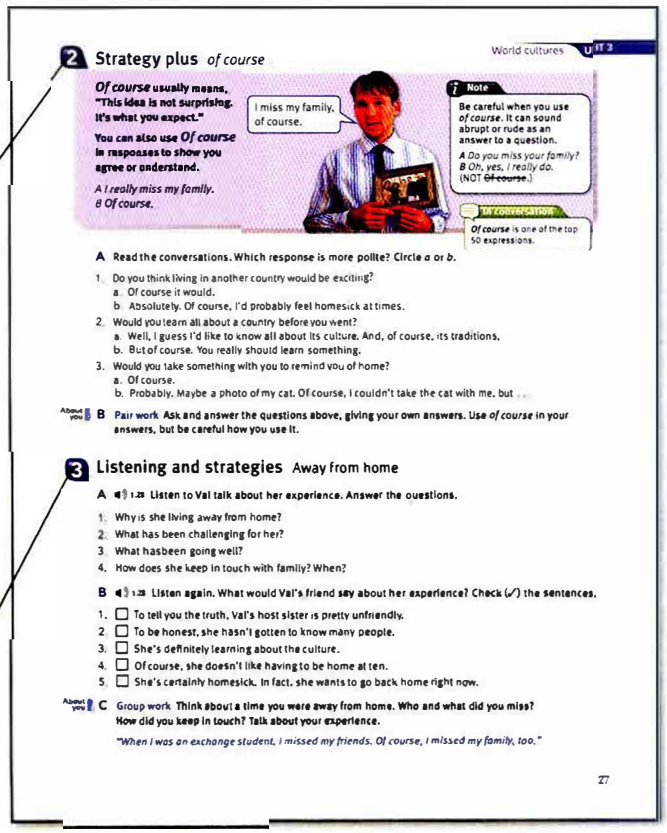
This section provides a four-step presentation and practice where students:

- 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

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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*



2 Strategy plus *of course*

World cultures UNIT 3

***Of course* usually means, "This idea is not surprising. It's what you expect."**

You can also use *Of course* in responses to show you agree or understand.

A I really miss my family.
B Of course.

I miss my family, of course.

Note

Be careful when you use *of course*. It can sound abrupt or rude as an answer to a question.

A Do you miss your family?
B Oh, yes, I really do.
(NOT ~~Of course.~~)

My Conversation

Of course is one of the top 50 expressions.

A Read the conversations. Which response is more polite? Circle *a* or *b*.

1. Do you think living in another country would be exciting?
   a. Of course it would.
   b. Absolutely. Of course, I'd probably feel homesick at times.
2. Would you learn all about a country before you went?
   a. Well, I guess I'd like to know all about its culture. And, of course, its traditions.
   b. But of course. You really should learn something.
3. Would you take something with you to remind you of home?
   a. Of course.
   b. Probably. Maybe a photo of my cat. Of course, I couldn't take the cat with me, but . . .

About you B Pair work Ask and answer the questions above, giving your own answers. Use *of course* in your answers, but be careful how you use it.

3 Listening and strategies Away from home

A 1.28 Listen to Val talk about her experience. Answer the questions.

1. Why is she living away from home?
2. What has been challenging for her?
3. What has been going well?
4. How does she keep in touch with family? When?

B 1.28 Listen again. What would Val's friend say about her experience? Check (✓) the sentences.

1. ☐ To tell you the truth, Val's host sister is pretty unfriendly.
2. ☐ To be honest, she hasn't gotten to know many people.
3. ☐ She's definitely learning about the culture.
4. ☐ Of course, she doesn't like having to be home at ten.
5. ☐ She's certainly homesick. In fact, she wants to go back home right now.

About you C Group work Think about a time you were away from home. Who and what did you miss? How did you keep in touch? Talk about your experience.

"When I was an exchange student, I missed my friends. Of course, I missed my family, too."

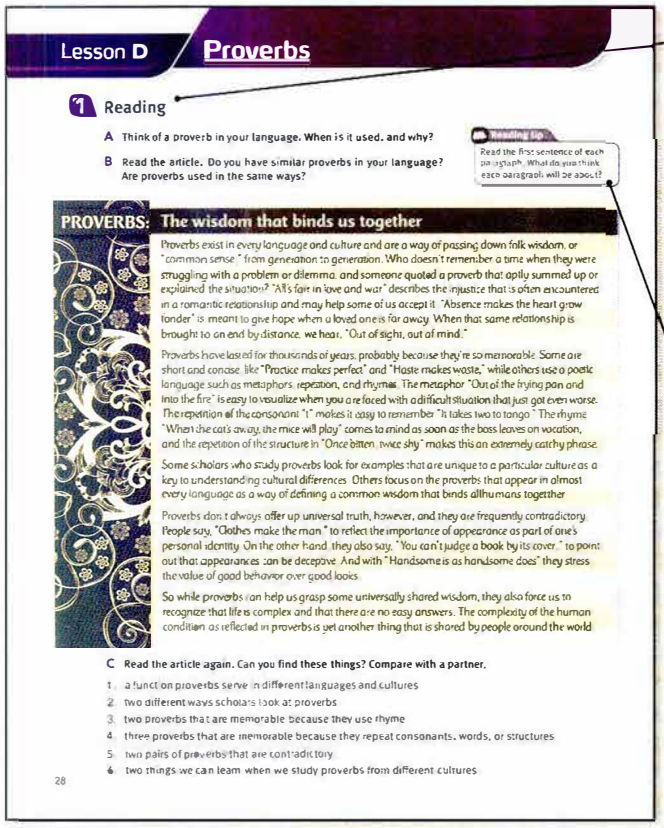
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Listening and strategies

- 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"

Lesson D

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



Lesson D **Proverbs**

1 Reading

A Think of a proverb in your language. When is it used, and why?

B Read the article. Do you have similar proverbs in your language? Are proverbs used in the same ways?

Reading tip: Read the first sentence of each paragraph. What do you think each paragraph will be about?

PROVERBS: The wisdom that binds us together

Proverbs exist in every language and culture and are a way of passing down folk wisdom, or "common sense," from generation to generation. Who doesn't remember a time when they were struggling with a problem or dilemma, and someone quoted a proverb that aptly summed up or explained the situation? "All's fair in love and war" describes the injustice that is often encountered in a romantic relationship and may help some of us accept it. "Absence makes the heart grow fonder" is meant to give hope when a loved one is far away. When that same relationship is brought to an end by distance, we hear, "Out of sight, out of mind."

Proverbs have lasted for thousands of years, probably because they're so memorable. Some are short and concise, like "Practice makes perfect" and "Haste makes waste," while others use a poetic language such as metaphors, repetition, and rhymes. The metaphor "Out of the frying pan and into the fire" is easy to visualize when you are faced with a difficult situation that just got even worse. The repetition of the consonant "t" makes it easy to remember "It takes two to tango." The rhyme "When the cats away, the mice will play" comes to mind as soon as the boss leaves on vacation, and the repetition of the structure in "Once bitten, twice shy" makes this an extremely catchy phrase.

Some scholars who study proverbs look for examples that are unique to a particular culture as a key to understanding cultural differences. Others focus on the proverbs that appear in almost every language as a way of defining a common wisdom that binds all humans together.

Proverbs don't always offer up universal truth, however, and they are frequently contradictory. People say, "Clothes make the man," to reflect the importance of appearance as part of one's personal identity. On the other hand, they also say, "You can't judge a book by its cover," to point out that appearances can be deceptive. And with "Handsome is as handsome does" they stress the value of good behavior over good looks.

So while proverbs can help us grasp some universally shared wisdom, they also force us to recognize that life is complex and that there are no easy answers. The complexity of the human condition as reflected in proverbs is yet another thing that is shared by people around the world.

C Read the article again. Can you find these things? Compare with a partner.

1. a function proverbs serve in different languages and cultures
2. two different ways scholars look at proverbs
3. two proverbs that are memorable because they use rhyme
4. three proverbs that are memorable because they repeat consonants, words, or structures
5. two pairs of proverbs that are contradictory
6. two things we can learn when we study proverbs from different cultures

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Reading

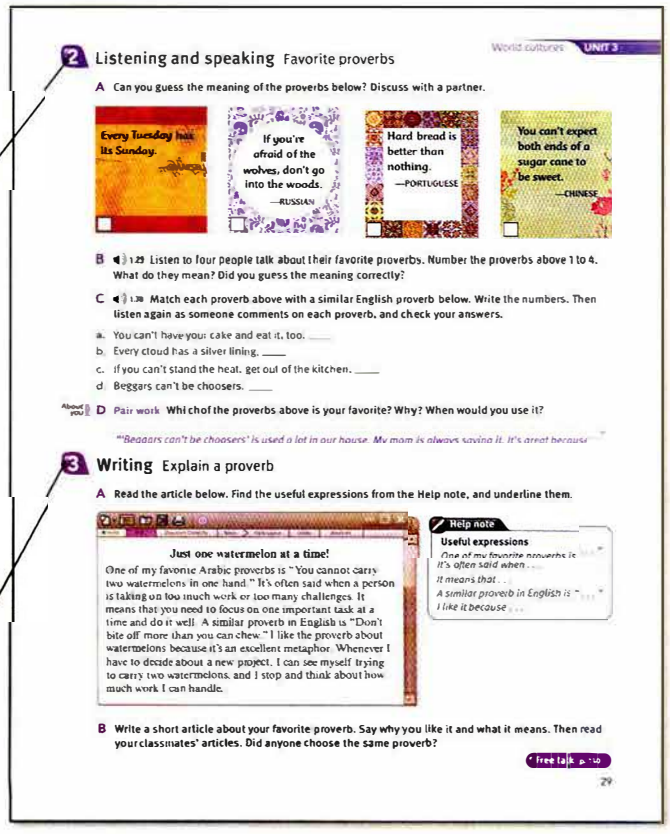
- provides comprehensive reading-skills development, including pre-reading, "as you read," and post-reading tasks in every lesson; tasks include guessing words from context, understanding main ideas, and text organization
- offers high-interest texts, adapted from magazines, newspapers, and websites,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

Listening and speaking

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



World cultures UNIT 3

2 Listening and speaking Favorite proverbs

A Can you guess the meaning of the proverbs below? Discuss with a partner.

Every Tuesday has its Sunday.

If you're afraid of the wolves, don't go into the woods. —RUSSIAN

Hard bread is better than nothing. —PORTUGUESE

You can't expect both ends of a sugar cane to be sweet. —CHINESE

B 1.29 Listen to four people talk about their favorite proverbs. Number the proverbs above 1 to 4. What do they mean? Did you guess the meaning correctly?

C 1.30 Match each proverb above with a similar English proverb below. Write the numbers. Then listen again as someone comments on each proverb, and check your answers.

a. You can't have your cake and eat it, too. ____
b. Every cloud has a silver lining. ____
c. If you can't stand the heat, get out of the kitchen. ____
d. Beggars can't be choosers. ____

About you D Pair work Which of the proverbs above is your favorite? Why? When would you use it?

"'Beggars can't be choosers' is used a lot in our house. My mom is always saying it. It's great because

3 Writing Explain a proverb

A Read the article below. Find the useful expressions from the Help note, and underline them.

Just one watermelon at a time!

One of my favorite Arabic proverbs is "You cannot carry two watermelons in one hand." It's often said when a person is taking on too much work or too many challenges. It means that you need to focus on one important task at a time and do it well. A similar proverb in English is "Don't bite off more than you can chew." I like the proverb about watermelons because it's an excellent metaphor. Whenever I have to decide about a new project, I can see myself trying to carry two watermelons, and I stop and think about how much work I can handle.

Help note
Useful expressions
One of my favorite proverbs is . . .
It's often said when . . .
It means that . . .
A similar proverb in English is "
I like it because . . .

B Write a short article about your favorite proverb. Say why you like it and what it means. Then read your classmates' articles. Did anyone choose the same proverb?

Free talk

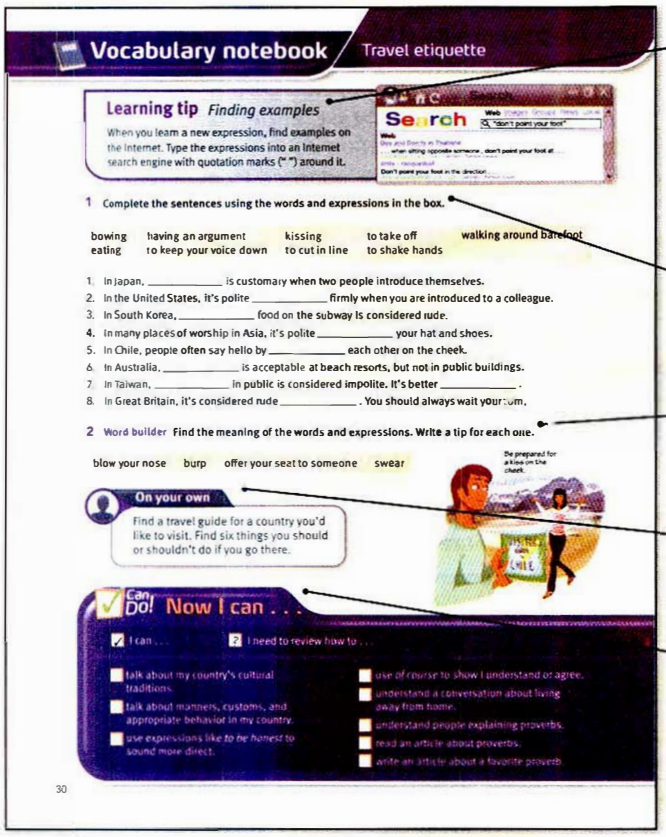
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Writing

- includes real-world writing tasks such as drafting email messages, 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

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 — Travel etiquette

Learning tip *Finding examples*

When you learn a new expression, find examples on the Internet. Type the expressions into an Internet search engine with quotation marks (" ") around it.

1 Complete the sentences using the words and expressions in the box.

bowing eating | having an argument to keep your voice down | kissing to cut in line | to take off to shake hands | walking around barefoot

1. In Japan, _____ is customary when two people introduce themselves.
2. In the United States, it's polite _____ firmly when you are introduced to a colleague.
3. In South Korea, _____ food on the subway is considered rude.
4. In many places of worship in Asia, it's polite _____ your hat and shoes.
5. In Chile, people often say hello by _____ each other on the cheek.
6. In Australia, _____ is acceptable at beach resorts, but not in public buildings.
7. In Taiwan, _____ in public is considered impolite. It's better _____ .
8. In Great Britain, it's considered rude _____ . You should always wait your turn.

2 Word builder Find the meaning of the words and expressions. Write a tip for each one.

blow your nose | burp | offer your seat to someone | swear

On your own

Find a travel guide for a country you'd like to visit. Find six things you should or shouldn't do if you go there.

Can Do! Now I can . . .

I can . . . | I need to review how to . . .

- talk about my country's cultural traditions
- talk about manners, customs, and appropriate behavior in my country
- use expressions like *to be honest* to sound more direct
- use *of course* to show I understand or agree
- understand a conversation about living away from home
- understand people explaining proverbs
- read an article about proverbs
- write an article about a favorite proverb

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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

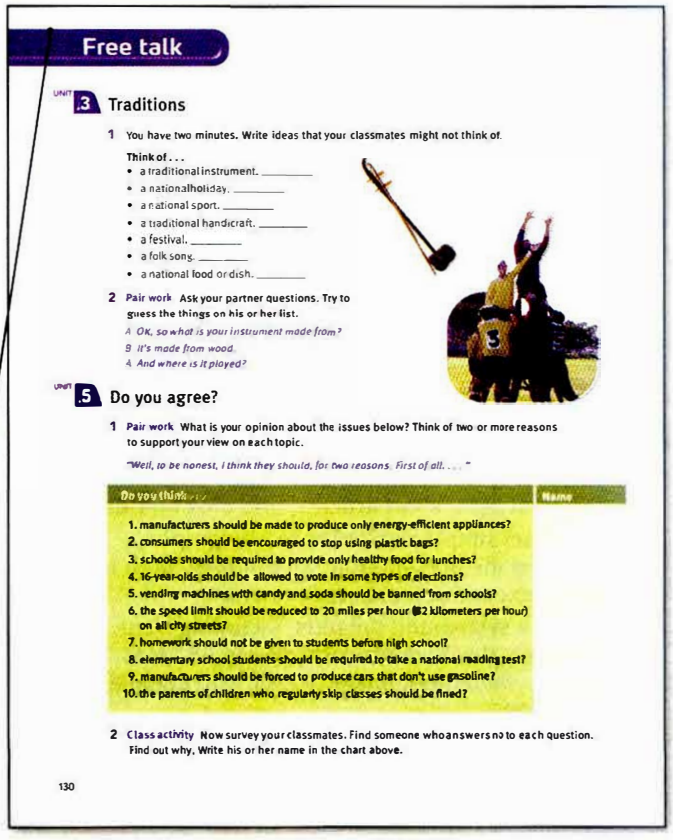
Task 1 practices the technique in the *Learning tip* with a set of vocabulary taken from the unit.

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 3 Traditions

1 You have two minutes. Write ideas that your classmates might not think of.

Think of . . .

- a traditional instrument. _____
- a national holiday. _____
- a national sport. _____
- a traditional handicraft. _____
- a festival. _____
- a folk song. _____
- a national food or dish. _____

2 Pair work Ask your partner questions. Try to guess the things on his or her list.

A *OK, so what is your instrument made from?*
B *It's made from wood.*
A *And where is it played?*

UNIT 5 Do you agree?

1 Pair work What is your opinion about the issues below? Think of two or more reasons to support your view on each topic.

"Well, to be honest, I think they should, for two reasons. First of all. . . ."

Do you think . . .	Name
1. manufacturers should be made to produce only energy-efficient appliances?	
2. consumers should be encouraged to stop using plastic bags?	
3. schools should be required to provide only healthy food for lunches?	
4. 16-year-olds should be allowed to vote in some types of elections?	
5. vending machines with candy and soda should be banned from schools?	
6. the speed limit should be reduced to 20 miles per hour (32 kilometers per hour) on all city streets?	
7. homework should not be given to students before high school?	
8. elementary school students should be required to take a national reading test?	
9. manufacturers should be forced to produce cars that don't use gasoline?	
10. the parents of children who regularly skip classes should be fined?	

2 Class activity Now survey your classmates. Find someone who answers no to each question. Find out why. Write his or her name in the chart above.

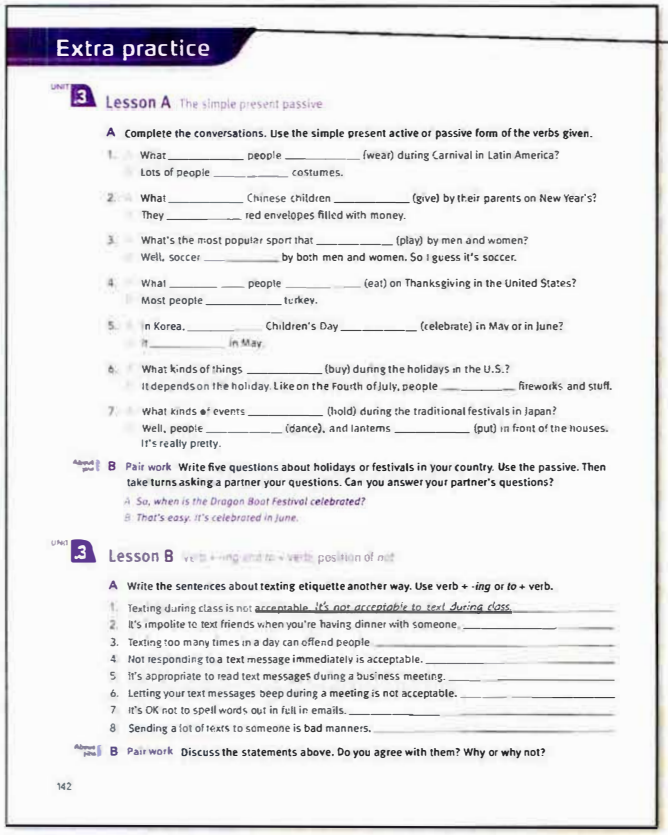
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Free talk

- 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 and Sounds right

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



Extra practice

UNIT 3 Lesson A The simple present passive

A Complete the conversations. Use the simple present active or passive form of the verbs given.

1. What _____ people _____ (wear) during Carnival in Latin America?
   Lots of people _____ costumes.
2. What _____ Chinese children _____ (give) by their parents on New Year's?
   They _____ red envelopes filled with money.
3. What's the most popular sport that _____ (play) by men and women?
   Well, soccer _____ by both men and women. So I guess it's soccer.
4. What _____ people _____ (eat) on Thanksgiving in the United States?
   Most people _____ turkey.
5. In Korea, _____ Children's Day _____ (celebrate) in May or in June?
   It _____ in May.
6. What kinds of things _____ (buy) during the holidays in the U.S.?
   It depends on the holiday. Like on the Fourth of July, people _____ fireworks and stuff.
7. What kinds of events _____ (hold) during the traditional festivals in Japan?
   Well, people _____ (dance), and lanterns _____ (put) in front of the houses. It's really pretty.

B Pair work Write five questions about holidays or festivals in your country. Use the passive. Then take turns asking a partner your questions. Can you answer your partner's questions?

A: So, when is the Dragon Boat Festival celebrated?
B: That's easy. It's celebrated in June.

UNIT 3 Lesson B verb + -ing and to + verb; position of not

A Write the sentences about texting etiquette another way. Use verb + *-ing* or *to* + verb.

1. Texting during class is not acceptable. *It's not acceptable to text during class.*
2. It's impolite to text friends when you're having dinner with someone. _____
3. Texting too many times in a day can offend people. _____
4. Not responding to a text message immediately is acceptable. _____
5. It's appropriate to read text messages during a business meeting. _____
6. Letting your text messages beep during a meeting is not acceptable. _____
7. It's OK not to spell words out in full in emails. _____
8. Sending a lot of texts to someone is bad manners. _____

B Pair work Discuss the statements above. Do you agree with them? Why or why not?

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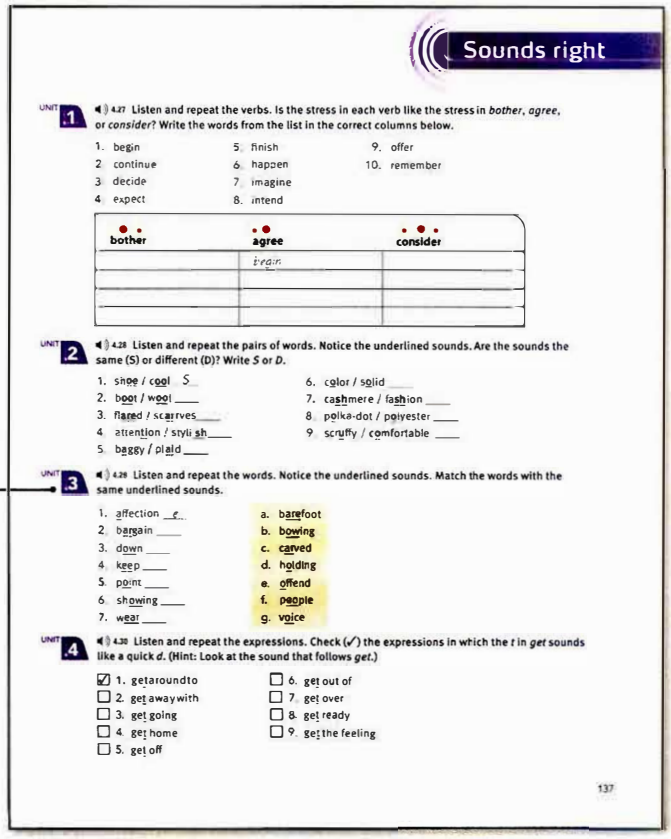
Extra practice

- 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

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



Sounds right

UNIT 1 4.27 Listen and repeat the verbs. Is the stress in each verb like the stress in *bother*, *agree*, or *consider*? Write the words from the list in the correct columns below.

1. begin
2. continue
3. decide
4. expect
5. finish
6. happen
7. imagine
8. intend
9. offer
10. remember

bother	agree	consider
	train	

UNIT 2 4.28 Listen and repeat the pairs of words. Notice the underlined sounds. Are the sounds the same (S) or different (D)? Write *S* or *D*.

1. shoe / cool S
2. boot / wool ___
3. flared / scarves ___
4. attention / stylish ___
5. baggy / plaid ___
6. color / solid ___
7. cashmere / fashion ___
8. polka-dot / polyester ___
9. scruffy / comfortable ___

UNIT 3 4.29 Listen and repeat the words. Notice the underlined sounds. Match the words with the same underlined sounds.

1. affection e
2. bargain ___
3. down ___
4. keep ___
5. point ___
6. showing ___
7. wear ___

a. barefoot
b. bowing
c. carved
d. holding
e. offend
f. people
g. voice

UNIT 4 4.30 Listen and repeat the expressions. Check (✓) the expressions in which the *t* in *get* sounds like a quick *d*. (Hint: Look at the sound that follows *get*.)

- ☑ 1. get around to
- ☐ 2. get away with
- ☐ 3. get going
- ☐ 4. get home
- ☐ 5. get off
- ☐ 6. get out of
- ☐ 7. get over
- ☐ 8. get ready
- ☐ 9. get the feeling

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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

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	40	really	79	see
2	and	41	with	80	how
3	the	42	he	81	they're
4	you	43	one	82	kind
5	uh	44	are	83	here
6	to	45	this	84	from
7	a	46	there	85	did
8	that	47	I'm	86	something
9	it	48	all	87	too
10	of	49	if	88	more
11	yeah	50	no	89	very
12	know	51	get	90	want
13	in	52	about	91	little
14	like	53	at	92	been
15	they	54	out	93	things
16	have	55	had	94	an
17	so	56	then	95	you're
18	was	57	because	96	said
19	but	58	go	97	there's
20	is	59	up	98	I've
21	it's	60	she	99	much
22	we	61	when	100	where
23	huh	62	them	101	two
24	just	63	can	102	thing
25	oh	64	would	103	her
26	do	65	as	104	didn't
27	don't	66	me	105	other
28	that's	67	mean	106	say
29	well	68	some	107	back
30	for	69	good	108	could
31	what	70	got	109	their
32	on	71	OK	110	our
33	think	72	people	111	guess
34	right	73	now	112	yes
35	not	74	going	113	way
36	um	75	were	114	has
37	or	76	lot	115	down
38	my	77	your	116	we're
39	be	78	time	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 **Interesting lives** **pages 1–10**	• Ask questions to get to know someone • Tell interesting stories about my life • Highlight key moments in a story • Highlight important information in a story • Understand a conversation about an accident • Understand a podcast about an athlete's life story • Read about a person who overcame an obstacle • Write an anecdote about facing a challenge	• Simple and continuous verbs (review) • Verb complements: verb + *-ing* or *to* + verb ***Extra practice***	• Verbs followed by verb + *-ing* or *to* + verb	***Speaking naturally*** • Reductions of auxiliary verbs and the pronoun *you* in questions ***Sounds right*** • Word stress
Unit 2 **Personal tastes** **pages 11–20**	• Talk about my tastes in clothes and fashion • Compare how people look different over time • Describe patterns, materials, and styles of clothing • Show I understand by summarizing what people say • Use *Now* to introduce follow-up questions • Understand people discussing food, music, and movies • Understand people discussing trends • Read an article about how to develop a personal style • Write interview questions and answers	• Comparisons with *(not) as . . . as* • Negative questions ***Extra practice***	• Colors, patterns, materials, and styles of clothing	***Speaking naturally*** • Linking words with the same consonant sound ***Sounds right*** • Are the sounds the same or different?
Unit 3 **World cultures** **pages 21–30**	• Talk about my country's cultural traditions • Talk about manners, customs, and appropriate behavior in my country • Use expressions like *to be honest* to sound more direct • Use *of course* to show I understand or agree • Understand a conversation about living away from home • Understand people explaining proverbs • Read an article about proverbs • Write an article about a favorite proverb	• The simple present passive • Verb + *-ing* and *to* + verb • Position of *not* ***Extra practice***	• Cultural items, icons, and events • Manners, customs, and culturally appropriate behavior	***Speaking naturally*** • Silent syllables in which unstressed vowels are not pronounced ***Sounds right*** • Matching vowel sounds
Checkpoint Units 1–3 pages 31–32				
Unit 4 **Socializing** **pages 33–42**	• Talk about going out and socializing • Talk about things I am *supposed to* do, things I think will happen, or plans that changed • Check my understanding with "statement questions" • Use *so* in different ways • Understand people discussing their evening plans • Understand someone talk about his social style • Read an article about introverts and extroverts • Write an article about my social style	• *be supposed to; was / were going to* • Inseparable phrasal verbs ***Extra practice***	• Expressions with *get*	***Speaking naturally*** • Intonation of sentences when you are sure vs. when you are checking ***Sounds right*** • Pronunciation of *get* before vowels and consonants
Unit 5 **Law and order** **pages 43–52**	• Talk about what the legal age should be • Discuss rules, regulations, crime, and punishment • Use expressions to organize what I say • Show someone has a valid argument • Understand a conversation about a crime • Understand a class debate about changing the law • Read an article about privacy issues with smartphones • Write a comment responding to a web article	• The passive of modal verbs • *get* passive vs. *be* passive • *catch* + person + verb + *-ing* ***Extra practice***	• Rules and regulations • Crimes and offenses, the people who commit them, and punishments	***Speaking naturally*** • Saying conversational expressions ***Sounds right*** • Which sound in each group is different?
Unit 6 **Strange events** **pages 53–62**	• Talk about coincidences and superstitions • Order events in the past and say why things happened • Show things I have in common • Repeat ideas in other words to be clear • Use *just* to make what I say softer or stronger • Understand someone talking about a coincidence • Understand conversations about superstitions • Read an article about identical twins • Write about a family story	• The past perfect • Responses with *so* and *neither* ***Extra practice***	• Strange events • Superstitions from around the world	***Speaking naturally*** • Stressing new information ***Sounds right*** • Vowels with consonant sounds /y/ and /w/
Checkpoint Units 4–6 pages 63–64				

Interaction	Skill				Self study
Conversation strategies	**Listening**	**Reading**	**Writing**	**Free talk**	**Vocabulary notebook**
• Use the present tense to highlight key moments in a story • Use *this* and *these* to highlight important people, things, and events in a story	***A lucky escape*** • Listen for details in a story, and retell it with a partner ***Facing a challenge*** • Listen to a true story and answer questions	***Blind Chef Christine Ha Crowned "MasterChef"*** • A news story about a woman who lost her vision and how she won a prize as a TV chef	***Facing a challenge*** • Write a story about a time in your life when you faced a challenge • Format for writing an anecdote or a story	***An interview with . . .*** • Pair work: Complete interesting questions to ask a classmate; then interview each other and note your partner's answers	***Mottoes*** • Write down the verb forms that can follow new verbs, and use them in sentences
• Show understanding by summarizing things people say • Use *now* to introduce a follow-up question on a different aspect of a topic	***Broad tastes*** • Listen for details and answer questions; then listen and choose the best responses ***Keeping up with trends*** • Listen to four people talk about trends, identify the topics they discuss, and answer questions	***How to develop your personal style*** • An article about developing a personal style	***Style interview*** • Write questions to interview a partner on his or her personal style; write answers to your partner's questions • Punctuation review: comma, dash, and exclamation mark	***What's popular?*** • Group work: Discuss questions about current popular tastes and how tastes have changed	***Blue suede shoes*** • Find and label pictures that illustrate new words
• Use expressions like *in fact* to sound more direct when you speak • Use *of course* to give information that is not surprising, or to show you understand or agree	***Away from home*** • Listen to a woman talk about being away from home, and choose true statements ***Favorite proverbs*** • Listen to people talk about proverbs; number and match them with English equivalents	***Proverbs: The wisdom that binds us together*** • An article about the study of proverbs	***Explain a proverb*** • Write an article about your favorite proverb and how it relates to your life • Useful expressions for writing about proverbs or sayings	***Traditions*** • Pair work: Ask *yes-no* questions to guess traditional cultural items	***Travel etiquette*** • Find examples of new words and expressions you have learned in magazines, in newspapers, and on the Internet
Checkpoint Units 1–3 pages 31–32					
• Check your understanding by using statement questions • Use *so* to start or close a topic, to check your understanding, to pause, or to let someone draw a conclusion	***Going out*** • Listen to a couple discussing their evening plans ***Extrovert or Introvert?*** • Take a quiz; then listen to a woman describe her social style, and answer the quiz as she would	***Examining the "Extrovert Ideal"*** • A magazine article about a book on introverts living in an extroverted society	***Extrovert or Introvert?*** • Write an article about your own social style as an extrovert, an introvert, or a little of both • Uses of *as*	***Pass on the message*** • Class activity: Play a game where you pass a message to a classmate through another classmate, and then tell the class about the message you received	***Get this!*** • Expressions with *get* in context
• Organize your views with expressions like *First (of all)* • Use *That's a good point* to show someone has a valid argument	***We got robbed!*** • Listen to a conversation; answer questions and check true sentences ***Different points of view*** • Listen to a debate, answer questions, and respond to different views	***Is your smartphone too smart for your own good?*** • An article about online invasions of privacy	***Posting a comment on a web article*** • Write a comment responding to the online article about privacy issues • Use *because*, *since*, and *as* to give reasons	***Do you agree?*** • Pair work: Discuss controversial topics	***It's a crime!*** • Write down new words in word charts that group related ideas together by topic
• Repeat your ideas in another way to make your meaning clear • Use *just* to make your meaning stronger or softer	***It's a small world!*** • Listen to a story, and answer questions ***Lucky or not?*** • Listen to people talk about superstitions; decide if things are lucky or unlucky; write down the superstitions	***Separated at birth, then happily reunited*** • An article about the true story of twins who found each other after growing up in different adoptive families	***Amazing family stories*** • Write a true story from your own family history • Prepositional time clauses	***What do you believe in?*** • Group work: Discuss unusual beliefs and strange events in your life	***Keep your fingers crossed.*** • Use word webs to group new sayings or superstitions by topic·
Checkpoint Units 4–6 pages 63–64					

	Learning outcomes	Language		
		Grammar	Vocabulary	Pronunciation
Unit 7 **Problem solving** **pages 65–74**	• Talk about things you have other people do for you • Talk about things that need to be fixed • Use short sentences in informal conversations • Use expressions like *Uh-oh* when something goes wrong • Understand a conversation about planning an event • Understand people talk about things they need to fix • Read an article about problem-solving skills • Write a proposal presenting a solution to a problem	• Causative *get* and *have* • *need* + passive infinitive and *need* + verb + *-ing* ***Extra practice***	• Errands • Household problems	***Speaking naturally*** • Short question and statement intonation ***Sounds right*** • Categorizing vowel sounds
Unit 8 **Behavior** **pages 75–84**	• Talk hypothetically about reactions and behavior • Describe emotions and personal qualities • Speculate about the past • Share experiences • Use *like* in informal conversations • Understand people sharing experiences • Understand a conversation about rude behavior • Read an article on making apologies • Write a note of apology	• Past modals *would have*, *should have*, *could have* • Past modals for speculation ***Extra practice***	• Emotions and personal qualities • Expressions describing behavior	***Speaking naturally*** • Reduction of *have* in past modals ***Sounds right*** • Are the sounds the same or different?
Unit 9 **Material world** **pages 85–94**	• Talk about possessions and materialism • Discuss money management • Report things that people said and asked • Report the content of conversations • Quote other people or sources of information • Understand an interview about possessions • Understand people say what they couldn't live without • Read a blog about decluttering • Write a survey article about possessions	• Reported speech • Reported questions ***Extra practice***	• Expressions to describe ownership and possession • Money	***Speaking naturally*** • Intonation of finished and unfinished ideas ***Sounds right*** • Silent letters
Checkpoint Units 7–9 pages 95–96				
Unit 10 **Fame** **pages 97–106**	• Talk hypothetically about the past using *if* clauses • Talk about celebrities and being famous • Use tag questions to give views or check information • Use tag questions to soften advice • Answer difficult questions • Understand someone giving advice • Read an article about child stars • Write a profile of a successful person	• Use *if* clauses with the past perfect form of the verb to talk hypothetically about the past • Tag questions ***Extra practice***	• Expressions to describe becoming famous, being famous, and losing fame	***Speaking naturally*** • Intonation of tag questions ***Sounds right*** • Weak syllables
Unit 11 **Trends** **pages 107–116**	• Talk about social changes • Talk about environmental problems • Link ideas with expressions like *although*, *because of*, *in order to*, and *instead* • Refer back to points made earlier in the conversation • Use formal vague expressions • Understand a discussion about workplace trends • Read an article about success via the Internet • Write a post for a website about technology	• Passive of present continuous and present perfect • Linking ideas ***Extra practice***	• Expressions to describe change • Environmental problems	***Speaking naturally*** • Reducing auxiliary verbs ***Sounds right*** • Which sound in each group is different?
Unit 12 **Careers** **pages 117–126**	• Talk about career planning and job prospects • Highlight important information • Talk about my future career plans • Use expressions to introduce what I say • Say *I don't know if . . .* to involve others • Understand a conversation with a personal trainer • Understand a discussion about a job advertisement • Read an article about preparing for a job interview • Write a cover letter for a job application	• *What* clauses and long noun phrases as subjects • The future continuous and future perfect ***Extra practice***	• Expressions to describe a job search • Areas of work, professions, and jobs	***Speaking naturally*** • Stressing *I* and *you* ***Sounds right*** • Categorizing vowel sounds
Checkpoint Units 10–12 pages 127–128				

Interaction	Skills				Self study
Conversation strategies	**Listening**	**Reading**	**Writing**	**Free talk**	**Vocabulary notebook**
• Speak informally in "shorter sentences" • Use expressions like *Uh-oh!* and *Oops!* when something goes wrong	***Wedding on a budget*** • Listen to people plan a wedding; check what they agree on and what they'll do themselves ***Fix it!*** • Match conversations with pictures; then check which problems were solved	***Developing your problem-solving skills*** • An article about an interesting problem-solving technique	***A good solution*** • Write a proposal presenting a solution to a problem at work • Format for presenting a problem and its solution	***Who gets help with something?*** • Class activity: Ask and answer questions to find out who gets help	***Damaged goods*** • Find out if new words have different forms that can express the same idea, and use them in sentences
• Use expressions such as *That reminds me (of) . . .* to share experiences • Use *like* informally in conversation	***Similar experiences*** • Listen to two people share experiences, and number the incidents in order; then answer questions ***Good and bad apologies*** • Listen to conversations; match the people to the apologies; then decide if they were effective	***Apologies: The key to maintaining friendship*** • An article about the importance of apologizing and suggesting ways to do so	***A note of apology*** • Write an email apologizing for something • Expressions for writing a note of apology	***How did you react?*** • Group work: Tell a story about an incident, and listen and respond to classmates' stories	***People watching*** • Learn new vocabulary by making a connection with something or someone you know, and write true sentences
• Report the content of conversations you have had • Quote other people or other sources of information	***Who's materialistic?*** • Listen to someone answer questions, and take notes; then report his answers ***I couldn't live without . . .*** • Listen to four people talk about things they couldn't live without, and complete a chart; then listen and write responses to opinions	***This Stuff's Gotta Go!*** • A blog post about a woman who declutters her home	***I couldn't live without . . .*** • Write an article about your classmates and things they feel they couldn't live without • Use of reporting verbs for direct speech and reported speech	***Material things*** • Pair work: Ask and answer questions about material things	***Get rich!*** • When you learn a new word, notice its collocations – the words that are used with it
Checkpoint Units 7–9 pages 95–96					
• Use tag questions to soften advice and give encouragement • Answer difficult questions with expressions like *It's hard to say*	***Great advice*** • Listen to a conversation and answer questions ***Success is . . .*** • Listen to four conversations about success, and complete a chart	***Three Child Stars Who Beat the Odds*** • A magazine article about actors who have managed to avoid "Child Star Syndrome"	***A success story*** • Write a paragraph about someone you know who has achieved success, and explain why that person became successful • Topic and supporting sentences in a paragraph	***Quotations*** • Group work: Define success	***Do your best!*** • Learn new idioms by writing example sentences that explain or clarify meaning
• Refer back to points made earlier in a conversation • Use more formal vague expressions like *and so forth* and *etc.*	***Trends in the workplace*** • Listen to conversations about trends, and identify advantages and disadvantages ***Trends in technology*** • Listen to four people talk about trends, and write notes on their views	***The Internet – The new pathway to success?*** • An article about the recent trend of using the Internet to become successful	***Trends in technology*** • Write a comment on a web article about trends in technology • Expressions for describing trends	***What's trending?*** • Group work: Discuss trends	***Try to explain it!*** • Write definitions in your own words to help you learn the meaning of new words and expressions
• Introduce what you say with expressions like *The best part was (that) . . .* • Use *I don't know if . . .* to introduce a statement and involve the other person in the topic	***An interesting job*** • Listen to a personal trainer talk about her job; write notes ***A fabulous opportunity!*** • Complete a job ad, and listen to check and answer questions	***Ace that Interview!*** • An article about how to answer the most common questions in job interviews	***A fabulous opportunity!*** • Write a cover letter in response to an ad • Format for writing a cover letter for a job application	***The best person for the job*** • Group work: Interview the members of your group for a job	***From accountant to zoologist*** • When you learn a new word, learn other words with the same root as well as common collocations to expand your vocabulary quickly
Checkpoint Units 10–12 pages 127–128					

Useful language for . . .

Working in groups

We're ready now, aren't we?

Are we ready? Let's get started.

Haven't I interviewed you already?

I've already interviewed you, haven't I?

Where are we?

We're on number _____.

We haven't quite finished yet.

Neither have we.

We still need more time – just a few more minutes.

So do we.

One interesting thing we found out was that _____.

_____ told us that _____.

Checking with the teacher

Would it be all right if I missed our class tomorrow? I have to _____.

I'm sorry I missed the last class. What do I need to do to catch up?

When are we supposed to hand in our homework?

Excuse me. My homework needs to be checked.

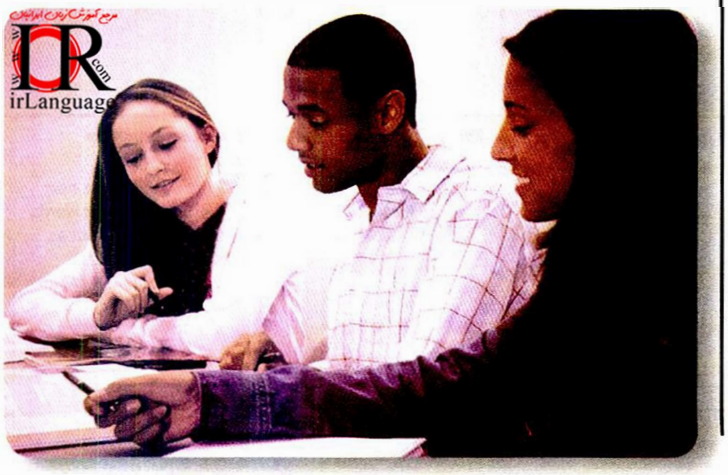
I'm sorry. I haven't finished my homework. I was going to do it last night, but _____.

Will we be reviewing this before the next test?

"_____" means "_____," doesn't it? It's a regular verb, isn't it?

I'm not sure I understand what we're supposed to do. Could you explain the activity again, please?

Could I please be excused? I'll be right back.





Ideas for large classroom management

English language classrooms with large numbers of Ss are becoming more and more common. The following practical tips can help manage large classes, leading to tasks that work more smoothly, and thus to Ss' learning more efficiently and effectively.

Use organized groupings when doing whole-class speaking tasks

This grouping technique can be used for class interviews, surveys, and grammar Q&As.

- Have Ss gather in groups of five or eight or ten. Two groups form circles, one an inner circle and one an outer circle, facing each other. Ss ask questions of the person facing them, taking turns asking and answering. When finished, those in the inner circle rotate clockwise and face a different S. Ss repeat the interview process.
- To make the rotation go smoothly, you may want to establish a set time for the questioning, depending on the nature of the task, such as 30 seconds or a minute, and then give a signal for Ss to rotate.
- For a variation, instead of having Ss form circles as described above, have Ss stand in two facing lines. Ss facing each other take turns asking and answering questions. On your signal, the S at the front of one line goes to the back of that line, and all the other Ss in that line move one place forward. Ss repeat the interviewing process.

Divide the class for listening activities

If it is not possible for all Ss to hear the audio recording, for example, if there is a lot of distracting noise or the audio equipment is inadequate, divide the class in half. Give one half a task to do individually, in small groups, or in pairs, for example, one of the Extra Activity tasks or homework tasks found in this *Touchstone Second Edition* Teacher's Edition. Have the other half of the class move near the audio equipment and do the listening task. When the task is finished, have the halves switch roles, with the other half doing the listening.

Establish and use signals to facilitate smooth classroom operation

- Establish a simple set of teacher signals to indicate specific classroom commands, for example, be quiet, stop the task you are doing, and time for a task is up. Some suggestions for signals to use include the following: clapping your hands, turning lights on and off, ringing a bell, or knocking on the desk.
- Also establish a set of signals for Ss. Ss can signal that they have finished a task, such as by putting their fists on their desks and raising their thumbs, placing their textbooks in an upright position on their desks, or putting down their pens or pencils.

Consult with other teachers

Find out what techniques other teachers have used successfully to manage their large classes. Sometimes very simple ideas can have a significant impact on improving the practical aspects of classroom learning. Sharing class management issues and solutions with other teachers is an excellent way of learning from others' experience. Your peers are a wonderful resource.

UNIT 1

Interesting lives

Language notes

Lesson A Interviews

Grammar Simple and continuous verbs (review)

(See Student's Book p. 3.)

The lesson reviews the simple and continuous forms of the present tense, the present perfect, and the past tense.

Form

The grammar chart includes verb structures taught in previous *Touchstone* levels. Detailed information about form and use for these structures can be found in the Language Notes for the following units:

- Simple present
  Level 1, Units 4 and 5
  Level 2, Units 1 and 3
- Simple past
  Level 1, Units 10 and 11
  Level 2, Unit 5
- Present perfect
  Level 3, Unit 2
- Present continuous
  Level 1, Unit 7
  Level 2, Unit 3
- Past continuous
  Level 2, Unit 9
- Present perfect continuous
  Level 3, Unit 10

Use

- Simple forms
  In general, the simple form of verbs is used to describe events and situations that are completed, factual, permanent, or repeated.
- Continuous forms
  The continuous form of verbs is generally used to describe events and situations that are in progress or temporary.
- With some verbs (e.g., *live, work*), there is little difference in meaning between the simple and continuous forms.
  How long have you lived here? OR *How long have you been living here?*
  Where do you work? OR *Where are you working?*
- Some verbs (e.g., *know, like, love, understand*) are not normally used in the continuous.
  Do you know him? (NOT Are you knowing him?)

Corpus information Simple forms vs. continuous forms

In conversation, the simple form of verbs is generally more common. For example, the simple present is approximately six times more common than the present continuous, and the present perfect is about ten times more frequent than the present perfect continuous.

Common errors with simple and continuous verbs

Students may use the past continuous for completed events instead of the simple past.

My birthday was great. My friends ***came*** *to visit.* (NOT ~~*My friends were coming*~~ ~~to visit~~.)

Speaking naturally Reductions in questions

(See Student's Book p. 3.)

This section reviews the reduction of the auxiliary verbs *do, did, are,* and *have,* and the pronoun *you* in *wh-* questions.

How long ***have you*** *been*
Why ***are you*** *learning*
What ***do you*** *like*
What ***did you*** *do*

Lesson B It's a long story!

Vocabulary Verbs with verb complements

(See Student's Book pp. 4–5.)

- The lesson presents a number of useful verbs, many already known by Ss, that are often followed by verb complements, either verb + *-ing* or *to* + verb. (For more information, see Grammar below.)

Grammar Verb complements: verb + *-ing* or *to* + verb

(See Student's Book p. 5.)

Form

- Verb + verb + *-ing*
  He ***considered taking*** *the job.*
- Verb + particle / preposition + verb + *-ing*
  He ***ended up taking*** *the job.*
  He wasn't ***planning on taking*** *the job.*
- Verb + *to* + verb
  He ***decided to take*** *the job.*

Use

- Verb + *-ing* or *to* + verb
  Some verbs can be followed only by the form verb + *-ing,* and some can be followed only by the form *to* + verb. Verb + particle / preposition can be followed only by the form verb + *-ing.*
- Verb + *-ing* or *to* + verb with the same meaning
  Verbs such as *begin, bother, start, like,* and *love* can be followed by either form with little or no difference in meaning.
  I began to do *the work.* (= I **began doing** the work.)

- Verb + *-ing* or *to* + verb with a different meaning

  The verbs *remember, stop,* and *try* can be followed by either form but with a difference in meaning.

  *I **remember calling** my mother last week.* (= I remember now that I called her last week.)

  *I **remember to call** my mother every day.* (= I remember, then I call her.; I remember I have to call her.)

  *I **stopped talking** to him.* (= I no longer spoke to him.)
  *I **stopped to talk** to him.* (= I finished what I was doing and started speaking to him.)

  *It was very hot. I **tried opening** the window, but it didn't get any cooler.* (= I experimented by opening it. It suggests you did open it.)

  *It was very hot. I **tried to open** the window, but it was stuck.* (= I attempted to open it. This suggests you couldn't open it.)

Corpus information Verb + *-ing* and *to* + verb

In conversation

Begin, bother, continue, like, love, and *hate* are followed more often by *to* + verb. *Start* is followed more often by verb + *-ing*.

After *begin* and *continue,* the form *to* + verb is about four times more frequent than the form verb + *-ing*. *Try* + *to* + verb is over twenty times more common than *try* + verb + *-ing*. *Start, stop,* and *remember* are usually followed by verb + *-ing*.

Common errors with verb + *-ing* and *to* + verb

Ss may use *to* + verb after verbs that must be followed by verb + *-ing*.

I finished reading the ad. (NOT ~~*I finished to read the ad.*~~)

I considered applying. (NOT ~~*I considered to apply.*~~)

I don't mind working hard. (NOT ~~*I don't mind to work hard.*~~)

Lesson C We're both getting scared. . . .

Conversation strategy Highlighting key moments in a story

(See Student's Book p. 6.)

In conversation, when people tell stories about things that happened in the past, they often change the tense they use from past to present for important events that they want to highlight. This makes these events sound more dramatic. It is important to note that this is something Ss can do in conversation, but it should be avoided in writing.

Strategy plus *This* and *these* in stories

(See Student's Book p. 7.)

When people tell stories, they often highlight important people, things, or events by using *this* and *these* in front of the words, instead of *a(n)* and *some.* This makes the things sound more "immediate" and, therefore, more important.

Lesson D Against the odds

Reading tip

The Reading Tip tells Ss to read the quotes in a news story first. They often provide a quick summary of the story. Getting a general idea of a story first can help you be a better reader and follow the details more easily.

Help note Writing an anecdote or a story

(See Student's Book p. 9.)

- The Help Note gives Ss a basic outline for how to write (or tell) an anecdote or story. These are the basic steps, as illustrated in the example provided (see Student's Book p. 9). These elements can also be found in Christine Ha's story (see Student's Book p. 8).

1. Set the general time or place.

   From the moment she took those first tentative steps onto the national stage, amateur chef Christine Ha captured America's heart.

2. Set the time or place of the particular incident.

   Ha lost nearly all of her eyesight about five years ago . . .

3. Describe what happened.

   She started her own blog, which is how the producers of "Master Chef" discovered her.

4. End the story and (if possible) link the events to now.

   Now an official "MasterChef," Ha said, "I just want people to realize that thy have it in themselves if they really want to," she said.

irLanguage

Interesting lives

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

Introduce the theme of the unit Say, "When you hear that someone has an interesting life, what things come to mind?" Ask a few Ss, and write their ideas on the board (e.g., *his or her occupation, accomplishments, travels, hobbies or interests, sports, circle of friends, life experiences*). Ask several Ss, "Which of these things do you personally think lead to an interesting 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 INDIVIDUALS / CLASS

Ss look at the content of the unit. Write on the board:

1. *Where is Melida Cortez the Student of the Month?*
2. *Whose story is told in Lesson B?*
3. *What happened to Mateo and Bryan?*
4. *What is Christine Ha's talent?*

Ss call out the answers. [1. the college's English Department (p. 2); 2. Dan Anderson's (p. 4); 3. They got lost (while they were hiking). (p. 6); 4. cooking (p.8)]

Before you begin . . .

- **Introduce the ideas for interesting lives** Say, "Look at the four pictures. They show what different people do to have interesting lives."
- Tell Ss to look at Before You Begin. Read the first question aloud. Say, "Look at the woman in picture 1. What's she doing? Ask a few Ss for their ideas (e.g., *She's looking at the stars / planets. She might be watching an eclipse. Maybe she studies astronomy.*).
- Say, "Work with a partner. Talk about what you think the people in the other pictures do to have interesting lives." When Ss finish, for each picture, ask a few pairs to share their ideas with the class (e.g., *Picture 2: She's doing a job that has traditionally been done by men. Picture 3: He's hang-gliding, so he probably likes to do other risky things. Picture 4: He's blowing glass / a glass artist. He's artistic. He makes things, so he's creative, and most creative people are interesting.*).

Recycle grammar and conversation strategies

The task recycles language items that Ss learned in *Touchstone* Student's Book 3 which relate to telling about interesting people they know: 1. grammar — using modal verbs for speculating (see *Touchstone* Student's Book 3, Unit 11, Lesson A); and 2. conversation strategies — using *always* + a continuous verb to describe individual habits (see *Touchstone* Student's Book 3, Unit 1, Lesson C); and using superlatives for emphasis (see *Touchstone* Student's Book 3, Unit 3, Lesson C).

- Tell Ss to look at Before You Begin again. Ask, "Do you know anyone who does things like these? Elicit answers from the class.
- Have Ss form small groups and ask, "Do you know any interesting people? Why are they interesting?" (e.g., *S1: Gina, do you know any interesting people? S2: Let me think. I guess my friend Connie is pretty interesting. S3: Why do you think she's interesting? S2: For one thing, she's incredibly smart and creative. S1: What interesting things does she do? S2: Well, she's a film student, so she's always seeing really interesting movies. S1: That must get pretty expensive. S2: Not really. She sees most of them at the school. Oh, and she's making a movie with some other students right now. She has the most exciting life!*).
- Have each group decide which of the people they talked about is the most interesting. Have a group member tell the class about the person they chose.

Extra activity PAIRS

Pairs decide which of the people from the Before You Begin task they would most like to meet and think of three questions they would like to ask the person. Ss report their choices and give their reasons, as well as the questions they would like to ask. Assign a S to keep track of the people who are mentioned. The class finds out which person sounds the most interesting to them.

Lesson A Interviews

1 Getting started

- **Set the scene** Say, "How do interesting people come to our attention? What are some ways we find out about them?" Elicit ideas from the class (e.g., *social networking sites, blogs, e-magazines, newspapers, magazines, friends*).

A

- **Preview and do the task** Say, "Sometimes we get to know about interesting people from friends. Do you know someone that other people should get to know? Tell the class about him or her." Have a S read the example aloud. Call on Ss to talk about a friend. Say, "Now look at the woman in the photo. What do you think she does in her spare time?" Elicit answers (e.g. *art, painting*).

B 1.02

- **Preview the task** Read the title of the article aloud. Note the usual American English pronunciation of this name: Melida /məlíydə/ Cortez /kɔrtéz/ or /kɔ́rtɛz/.
- Say, "Look at the newsletter from the English Department of a university. Who is being interviewed?" [Melida Cortez] Ask, "Why is she being interviewed?" [Because she's Student of the Month.] Ask, "How do you think the English Department chooses its Student of the Month?" Write Ss' ideas on the board (e.g., *good grades, most improvement in grades, good attendance, good attitude, outside interests or hobbies, new student*).
- Tell Ss to read the paragraph under Melida's picture. Ask, "Why do you think Melida was chosen Student of the Month?" Ask a few Ss (e.g., *She must be a good student because she's doing graduate work. She's an interesting person. She has a lot of outside interests — she's a talented artist and she started a sculpture class.*).
- Say, "Read and listen to the interview with Melida. Do you have anything in common with her?"
- **Play the recording** Have Ss read and listen to the interview and then tell a partner what things they have in common with Melida. Call on several Ss to tell the class one thing they have in common with Melida.
- **Follow-up** Pairs interview each other using the questions from Melida's interview and answer them with true information. A few Ss tell the class one interesting thing they learned about their partner.

Figure it out

C

- **Preview the task** Write on the board:
  1. *How long have you been learning English?*
  2. *Have you ever had your name in a newspaper or newsletter?*
- Say, "Look at the first question. Is it an ongoing action or a completed action?" [ongoing action] Ask, "Does this question contain a simple verb or a continuous verb?" [continuous verb] Say, "Look at the second question. Is it an ongoing action or a completed action?" [completed action] Ask, "Does this question contain a simple verb or a continuous verb?" [simple verb]
- Say, "Choose the best verb form to complete the questions. Use the interview above to help you."
- **Do the task** Have Ss complete the task. Check answers with the class.

Answers

1. What book are you reading currently?
2. What did you do for your last birthday?
3. Have you ever lived in the United States?

- Say, "Ask and answer the questions with a partner."
- **Focus on the use** Write on the board:
  1. *completed actions or permanent situations*
  2. *ongoing actions or temporary situations*
- Say, "Which of these actions and situations take simple verbs and which take continuous verbs? Decide with a partner." Check answers with the class. [simple verbs: completed actions or permanent situations; continuous verbs: ongoing actions or temporary situations]
- **Try it out** Write on the board:
  1. *completed actions*
  2. *permanent situations*
  3. *ongoing actions*
  4. *temporary situations*
- Say, "Look at the questions and answers in Melida's interview again. Decide what kind of action or situation they ask about, and number them 1, 2, 3, or 4. Write the number next to each question." Check answers with the class. [1. completed actions: Have you ever lived in another country? When did you last buy yourself a treat? What did you do for your last birthday? What's the nicest thing anyone has ever done for you? 2. permanent situations: What's your favorite way of spending an evening? What do you do? Who or what is the greatest love of your life? 3. ongoing actions: How long have you been living here? What kind of music are you listening to currently? 4. temporary situations: What were you doing at this time yesterday?]

Extra activity INDIVIDUALS / PAIRS مرجع زبان ایرانیان

Individual Ss write three new interview questions (e.g., *What movies have you seen lately? Are you playing on any sports teams this year?*). Partners interview each other and make notes of the answers. Ss tell the class one interesting thing they learned about their partner.

2 Grammar

1.03

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Tell Ss to look at the chart. Explain that it reviews the use of simple and continuous verbs. (For more information, see Language Notes at the beginning of this unit.) Have Ss look at the section about simple verbs. Ask a S to name the three verb forms shown [simple present, present perfect, simple past].
- Have Ss look at the section about continuous verbs. Ask a S to name the three verb forms shown [present continuous, present perfect continuous, past continuous].
- Books closed. To review, write questions from the chart on the board with blanks in place of the words in bold. Call on a few Ss to fill in the blanks. Tell Ss to find a partner they didn't work with in Exercise 1 and ask and answer the questions on the board.
- **Present *Common Errors*** Read the information aloud.

A

- **Preview the task** Say, "Complete the conversations. Use the simple or continuous form of the verb in the present, present perfect, or past." Point out that the first question has been done for them. Ask, "Why is present perfect continuous correct?" [the time word *lately* suggests a temporary situation in the past.] Say, "Sometimes, more than one answer is possible."
- **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class: Ask pairs to each read a conversation.

Answers

1. *A* What have you been doing for fun lately?
   B Well, I 've been taking kickboxing classes. . . . It's a lot of fun, and I 've gotten / 'm getting / have been getting in pretty good shape.
2. *A* Who's the most interesting person you know?
   B Well, I think my best friend is interesting. She lived in Europe for three years when she was growing up.
3. *A* Have you ever met / Did you ever meet anyone famous?
   B No, but last year, I saw a TV star on the street. We were both waiting in line for ice cream.
4. *A* When did you last exercise?
   B Actually, I haven't exercised in months. I 've / have been really busy at work, so I haven't had time.
5. *A* What do you do for a living?
   B Actually, I 'm / am not working right now. I 've been looking for a job for six months, but I haven't found anything yet.

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

About you

B

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task.

Recycle conversation strategies Remind Ss of the strategies of asking follow-up questions and reacting to a story. Call on a few Ss to give a reaction or follow-up question for each item in Exercise 2A (e.g., *That's cool. Do you ever get hurt?*). Tell Ss to use the strategies as they do the task.

- **Follow-up** For each question, a few Ss tell their partner's answer 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** 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. Say, "This section reviews reductions in questions. Look at the chart. The maroon color here shows what we are focusing on. Listen and repeat the questions. Notice the reductions of the auxiliary verbs *do, did, are,* and *have,* and the pronoun *you.*" (For more information, see Language Notes at the beginning of this unit.)
- **Play the recording** Ss listen and repeat.
- Say, "Ask and answer the questions with a partner."

About you

B

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task. Tell Ss to answer with their own information. Go around the class, and listen for the reductions. If necessary, replay Exercise 3A and have Ss repeat.

Extra activity GROUPS

Ss each choose one question from the lesson and prepare a full, interesting answer. Ss present their answers to the group. Ss in the group ask follow-up questions.

Extra activity PAIRS

Ss write five new questions and use them to interview a new partner. Ss write the interview in the style of the one on page 2. Interviews are posted around the classroom. Ss walk around and read them. Ss who find something that interests them talk to the person interviewed and ask more questions.

Workbook

Assign Workbook pp. 2 and 3. (The answer key begins on p. T-182.)

Lesson B It's a long story!

1 Building vocabulary and grammar

- **Set the scene** Read the lesson title aloud. Then read the title of the article. Say, "Dan Anderson was interviewed for a magazine article. Dan was only asked one question, but the answer to the interviewer's question included a lot of details, so Dan began his answer with the expression *Well, it's a long story!* This is a common way to begin a complicated story."

A 1.05

- **Preview the task** Read the instructions aloud. Ask individual Ss to each read one of the questions. Say, "Listen and write a few words for each answer."
- **Play the recording** Books closed. Ss listen and write.
- **Play the recording again** Books open. Ss listen, read along, and review their answers. Check answers with the class: Ask individual Ss to each answer a question [1. He lived in Tokyo. 2. His mother is Korean, and he's always been interested in the culture. 3. A salesperson showed Dan a job ad online. Dan applied for the job. 4. The company offered to transfer him to Seoul and agreed to pay for his Korean lessons.].
- Ask Ss to call out any vocabulary that they do not understand, and write the words on the board. Have other Ss try to provide definitions. Help with definitions for the remaining vocabulary.

Word sort

B

- **Preview the task** Say, "Can you sort the verbs in bold in the article into the correct categories? Look at the example answers in the chart. Which verbs are followed by *to* + verb? [happen (to be)], verb + *-ing*? [spend (three years working)], or a particle or preposition + verb + *-ing*?" [end up (living)].
- **Do the task** Have Ss complete the chart and then compare their answers in pairs. Check answers with the class.

Answers

Verb + *to* + verb	Verb + verb + *-ing*	Verb + particle / preposition + verb + *-ing*
happen (to be)	spend (three years working)	end up (living)
seem (to be)	finish (doing)	plan on (leaving)
bother (to apply)	consider (going)	
decide (to go)	remember (thinking)	
expect (to get)	start (working)	
offer (to transfer)	miss (living)	
agree (to pay)	imagine (living)	

Extra activity INDIVIDUALS / PAIRS

Individual Ss each choose six verbs from the chart and write them on a piece of paper. Each then writes a short anecdote about an incident from his or her past, using as many of the verbs as they can. When they are done, they work with a partner, read their anecdotes to each other, and react and ask follow-up questions. Several Ss read their anecdotes to the class.

Vocabulary notebook

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

Figure it out

C

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

Answers

1. I considered studying electronics, but I ended up doing math.
2. I expected to graduate in three years. Then I decided to change my major.

- **Focus on the form and the use** Ask, "What verb form follows *consider* and *spend*?" [verb + *-ing*] "What verb form follows *expect* and *decide*" [*to* + verb] Say, "As you saw in the chart, some verbs are followed by *to* + verb and some by verb + *-ing*. After two-word verbs or phrasal verbs like *end up*, which end with a particle, you need to use verb + *-ing*. You can also use verb + *-ing* after a verb and a preposition like *plan on*."
- **Try it out** Say, "Choose a verb from each category in the chart and write a true sentence about yourself." Call on several Ss to read their sentences aloud.

2 Grammar

1.06

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Say, "Sometimes you want a verb to follow the main verb in a sentence. The second verb may be in the form of verb + *-ing*, or it may be *to* + verb." (For more information, see Language Notes at the beginning of this unit.)
- Have Ss look at the first section of the chart. Say, "The verbs in this list are followed by verb + *-ing*." Point out *spend (time)*. Say, "*Spend* must have a time expression such as *three years* or *an hour* before verb + *-ing*." Note: You may want to give more examples of verbs for this and the other verb patterns as you present the chart.
- Have Ss look at the second section of the chart. Say, "When the main verb is followed by a particle or a preposition, then it is followed by verb + *-ing*."
- Have Ss look at the third section of the chart. Say, "These are some of the verbs followed by *to* + verb."
- Have Ss look at the fourth section of the chart. Say, "These verbs can be followed by verb + *-ing* or *to* + verb. Whichever one you choose, the sentence will have the same meaning."
- **Present *In Conversation*** Read the information aloud.
- Have Ss look at the last section of the chart. Say, "These verbs can be followed by verb + *-ing* or *to* + verb, but the meanings are different." Write on the board:

  stop + verb + -ing = not do the activity again

  stop + to + verb = stop an activity and begin another
- Have a S read the example sentences aloud.
- Say, "Here are examples with *try*." Write on the board:

  try + verb + -ing = experiment with something

  I tried taking a nap and I felt better. = I took a nap.

  try + to + verb = make an attempt at something

  I tried to take a nap, but there was so much noise I couldn't sleep. = I attempted to nap, but in this case I wasn't able to.
- Have a S read the example sentences aloud.
- Write on the board:

  remember + verb + -ing = think of something that happened before now

  remember + to + verb = not forget to perform an action
- Ask a few Ss to say something they remember doing (e.g., *I remember reading an interesting interview.*). Ask a few Ss to say something they remembered to do (e.g., *I remembered to read the interview for homework.*). Write sentences on the board.
- **Present *Common Errors*** Read the information aloud. Books closed. Write on the board: *I finished ____ (read) the ad. I don't mind ____ (work) hard.* Say, "These verbs cause problems for Ss." Have Ss complete the sentences. Tell Ss to open their books and check their answers.

A

- **Preview and do the task** Say, "Complete the conversations with the correct forms of the verbs given."
- Model the task by having a S read the first sentence in the exercise. Ask, "Why is the answer *studying*?" [Because *end up* is a verb +particle/phrasal verb. Verbs that follow particles end in *-ing*.]
- Have Ss complete the task and then compare their answers in pairs. Check answers with the class: Have two pairs each read a conversation.

Answers

1. *A* How did you end up studying here?
   B . . . . I remember thinking . . . decided to sign up . . . ?
   A Well, I wasn't planning on learning English, . . . offered to pay for my classes. I agreed to come, . . . keep on taking classes if I can.
2. *A* What are you thinking about doing next summer?
   B . . . started working / to work at a new job, so I don't expect to get . . . intend to take. . . . You have to stop working occasionally! Anyway, I love surfing / to surf, so I hope I can spend a weekend visiting. . . .

- **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 Ss ask and answer.

Extra activity INDIVIDUALS / PAIRS

Books closed. Choose ten verbs from the grammar chart. Call them out one at a time. For each one, Ss write a sentence using the verb and a verb complement. Ss exchange sentences with a partner, open their books, and check to see that their partner chose the correct verb complement for each.

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 Talk about it

- **Preview and do the task** Read the instructions aloud. Ask a S to read the lists of ideas. Have a pair of Ss read the example conversation aloud. Have pairs complete the task.
- **Follow-up** Have a few pairs report an interesting conversation they had.

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-182.)

Lesson C We're both getting scared. . . .

Lesson C recycles the simple past and the past continuous in storytelling.

1 Conversation strategy

- **Set the scene** Say, "Have you ever been in a scary situation? What happened? What did you do? Tell a partner." Have a few Ss tell their stories to the class (e.g., *I was babysitting at a neighbor's house. Around midnight, I heard a strange noise outside, so I called my dad. He came over and checked it out for me. It ended up being animals going through the garbage, looking for food.*).

A

- **Preview and do the task** Read the instructions aloud. Have several Ss tell their story to the class.

B 1.07

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

  Utah
  trail
  jog
  stick together

- Check that Ss understand the vocabulary (Utah: A state in the western U.S.; trail: a walking path in the country; jog: run slowly; stick together: stay together). Books closed.
- Say, "Now listen to Mateo and Bryan tell their story to Kim. How did Mateo and Bryan get lost? Write short notes for your answer. Mateo speaks first."
- **Play the recording** Ss listen and write the answer.
- **Play the recording again** Books open. Tell Ss to listen, read along, and review their answer. Have Ss compare their answer in pairs. Check the answer with the class [They were hiking in Utah. It was getting dark. They walked off the trail and got lost.]. Help with any remaining vocabulary problems as needed.

C

- **Present *Notice*** Say, "Notice how Mateo changes to the present tense at key moments in his story. The present tense is more "here and now," so it makes the story more dramatic. This is a good strategy in conversation, but you should avoid it in writing." (For more information, see Language Notes at the beginning of this unit.)
- Say, "Find the examples in the conversation when Mateo uses the present tense at key moments." [Then Bryan says, "Where are we?"; And we're thinking, "Oh, no." And we're both getting kind of scared.; And Bryan says, "Should we jog a little?" And I go, "Yeah. I was thinking the same thing. Let's go."]
- **Practice** Tell Ss to practice the conversation in groups of three, taking turns playing each role.

D 1.08

- **Preview the task** Say, "Read more of Mateo and Bryan's conversation. Change the underlined verbs to the simple present or present continuous." Point Ss to the first sentence and the example given. Show that the verb has changed from *heard* in the simple past to *hear* in the simple present.
- **Do the task** Have Ss complete the task.
- **Play the recording** ***Audio script p. T-164*** Ss listen and check their answers.

Answers

Bryan Yeah. And all of a sudden, we hear this noise.
Mateo And I look over at Bryan, and I see his face is white, and he's starting to run fast.
Bryan Well, yeah. I mean, it was a weird noise.
Mateo So, I'm thinking, "Wait a minute. What happened to our plan to stick together?" So I start to run with him.
Bryan Yeah, we're running through the trees, scared to death. It was hilarious! It was just like in a movie.

- Tell Ss to practice the conversation in Exercise 1 in pairs, taking turns playing each role.

Extra activity PAIRS

Have Ss finish off Bryan and Mateo's story with their own ending. Ss write the ending to the conversation, practice, and then present it to the class. Ss vote on the best ending.

Extra activity PAIRS

Pairs write a conversation similar to Mateo and Bryan's about a scary experience. Each pair reads their conversation to another pair. Have several pairs read their conversation to the class.

2 Strategy plus

- **Present *Strategy Plus*** Read aloud the information in Strategy Plus and the examples.
- Say, "When Mateo and Bryan told Kim about their scary experience, they highlighted some things in the story and made them sound more important. They used *this* or *these* instead of *a, an,* or *some*. This strategy makes things sound more 'immediate', dramatic, or 'here and now.'" (For more information, see Language Notes at the beginning of this unit.)
- Tell Ss to look back at the conversations on p. 6 (Exercises 1B and 1D), and find examples of *this* and *these* [(1B) Mateo: We were on this trail, . . . ; Yeah, there were all these trees around us, ... (1D) Bryan: . . . we hear this noise].

A

- **Preview and do the task** Say, "Replace *a, an,* and *some* in bold with *this* or *these* in the story below." 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

"I have this friend who's always getting into funny situations. One time she was invited to this going-away party, and she ended up getting totally lost and wandering around a neighborhood she didn't know. Anyway, she finally sees this house with these cars outside, and these people were barbecuing in the backyard. So she knocks on the door, and this nice guy lets her in. He thought she was one of his wife's friends. Anyway, she spent about an hour talking to these people before these guys bring out a big birthday cake and candles and everything. Then she realized it was the wrong party!"

- Tell pairs to take turns telling the story. Say, "When you tell the story, put extra stress on the nouns that follow *this* and *these*."

B

- **Preview and do the task** Read the instructions aloud. Remind Ss to use the strategies. Pairs tell each other their stories. Have a few Ss tell their partner's story to the class.

3 Listening and strategies

A

- **Preview and do the task** Read the instructions aloud. Say, "You'll answer the questions you choose when you listen to the story in the next activity." Have Ss complete the task.

B 1.09

- **Preview the task** Say, "You're going to hear this vocabulary when you listen. Work with a partner and find the meanings." Write on the board:

tumble down *intensive care*
rag doll *(human) limbs*
unconscious

- Check the definitions with the class. Say, "Now listen. Write answers to the questions you chose."
- **Play the recording *Audio script p. T-164*** Ss listen and write.
- **Play the recording again** Ss listen and review their answers. Say, "Now share your answers with a partner. Can you remember the story together? Consult other classmates if necessary." Have Ss complete the task. Check answers with the class.

Possible answers

1. We were skiing in Idaho.
2. He fell twelve hundred feet.
3. We watched him fall until he got to the bottom, and then we skied down to him and shook him.
4. He was coughing, and he had two large bumps on his head, and his eye was closed shut.
5. Yeah. Two guys skied down and hiked out to the trailhead, and then drove to town. A rescue team came four hours later.
6. Yes, he did. He was in intensive care for about five days under observation.
7. It happened three or four months ago.
8. Yes, he is.

About you

C

- **Preview and do the task** Read the instructions and the example aloud. Have Ss complete the task. Go around the class, and help as needed.
- **Follow-up** Have a few Ss tell their story to the class.

Extra activity GROUPS

Ss form groups of three and write chain stories. Remind Ss to use the strategies they learned in the lesson. Write on the board:

1. *You should meet my cousin. She's into extreme sports.*
2. *Weird things are always happening to my friend.*
3. *My uncle is the unluckiest person I know.*

A group member writes one of the sentences on a piece of paper and adds the next sentence to the story. He or she then passes the paper to another group member, who adds another sentence. Ss continue in this way until they feel each story is complete. Several groups each read one of their completed stories to the class.

Workbook

Assign Workbook pp. 6 and 7. (The answer key begins on p. T-182.)

Lesson D Against the odds

1 Reading

- **Set the scene** Read the title of the lesson aloud. Ask, "What does it mean to do something *against the odds*?" Get ideas from Ss (e.g., *do something when the chances of succeeding are not good*). Say, "*Beat the odds* is another way to say 'Succeed against the odds.'" Write the expression on the board.
- Ask, "Have you ever been in a situation where you beat or succeeded against the odds?" Have Ss raise their hands if they have. Call on a few Ss to tell what happened.

A

Prereading

- **Preview and do the task** Ask, "What kinds of competitions are there on TV shows?" Have Ss call out the types of shows they know. Write them on the board (e.g., *talent, singing, dancing, survival, cooking*). Ask, "Do you ever watch them?" Call on a few Ss to answer. (Note: If using the Extra activity following Exercise 1C, do not erase.)
- **Present *Reading Tip*** Read the information aloud. Have Ss scan though the article and find the first place a quote is used in the article. ["I think there are a lot of people who discounted me."] Ask Ss, "What does it tell you about Ha?" [It tells you people didn't believe in her. It also suggests she's a fighter and doesn't give up easily.]
- Tell Ss to scan the article and read the remaining sentences in quotes.

B

During reading

- **Preview and do the reading** Read the title of the article aloud. Read the instructions aloud. Have Ss read the article and write answers to the questions. Have a few Ss read their answers. [Christine Ha's disadvantage was that she was blind. Her advantage was that she couldn't see what anyone else was doing, which helped her focus.]
- **Do the reading again** Ask, "How did Christine beat the odds? Read the article again and underline the main events of the story." When Ss finish, have them work in pairs and briefly summarize Christine's story. Tell Ss to help each other remember information instead of looking back at the reading.
- Work with the class to retell the story. Have one pair tell what happened first. Then call on other pairs to continue the story. [The story is about Christine's success on the TV show "MasterChef." She lost her sight because of illness. She overcame her disability and started a blog. The producers of "MasterChef" discovered her through her blog, and invited her on the show. She went on to win the title.]

C

Postreading

- **Preview the task** Read aloud the instructions and the first expression. Tell Ss to find the expression *tentative* in the article. Have a S say where the expression is and read the sentence it is in. [First paragraph: . . . she took those first tentative steps onto the national stage, . . .]
- Have Ss choose the definition for the expression. Call on a S to say the answer. [b. not certain or confident] Ask, "How did you guess the meaning?" Get ideas from Ss (e.g., *She was walking onto a stage. She was probably very nervous.*).
- **Do the task** Have Ss choose the best meaning for the remaining words. Then have Ss work in pairs and say how they guessed the meanings.
- Check answers with the class. Call on Ss to say where the words and expressions are used, give the answer, and say how they guessed the meanings.

Answers

1. b [Paragraph 1: . . . she took those first tentative steps onto the national stage, . . .]
2. a [Paragraph 2: . . . , Ha won the title, $250,000, and a cookbook deal, . . .]
3. b [Paragraph 2: . . . , and a cookbook deal, beating out about another 100 other home chefs.]
4. b [Paragraph 3: "I think there are a lot of people who completely discounted me."]
5. a [Paragraph 4: . . . managed to whip up culinary masterpieces with only her senses of . . .]
6. b [Paragraph 8: But she did more than pick herself up off the counter.]
7. a [Paragraph 9: "If they have that passion, that fire, that drive, . . ."]
8. a [Paragraph 9: . . . you can overcome any obstacle and any challenges . . .]

Extra activity GROUPS

Write these questions on the board: *Would you go on a competitive TV show? Which type? What kinds of obstacles would stand in your way?* Groups discuss the questions. When Ss finish, they share some of their discussion with the class.

D

- **Preview and do the task** Say, "Read the article again and answer these questions." Tell Ss to read the questions before they begin. Add, "When you've written your answers, compare them with a partner. Discuss any differences in your answers by referring to the article." Check answers with the class: Call on individual Ss to read an answer aloud. After each answer, ask, "Does anyone want to add anything?"

Possible answers

1. Ha "captured America's heart" because she managed to overcome a big obstacle, her blindness, and win a competitive cooking show. She's captured my heart because I admire her determination.
2. After losing her vision, Ha tried to make a peanut butter and jelly sandwich, but she couldn't do it. This anecdote is significant because it shows how far she has come.
3. She means that people can do anything they really work hard at. I agree, because I've seen people overcome very big obstacles and do amazing things.

- **Follow-up** Have Ss look at question 3 again. Call on a few Ss to share their response to "Do you agree with her view?"

2 Listening and writing

A 1.10

- **Preview the task** Tell Ss to look at the picture. Ask, "What is Bethany Hamilton's sport?" [surfing] Have Ss read the sentences and choices in the listening task before they listen. Check for vocabulary questions. Read the instructions aloud.
- **Play the recording** ***Audio script p. T-164*** Ss listen.
- **Play the recording again** Ss listen and circle the correct information. Check answers with the class.

Answers

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

About you

B

- **Preview and do the task** Write *career* and *health* on the board. Say, "In the article on page 8, Christine Ha faced a challenge because of her blindness. Bethany Hamilton faced a challenge because of a physical disability. In what other areas of life do people face challenges?" Get ideas from Ss, and write them on the board (e.g., *family, love life, school, friends, money*). Discuss with a partner.
- Have Ss do the task, telling about a time they faced a challenge. Tell Ss to make sure they answer the questions in the directions.

C

- **Preview the task** Have Ss read the example article. Ask Ss, "What did the writer have to do?" [The writer had to give a speech.] "How did the writer feel?" [Extremely nervous. The writer wanted to run away.] "How did the writer feel afterwards?" [It helped the writer become much more confident.]
- **Present *Help Note*** Read the information aloud. As you read each bullet point, call on a S to read aloud the information that demonstrates each point indicated in the example article.
- **Do the task** Tell Ss to think again about the challenge they discussed in Exercise 2B, and to make some notes about it. Then have Ss use their notes and the steps in the Help Note to write their stories.

D

- **Preview and do the task** Read the instructions aloud. Tell Ss to take turns reading their partner's stories and asking follow-up questions. Have a few Ss share interesting or surprising things they learned about their partner with the class.

Free talk

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

Workbook

Assign Workbook pp. 8 and 9. (The answer key begins on p. T-182.)

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, "This learning tip is an extremely useful one because you can't predict the verb form that follows a new verb you're learning. For example, *like* and *enjoy* have similar meanings, so you might think that they can both be followed by the same verb form. However, *like* can be followed by verb + *-ing* or *to* + verb, but *enjoy* can only be followed by verb + *-ing*."

↻ These tasks recycle the verb complements verb + *-ing* and *to* + verb.

1

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

Answers

1. agree + *to* + verb to lend
2. intend + *to* + verb; bother + verb + *-ing* / *to* + verb to do, starting / to start
3. stop + verb + *-ing* / *to* + verb; enjoy + verb + *-ing* doing, doing
4. keep on + verb + *-ing* trying
5. consider + verb + *-ing* taking
6. seem + *to* + verb to be

2

- **Preview the Word Builder task** The Word Builder exercises include new vocabulary that is related to vocabulary in the unit. Ss can look up the words and learn them to increase their vocabulary.

  Say, "This Word Builder task will help you learn the verb forms that follow some everyday verbs. It will also give you some practice using them in sentences."
- **Do the task** Read the instructions aloud. Have Ss complete the task. Check answers with the class: for each verb, ask a few Ss to read their mottoes.

Answers

1. give up + verb + *-ing*
2. promise + *to* + verb
3. put off + verb + *-ing*
4. refuse + *to* + verb

Possible mottoes

1. Never give up believing in your hopes and dreams.
2. If you promise to do something, do it.
3. Never put off doing something because it's unpleasant.
4. When you refuse to do something, have a good reason.

On your own

- **Present *On Your Own*** Read the information aloud.
- **Follow-up** At the start of the next class, pairs read each other their sentences.

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 2

Personal tastes

Language notes

Lesson A Makeovers

Grammar Comparisons with *(not) as . . . as*

(See Student's Book p. 13.)

Ss have already learned to make comparisons with *more* / *less* + adjective and adjective + *-er*, *more* and *less* as adverbs, and *more*, *less*, and *fewer* with nouns. The lesson teaches comparisons with *as . . . as* to mean "the same as" and *not as . . . as* to mean "less than."

Form

- *(not) as* + adjective + *as*
  The pants are just as comfortable as my jeans.
  I don't look as scruffy as I did.
- *(not) as* + noun phrase + *as*
  She spends as little time as possible on her makeup.
  She doesn't wear as many bright colors as she should.
- *(not) as* + adverb + *as*
  I tried as hard as I could to find the right style.
  I don't like short hair as much as long hair.

Use

- *as . . . as*
  When two things or people are compared using *as . . . as*, it generally means they are the same in some way.
  The pants are just as comfortable as my jeans. (= The jeans and pants are both equally comfortable.)
- *not as . . . as*
  When things or people are compared with *not as . . . as*, it generally means that they are not the same. It has a meaning similar to "less than."
  I don't like short hair as much as long hair. (= I like short hair less than long hair. OR I like long hair more than short hair.)
- In the lesson, the *as . . . as* structure is followed by: a noun phrase (*The pants are just as comfortable as* ***my jeans.***); a verb phrase or clause (*I don't look as scruffy as* ***I did.***); or an adjective (*She spends as little time as* ***possible.***).

Corpus information *(not) as . . . as*

In conversation, about a third of the uses of *as . . . as* in comparisons are in negative sentences, and about two-thirds are in affirmative sentences.

Common errors with *as . . . as*

Ss sometimes leave out the first *as* in *as . . . as.*

Correct: *Jeans aren't as nice as pants.*

Incorrect: ~~*Jeans aren't nice as pants.*~~

Speaking naturally Linking words with the same consonant sound

(See Student's Book p. 13.)

This section practices linking words that end and begin with the same consonant sound. When the same consonant sound is at the end of one word and at the start of the next, as in *big glasses* or *stylish shoes*, the sound is said only once, but is lengthened a little.

Lesson B Fashion

Grammar Negative questions

(See Student's Book p. 14.)

The lesson presents three functions of negative questions.

Form

Negative questions can be used in a variety of verb forms: present and past, as both simple and continuous verbs, and with modal verbs. The lesson presents negative questions with the present of *be* and the simple present.

- Present of *be*
  Isn't that jacket great?
  Aren't they expensive?
- Simple present
  Don't you like it? Doesn't she like it?
  It'd look good, don't you think?

Use

People generally use a negative question when they want another person to agree with them, even though they may think the other person will have a different opinion. The lesson presents three common uses of negative questions.

- To express an opinion
  Isn't this jacket great? (= I love it.)
- To suggest an idea
  It'd look good on you, don't you think? (= You may or may not agree it would look good, but I want you to think it would.)
- To express surprise
  Don't you like it? (= It sounds like you don't, and I'm surprised.)
- Negative questions can also be used to check information (*Aren't you Jackie Lee?*), but this use is not taught here.

Corpus information Negative questions with *isn't*

Negative questions with *isn't* are the most common. They account for about a third of the uses of *isn't*.

Vocabulary Describing clothes

(See Student's Book p. 15.)

- The vocabulary in this lesson consists of words for describing clothes in terms of colors, patterns, materials, and styles. The order that these adjectives are used in is also addressed.
- In *Touchstone* Student's Book 2, Unit 8, Lesson B, the typical order of adjectives was presented: opinion, size, shape, color, nationality, material. The order of adjectives in the Word Sort chart on p. 15 is a rough guide to a typical order when describing clothes: colors, patterns, materials, styles. However, there can be some variation in the order of adjectives for materials, patterns, and styles. Generally the most important thing that a speaker wants to say about the item is put just before the noun. So, for example,

  a long-sleeved wool sweater (= a type of wool sweater)

  a cotton turtleneck sweater (= a type of turtleneck sweater)

Lesson C She has a big collection, then.

Conversation strategy Summarizing things people say

(See Student's Book p. 16.)

In conversation, people often summarize or paraphrase the things that other speakers say. This shows that they are involved or engaged in the conversation and that they are following what is said.

A She has hundreds of books already.

B She has a big collection, then.

Strategy plus *Now*

(See Student's Book p. 17.)

Now is often used to introduce a follow-up question. It can show that the speaker wants to move the conversation on to a different aspect of the topic.

A Yeah. She doesn't really need anything.

B Now, doesn't she travel a lot?

Corpus information *Now*

In conversation, *now* is one of the top 100 words. About 20 percent of its uses are to introduce questions.

Lesson D Personal style

Reading tip

The Reading Tip tells Ss that they should read the first sentence of each tip to see what the article covers. Doing this will give Ss a good overview of the content. In addition, they may start making personal connections with what they read, helping them activate background knowledge, which can lead to more efficient reading. This is a useful skill to acquire for academic reading to help determine whether an article is going to be worth reading as part of a S's research.

Help note Punctuation

(See Student's Book p. 19.)

The Help Note reviews the punctuation of commas to separate items in lists, and it adds one use of a dash and an exclamation mark.

- Dash

  Dashes are often used when the writer wants to give extra information about something, either to add an idea or to add a fuller explanation of a preceding idea.

  Silk may feel nice, but be careful — shiny fabrics can make you look heavier.

- Exclamation mark

  An exclamation mark (also called an exclamation point) can be used when the writer wants to show something needs emphasis, perhaps because it is surprising or funny, or because it has a strong emotion attached to it.

  Developing your own personal style is not as hard (or as expensive) as you might think!

Personal tastes

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

Introduce the theme of the unit Write the word *taste* on the board. Say, "This word can be used to talk about food. For example, you can say something tastes good, nice, bad, or tastes salty or sweet. It can also be used to talk about the type of things you like, for example, the type of clothes or type of furniture. You can say someone has good taste, which means the person likes nice things or things you like too, or someone has bad taste, which means the person likes things that you don't like or things that seem unusual." Ask, "Which celebrities do you think have good taste?" Have a few Ss respond. Say, "In this unit, we'll talk about some of your personal tastes."

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 / CLASS

Write on the board:

Which part of the unit looks interesting?
Which part of the unit looks useful?
Which part of the unit looks like fun?

Ss look through the unit and choose a part to answer each question. Several Ss report their opinions to the class and give their reasons.

Before you begin . . .

- **Introduce the categories for taste** Have Ss look at the pictures. Say, "These pictures represent some of the things that people have different tastes in. What are they?" [1. music 2. hairstyles 3. clothes 4. cars]

Recycle vocabulary This task recycles vocabulary for kinds of music (see *Touchstone* Student's Book 2, Unit 2, Lesson B); clothes (see *Touchstone* Student's Book 1, Unit 8, Lesson B); and hairstyles (see *Touchstone* Student's Book 2, Unit 11, Lesson B).

- Have Ss work in pairs. Ask pairs to write the names of as many kinds of music as they can in one minute. Write Ss' answers on the board (e.g., *pop, rock, jazz, classical, hip-hop, heavy metal*).
- Ask pairs to write the names of as many hairstyles as they can in one minute. Write Ss' answers on the board (e.g., *long, short, braids, ponytail, buzz cut, perm*).
- Ask pairs to write the names of as many kinds of clothes as they can in one minute. Write Ss' answers on the board (e.g., *dress, suit, jeans, sweater, T-shirt, blouse, tie*).
- Ask pairs to write the names of as many kinds of cars as they can in one minute. Write Ss' answers on the board (e.g., *convertible, sports car, SUV, smart car, hybrid, mini-van*).
- Ask Ss to look at Before You Begin. Ask individual Ss to each read a question aloud. Tell Ss to read the complete question beginning with *What kind of . . .*
- Have Ss discuss the four questions in small groups. Have groups report which group members have similar tastes.

Extra activity PAIRS

Write on the board:

A day in the country
A special occasion in the evening
1. What clothes will I wear?
2. What kind of car will I go in?
3. What kind of hairstyle will I have?
4. What music will I listen to in the car?

Ss imagine they have a credit card with no spending limit. Partners choose one of the two situations on the board and answer the questions about it, using their personal tastes.

Lesson A Makeovers

1 Getting started

- **Set the scene** Ask Ss if they know what a makeover is. Tell them to look at the pictures of Cindy and Scott for clues. Get ideas from Ss. If necessary, explain that it means that a person has done something major to change the way he or she looks. Ask, "When people get makeovers, what are some of the things they change?" Have a few Ss answer (e.g., *makeup, hairstyle, clothes*).

A

- **Preview and do the task** Read the instructions aloud. Elicit answers about Cindy (e.g., *Her hair is shorter. She's wearing more makeup. She's wearing different colors. She's wearing a dress.*). Elicit answers about Scott (e.g., *His hair is shorter. He's wearing nicer clothes. He's wearing darker colors.*) Ask, "Would you let someone give you a makeover? Why or why not?" Have a short class discussion.

B 1.11

- **Preview the task** Tell Ss not to look at the text. Say, "Listen. What do Cindy and Scott think about their makeovers? Write brief notes about the likes and dislikes they mention."
- **Play the recording** Ss listen and write. Have Ss compare their notes.
- **Play the recording again** Ss listen, read along, and review their answers. Check answers with the class [Cindy likes her dress and makeup, and Scott's haircut and overall look. She dislikes Scott's pastel shirt. Scott likes his pants and jacket. He likes Cindy's haircut and bright dress. There's nothing Scott dislikes.]. Help with new vocabulary as needed.
- Ask, "Do you agree with Cindy's comments?" Ask a S for his or her opinion. Ask Ss who disagree to raise their hands and say why. Repeat the task, this time asking about Scott's comments.

Extra activity PAIRS

Pairs look through their Student's Books and find a picture of someone they would like to give a makeover to. Partners decide what they would change and why. Pairs present their picture and their suggestions to another pair.

Figure it out

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: Have individual Ss each read a sentence aloud. Write the answers on the board.

Answers

1. *Scott* They're just as comfortable as my jeans.
2. *Scott* Yeah, I don't look as scruffy as I did!
3. *Cindy* He doesn't pay as much attention to his appearance as he should.
4. *Cindy* I try to get ready as quickly as I can in the morning.

- **Focus on the use** Say, "You know how to make comparisons with *more, less,* and *-er.*" Write on the board: *as . . . as.* Say, "You can also make comparisons using *as . . . as.*" Underline *as* in all the answers.
- Ask Ss to look at sentence 1. Ask, "Which are comfortable?" [both pants and jeans] "Is one more comfortable than the other?" [no].
- Say, "Look at sentence 4. Can Cindy get ready more quickly?" [no] Write on the board next to sentence 4: *She can't get ready any more quickly.* Say, "When you make comparisons with *as* without *not,* you are usually saying that the two things are the same in some way."
- Say, "Look at sentence 2. Is he more or less scruffy now?" [less] Write on the board next to sentence 2: *He's less scruffy than before.*
- Say, "Look at sentence 3. Does he pay more or less attention to his appearance than he should?" [less] Write on the board next to sentence 3: *He pays less attention to his appearance than he should.*
- Underline *n't* in answers 2 and 3. Say, "When you use *not* with a verb with comparisons with *as . . . as,* the comparison often means 'less than.'"
- **Try it out** Say, "Find more examples of *(not) as . . . as* in Cindy's and Scott's comments." Have individual Ss each read a sentence aloud [I tried as hard as I could to find a style that suits her personality better.; . . . I don't usually like short hair as much as long hair, . . .; Actually, the pastel shirt I chose doesn't look as good on him as the bright colors he usually wears.].

2 Grammar

1.12

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Have Ss look at the section of the chart on adjectives. Ask, "Which are the adjectives?" [comfortable, scruffy] Say, "Look at the first sentence. Are the jeans more comfortable?" [No. The jeans and pants are the same.] Say, "Look at *just* in the first example sentence. *Just* is often used to emphasize that the two parts of a comparison are the same." Point out that *just* comes before the first *as*. Say, "Look at the third sentence, which is negative. Does he look the same now as he did, or does he look different?" [Different; he looked scruffier before.] Say, "Remember, *as . . . as* tells us two things are the same, and *not as . . . as* tells us they are different in some way."
- Have Ss look at the section of the chart on nouns. Have Ss call out the nouns that are in the comparisons [time, colors, attention]. Say, "Look at the first example. Can she spend any less time on her makeup?" [No. She spends as little time as possible]. Point out that adjectives and quantifiers such as *much, many, little,* and *few* come before the noun.
- Have Ss look at the section of the chart on adverbs. Ask Ss to call out the adverbs in the comparisons [hard, much]. Have Ss look at the first example. Ask, "Do you think Scott tried hard enough to find the right style?" [yes] Ask, "How do you know? Do you think he could try harder?" [No, he tried as hard as he could.] Say, "Look at the second sentence. Can you say this using 'more'?" [I like long hair more than short hair.]
- Point out that after *as . . . as*, there can be a noun (*as comfortable as my jeans*); an adjective (*as little time as possible*); or a clause (*as scruffy as I did*). (For more information, see Language Notes at the beginning of this unit.)
- **Present *Common Errors*** Books closed. Write on the board:

  Pants are nicer than jeans. = Jeans . . .

- Ask, "Can you rewrite this sentence starting with *Jeans*?" Elicit the answer word by word. [Jeans aren't as nice as pants.] Ask, "Is this correct? Can you guess what error Ss make with this structure? Open your book and read the Common Errors box to find the answer." [yes; they forget the first *as*]

A

- **Preview and do the task** Read the instructions aloud. Ask Ss to look at the words in parentheses and the example answer in sentence 1. Check that Ss understand the activity. Have Ss complete the task and compare their answers with a partner. Check answers with the class.

Answers

1. Older people don't care as much as younger people about their appearance.
2. Makeover shows aren't as interesting as other reality shows on TV.
3. Men spend as much money on themselves as women do.
4. When I choose clothes, looks are as important as comfort.
5. I don't have as many clothes and shoes as I'd like.
6. I spend as little time as possible shopping for clothes.
7. Today's styles aren't as attractive as the styles of ten years ago.
8. Women get haircuts as often as men.

About you

B

- **Preview the task** Read the instructions aloud. Have a Ss read aloud the first sentence in Exercise 2A again. Have several Ss give their views and explain why they agree or disagree.
- **Do the task** Have Ss complete the task in pairs. Remind Ss to use *(not) as . . . as* when possible.
- **Follow-up** Have a few Ss share one of their views with the class.

Extra activity GROUPS

Group members each write a noun related to appearance on a slip of paper. The slips are placed facedown on a table. Group members take turns choosing a slip and reading the noun aloud. Group members each write a sentence using the noun and *just as . . . as* or *not as . . . as* in a sentence (e.g., *In my opinion, long sleeves aren't as comfortable as short sleeves.*). Ss take turns reading their sentences to the group.

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 Speaking naturally

A 1.13

- **Preview the task** Ask, "What do you notice about these pairs of words?" [The same consonant sound ends the first word and begins the next word.] Read the instructions aloud.
- **Play the recording** Ss listen and repeat.

About you

B 1.14

- **Preview the task** Say, "Now listen and repeat the statements."
- **Play the recording** Ss listen and repeat. Say, "Are the statements true for you? Discuss with a partner." As Ss discuss, go around the class and listen for the linking. If necessary, replay the recording, and have Ss repeat.

Workbook

Assign Workbook pp. 10 and 11. (The answer key begins on p. T-182.)

1 Building language

- **Set the scene** Say, "Look at the picture. Yoko and Ben are shopping for a new jacket for Ben. Do you think Ben's having a good time?" [no] Ask, "Why not?" Ask Ss for their ideas (e.g., *He doesn't look happy. Maybe he doesn't like shopping for clothes. Maybe he doesn't like the jacket that Yoko is holding.*).

A 1.15

- **Preview the task** Books closed. Say, "Listen. Why doesn't Ben like the jacket? Write the answer."
- **Play the recording** Ss listen and write their answer. Tell Ss to compare their answer with a partner.
- **Play the recording again** Books open. Ss listen, read along, and review their answer [Ben thinks the jacket is too bright and too expensive.].
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role.

Figure it out

B

- **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 a sentence.

Answers

1. Oh, don't you just love this jacket?
2. Well, don't you want to try it on, at least?
3. Don't you like it?

- **Focus on the form and the use** Write the answers on the board. Ask, "What kind of sentences are these?" [questions] Ask, "Are they affirmative or negative?" [negative] Say, "You can use a negative question when you want a person to express an opinion as in sentence 1, to suggest an idea as in sentence 2, or to show surprise as in sentence 3."
- **Try it out** Ask two Ss to read the conversation aloud. Have the rest of the class close their books and listen. Tell Ss to raise their hands when they hear a negative question.

2 Grammar

1.16

- **Present the grammar chart** Books open. Play the recording. Ss listen and repeat.
- **Understand the grammar** Say, "Look at the chart. When you want or expect a person to agree with you, you can use negative questions to express an opinion, suggest an idea, or show surprise. Look at the example questions. What verb forms are used in this chart?" [present of *be* and simple present] Say, "You can also use *aren't* and *doesn't*; for example, 'Aren't these jackets great?' or 'Doesn't Ben look awesome in orange?'" (For more information, see Language Notes at the beginning of this unit.)
- **Preview the task** Say, "Look at the rest of Yoko and Ben's conversation. Rewrite the underlined sentences as negative questions. Notice the example. More than one question is possible."
- **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class: Have a pair read the rest of the conversation aloud. Then say each underlined sentence, have a S give an answer, and write it on the board. Ask Ss with a different answer to raise their hands, and write those answers on the board.

Answers

Ben Look at these jackets. Aren't they nice? / Don't you think they're nice? / They're nice, don't you think?

Yoko Well, I'm not sure about the color. Isn't it a bit plain? / Don't you think it's a bit plain? / It's a bit plain, don't you think?

Ben Really? Don't you like them? Look. Don't you think this one looks good? / This one looks good, don't you think? / Doesn't this one look good?

Yoko Um . . . Isn't it a bit small? / Don't you think it's a bit small? / It's a bit small, don't you think?

Ben Oh, isn't it the same price? Well, don't you think we should look around a bit more? / Well, we should look around a bit more, don't you think? / Well, shouldn't we look around a bit more?

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

Extra activity PAIRS

Pairs write a conversation in which a mother and daughter or a mother and son (or boyfriend / girlfriend; husband / wife) are shopping for clothes. They each choose an item that the other really dislikes (e.g., *The son wants to buy a pair of pre-ripped jeans. The mother wants him to buy a nice pair of pants.*). Remind Ss to use negative questions and *as . . . as*. A few pairs read their conversations to the class.

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

A

- **Preview the task** Say, "Read the product descriptions on the website." Ask, "What do you think about each item?" Tell Ss to look at the boots in the bottom right. Have a S read the example.
- **Do the task** Have Ss complete the task. Ask a few Ss what they think of the items.

Word sort

B

- **Preview the task** Have Ss look at the category headings in the chart. Read aloud each heading and its example. Have Ss work in pairs to locate each example answer in the pictures and the descriptions.
- Say, "Now complete the chart with the words in bold from the website. Add words of your own."
- **Do the task** Have Ss complete the task and then compare their charts in pairs. Check answers with the class: Write the column headings on the board. Have individual Ss call out the words from their chart, and then write them on the board.

Answers

Colors	Patterns	Materials	Styles
neon (green)	striped	leather	V-neck
dark (green)	solid (colors)	suede	turtleneck
light (green)	floral-print	cashmere	long-sleeved
turquoise	plaid	silk	boot-cut
	polka-dot	wool	flared
		cotton	fitted
		denim	skinny
		polyester	baggy
		rubber	short-sleeved

- Ask individual Ss to call out words that they added and which column they added them to. Add them to the chart.

Extra vocabulary CLOTHES

Present or have Ss suggest extra vocabulary for describing clothes, such as:

Colors: aqua, burgundy, chocolate, cream, fuchsia, maroon, navy, tan, teal

Patterns: checked

Materials: jersey, lace, nylon, satin, spandex, tweed, velvet

Styles: pleated (skirt / pants), crew-neck (sweater), single- / double-breasted (jacket), capris, leggings

- Say, "Can you use any of these words to describe what you and your classmates are wearing? Write sentences about yourself and two classmates." Have several Ss read their sentences aloud. Other Ss guess who they are describing.

Extra activity GROUPS

On slips of paper, group members write sentences describing their favorite weekend clothes. The slips are given to a group secretary, who reads each one aloud. Group members try to guess which group member's favorite outfit is being described. This activity can be repeated with favorite clothes for a special occasion or favorite clothes for relaxing at home.

Extra activity PAIRS

Ss look through their textbook and take turns describing the clothes people are wearing in the pictures. Ss also make comments about the clothes using negative questions.



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

4 Talk about it

- **Preview the task** Read the instructions aloud. Have a S read the questions aloud. Check that Ss understand them. Ask a S to read the example comment aloud.
- **Do the task** Have Ss complete the task. Go around the class and help as needed.

Review a conversation strategy Read the example comment aloud. Does the speaker like skinny jeans?" [no] Ask, "What expression is used to 'soften' the comment about the jeans?" [kind of] Suggest or have Ss present other expressions to soften comments (e.g., *probably, maybe, a little, in a way*). (See *Touchstone* Student's Book 3, Unit 7, Lesson C.) Tell Ss to use the expressions as they do the task.

- **Follow-up** Group members report any items they decided would look good on someone in the group (e.g., *Don't you think the suede jacket would look fabulous on Tara?*).

Extra activity GROUPS

Ss list some current styles in clothing and share their lists in groups. Group members say if they disagree with any choices. Then they agree on one current style that they like and one that they do not like.

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.)

Workbook

Assign Workbook pp. 12 and 13. (The answer key begins on p. T-182.)

Lesson C She has a big collection, then.

Lesson C recycles vocabulary for talking about music and reading.

1 Conversation strategy

- **Set the scene** Books closed. Ask, "What was the last gift that you bought someone? Did you have trouble deciding what to buy?" Have several Ss answer. Ask a few Ss, "Who is the most difficult person you buy a gift for?"

A

- **Preview and do the task** Ask, "Who do you buy gifts for? What do you usually buy?" Have pairs answer the questions. Several Ss tell the class.

B 1.17

- **Preview the task** Ask, "What does it mean when someone says they have 'a ton of' something?" [They have a lot of something.]
- Say, "Listen to Janet and Don's conversation. What do you find out about Don's sister? Write brief notes."
- **Play the recording** Ss listen and write. Have Ss compare their answers in pairs.
- **Play the recording again** Books open. Tell Ss to listen, read along, and review their answers. Check the answers with the class [She likes: to read, music, to cook, and to sew. She has a lot of different interests. She has: hundreds of books, a ton of music, stuff for the kitchen. She has everything she needs. She travels a lot.].

C

- **Present *Notice*** Read the information aloud. (For more information, see Language Notes at the beginning of this unit.) Ask a S to read the example. Say, "Find two more examples in the conversation." [Janet: She has a big collection, then.; Sounds like she has everything she needs.]
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role. Have Ss practice again. This time, they talk about someone they know. Tell Ss to use true information about that person.

D

- **Preview and do the task** Have Ss read the statements and responses. Help with new vocabulary as needed. Say, "Match each statement with the best response. The response summarizes the statement. Write the letters *a* to *g*."
- When Ss finish, have them check their answers in pairs by practicing each conversation with a partner. Check answers with the class: Have different pairs each read a conversation.

Answers

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

- **Follow-up** Have Ss find a new partner and practice the conversations again. This time, encourage Ss to continue the conversations for as long as they can.

Extra activity PAIRS

Ss work with another partner and make conversations similar to those in Exercise 1D. S1 personalizes the sentences, and S2 responds with a summarizing comment. Ss continue their conversations as long as they can. Ss then switch roles.

Extra activity PAIRS

Pairs write a conversation similar to Janet and Don's. Have the class brainstorm different interests for which you might buy people gifts (e.g., *sports, clothes, books*). Say, "Decide with your partner who you want to get a gift for." Pairs join another pair to present their conversations. A few pairs present their conversations to the class.

2 Strategy plus

- **Present *Strategy Plus*** Read the information aloud. Say, "Using *Now* in this way helps you move to a new topic more smoothly." (For more information, see Language Notes at the beginning of this unit.) Tell Ss to look back at the conversation on p. 16 and find the example of *Now* [Janet: Now, doesn't she travel a lot?].
- Say, "Janet and Don talked about Don's sister's interests and all the things she already has. What interest does Janet's follow-up question introduce?" Ask a few Ss (e.g., *travel*).
- **Present *In Conversation*** Books closed. Say, "*Now* is one of the top 100 words." Write on the board: *20%, 40%, 60%, 75%.* Say, "What percentage of the uses of *now* are for introducing a question? Write your guess." Books open. Ask a S to read the information aloud.
- **Preview the task** Tell Ss to read follow-up questions *a* to *f* and the three conversations. Check that Ss understand them. Say, "Find two follow-up questions for each conversation."
- **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class.

Answers

1. a, f 2. c, d 3. b, e

- **Practice** Tell Ss to practice the conversations in pairs. Then tell Ss to practice again. Say, "Ask the questions again and give your own answers."

Recycle a conversation strategy Remind Ss that if they want to answer the questions by saying "No" that they can soften their answers by using *Not really.* (See *Touchstone* Student's Book 2, Unit 2, Lesson C.)

3 Listening and strategies

A 1.18

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

  compete *get hooked*
  ingredient *biographies*
  pressure on a person

- Ask, "Do you know any of these words or expressions? If yes, tell the class." Provide definitions for any vocabulary that the Ss don't know.
- Say, "Listen to three conversations. Who has broad tastes? Write the name or names. The speakers are Mary, Nick, and James." Write the names on the board.
- **Play the recording *Audio script p. T-165*** Ss listen. Check the answer with the class [Mary and Nick].
- Say, "Now listen again. Answer the questions below." Ask a S to read the questions aloud.
- **Play the recording again** Ss listen and write. Have Ss compare their answers in pairs. Replay the recording if necessary. Check answers with the class.

Answers

1. Two cooks have to make as many dishes as they can in half an hour with the same main ingredient. Mary learned to cook from her grandmother.
2. Nick is listening to a Brazilian band. Nick's brother got him into it.
3. James is exhausted because he stayed up half the night / until 1:00 a.m. reading. James had a roommate a few years ago who lent him some science fiction books.

B 1.19

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

Answers

1. b 2. b 3. a

About you

C

- **Preview the task** Read the instructions aloud. Ask a pair of Ss to read aloud the example conversation.
- **Do the task** Have Ss complete the task. Ask several Ss each to talk about their taste in one area, and to say whether they have broad or narrow tastes.

Extra activity PAIRS

Write on the board: *clothes shopping, restaurants, school, work, keeping fit, vacation destinations.* S1 chooses one of the topics on the board and talks about it for 30 seconds. S2 listens and then asks a *Now* follow-up question to get information about a different aspect of the topic. Partners switch roles, and S2 chooses a topic and talks for 30 seconds. Partners continue in this way until they have talked about all the topics on the board.

Workbook

Assign Workbook pp. 14 and 15. (The answer key begins on p. T-182.)

Lesson D Personal style

1 Reading

- **Set the scene** Read the lesson title aloud. Ask, "What does it mean to have a *personal style*?" Get ideas from Ss (e.g., *a style that's special to you and perhaps unique to you*).
- Ask, "What celebrities do you think have unique personal styles?" Have Ss call out names of celebrities. Write the celebrities' names on the board, and ask Ss how they would describe the people's styles. Have the class vote on the celebrity whose style they think is best.

A

Prereading

- **Preview and do the task** Read the instructions aloud. Elicit ideas from the class (e.g., *make your own clothes, take good care of your clothes, choose colors and fabrics that go well together, buy quality used clothes at thrift or consignment shops*).

B

During reading

- **Present *Reading Tip*** Read the information aloud. Say, "Doing this will not only give you a good overview of the article. You might have a particular interest in what the writer has to say about some of the tips. This gives you a personal connection to the article. Making personal connections with what you're reading helps activate background knowledge that makes the reading easier to understand."
- Have Ss look at the first sentence of the first tip. Ask, "Did anyone think of this tip in Exercise 1A?" Ask Ss to suggest ideas that they think the tip will cover. Write them on the board.
- **Preview the reading** Say, "Read the article. Circle the vocabulary you don't know, but don't stop to find the meaning."
- Have Ss read the article. When they finish, have them report to the class any words or expressions they circled. Have Ss call out the words and write them on the board. Have classmates give definitions or explanations of words they know. Supply definitions for any remaining vocabulary.
- **Do the reading again** Ask, "Does the article mention any more of the ideas we talked about in Exercise A?" Ss call out any more similar ideas. Ask, "Which ideas in the article are the best? Which ideas have you tried?" Have pairs discuss the questions. Have several Ss share their answers with the class.

Extra activity GROUPS

Write these questions on the board: *Do you think everyone has a personal style? Do you wear clothes similar to those worn by everyone else, or do you try to be different? How would you describe your personal style?* Groups discuss the questions and give their ideas. When Ss finish their conversations, they report their ideas to the class.

Extra activity GROUPS

Ss work in groups of three and create a one-minute report for a TV show, *How to Develop Your Personal Style.* Ss can add their own ideas or use those from the article. Ss then join another group and present their TV segment.

C

Postreading

- **Preview the task** Read the instructions aloud. Have a S read the sentences aloud and check for any vocabulary questions. Do the first sentence with the class. Ask, "Which style tip does sentence *a* fit into?" [tip 5]
- Ask, "What helped you decide?" [Tip 5 talks about choosing the right clothes for your body type.]
- **Do the task** Have Ss complete the task. Then have Ss compare answers with a partner. Check answers with the class. (Note: The answers below are given two ways. First: in order according to this exercise. Second: in the order they appear in the article.)

Answers

a. 5	b. 2	c. 8	d. 6	e. 1
1. e	2. b	5. a	6. d	8. c

Extra activity CLASS

With books closed, Ss write the main idea of as many of the style tips as they can remember in 3 minutes. Ss open their books and see which tips they remembered. Ss say if the tips they remembered were relevant to their own personal style.

Extra activity GROUPS

Group members say which of the tips in the article they already do and which ones they would like to try.

2 Listening and speaking

A 1.20

- **Preview the task** Read the instructions aloud. Ask a S to read the five topics aloud.
- **Play the recording** ***Audio script p. T-166*** Ss listen and number the topics.
- **Play the recording again** Ss listen and review their answers. Check answers with the class.

Answers

3 hairstyles 1 fashion 2 technology
4 sports and fitness

B 1.20

- **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 with a partner. Check answers with the class.

Answers

1. Maddy: No; She doesn't go through magazines to see what's in.
2. Frank: Yes; He waits in line for hours to get something on the first day it comes out.
3. Laura: Yes; She experiments and tries things. She colored her hair.
4. Nate: No; He doesn't follow the latest diet or drink vitamin drinks.

About you

C

- **Preview the task** Read the instructions aloud.
- **Do the task** Ss discuss the questions with a partner.
- **Follow-up** Ss change partners and tell their new partner about one trend their previous partner kept up with and one he or she didn't keep up with. Ss explain why and why not.

3 Writing

A

- **Present** ***Help Note*** Ask a S to read the information aloud. (For more information, see the Language Notes at the beginning of this unit.).
- **Preview and do the task** Read the instructions aloud. Have Ss read the paragraph and add the appropriate punctuation. Check the answers with the class.

Answers

. . . comfortable – my old jeans, a T-shirt, and sneakers. I look completely different!

About you

B

- **Preview the task** Say, "Write three questions about personal style." Tell Ss they can look back through Lessons A, B, and C for ideas.
- **Do the task** Have Ss exchange papers and write answers to their partner's questions.

C

- **Preview and do the task** Read the instructions aloud. Have Ss take turns reading their partner's answers, checking punctuation. When they finish, have a few Ss share one interesting thing they learned about their partner.

Free talk

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

Workbook

Assign Workbook pp. 16 and 17. (The answer key begins on p. T-182.)

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, "Labeling a picture is an easy way to learn and remember vocabulary. It also helps you review words quickly."
- **Present *In Conversation*** Remind Ss that they studied shades of color in this unit; for example, *light*, as in *light green*. Books closed. Have Ss work in pairs and list as many shades of blue as they can. Books open. Have a S read the list aloud. Call on a few pairs to say how many they mentioned. Help Ss find examples of the shades of blue in the classroom. Explain that navy blue is a very dark blue and royal blue is a vivid, purplish blue.

These tasks recycle vocabulary for describing clothes.

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: Have individual Ss each read a description for one of the people. Say, "If you have different information, tell the class."

Answers

Person 1: long-sleeved wool turtleneck sweater; baggy dark brown pants

Person 2: short-sleeved cotton polka-dot dress; leather purse; silk scarf

Person 3: turquoise floral-print fitted / skinny pants; cotton V-neck T-shirt

Person 4: leather jacket; striped shirt; flared pants; suede shoes

Person 5: neon orange cotton skirt; light blue short-sleeved top

2

- **Preview the Word Builder 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.

Answers

Person 1: tweed jacket; beige turtleneck

Person 2: maroon scarf; gold purse

Person 3: mauve top

Person 4: navy blue flared pants

Person 5: ankle-length skirt; short-sleeved crew-neck top; plastic purse

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 present their pictures of labeled clothing. Each group calls out any new vocabulary from their pictures.

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 3

World cultures

Language notes

Lesson A Traditional things

Grammar The simple present passive

(See Student's Book p. 23.)

Ss have already learned how to form the simple past passive. (See *Touchstone* Student's Book 3, Unit 12, Lessons A and B.) The lesson teaches Ss to form and use simple present passive statements and questions.

Form

The simple present passive is formed with the present forms of the verb *be* (*is, are, am)* and a past participle.

- Affirmative statements
  subject + *be* + past participle
  It's made with rice and vegetables.
  The sculptures are carved out of ice.
- Negative statements
  subject + *be* + *not* + past participle
  It's not eaten hot.
  They're not made locally.
- Information questions
  question word + *be* + subject + past participle?
  How is kimbap made?
  What are the sculptures made out of?
- *Yes-no* questions
  be + subject + past participle?
  Is it eaten hot?
  Are they made of ice?

Use

- Verbs can be active or passive. The active form of a verb focuses on the "doer," or the cause of action; it says what the "doer" does. The passive form of a verb focuses on the "receiver" of an action, rather than on the "doer."
- The passive is generally used when the "doer" or cause of an action is not known, not important, or is obvious from the context. The "doer" can be introduced, if needed, with the word *by* following the verb (e.g., *The sculptures are carved* ***by teams*** *from all over the world.*).

Corpus information *Made, done,* and *called*

The most common passive verbs are *made, done,* and *called.*

Common errors with the simple present passive

Ss may forget to use the verb *be* in the simple present passive. (*The sculptures* ***are carved*** *out of ice.* NOT ~~*The sculptures carved out of ice.*~~ AND *It* ***'s eaten*** *cold. It* ***'s*** *not* ***eaten*** *hot.* NOT ~~*It eaten cold. It not eaten hot.*~~)

Speaking naturally Silent syllables

(See Student's Book p. 23.)

The section gives Ss practice in pronouncing a variety of common words that all contain a "silent syllable," typically an unstressed vowel. Each word is said with one less syllable than it seems to have (usually there would be one syllable for each vowel). Here are some examples:

- *Different* appears to have three syllables but is pronounced with two syllables: /díf·rənt/.
- *Vegetable* appears to have four syllables but is pronounced with three syllables: /vɛ́dʒ·tə·bəl/.
- Some words have more than one pronunciation, e.g, factory /ˈfæk·tə·ri/ or /ˈfæk·tri/, and jewelry /ˈdʒu·əl·ri / or /ˈdʒul·ri/

Lesson B Manners

Vocabulary Kinds of behavior

(See Student's Book pp. 24–25.)

The lesson presents a number of verbs to describe actions and behavior that may or may not be considered acceptable in different cultures, such as tipping, bowing, and showing affection in public.

Grammar Verb + *-ing* and *to* + verb; position of *not*

(See Student's Book p. 25.)

The lesson teaches verb + *-ing* as the subject of a sentence or as the object of a preposition. It reviews and builds on the use of *It's* + adjective + *to*, which Ss previously learned. (See *Touchstone* Student's Book 2, Unit 7, Lesson A.)

Form

- verb + *-ing* as a subject
  Eating in public is bad manners.
  Not shaking hands is impolite.
- verb + *-ing* after prepositions
  You can offend people by eating in public.
  People might stare at you for not wearing shoes.
- *to* + verb after *It's . . .*
  It's bad manners to eat in public.
  It's impolite not to shake hands.
- Position of *not*
  Not precedes the word it negates.
  Be careful not to point at people.
  You can offend people by not bowing.

Use

- Verb + *-ing* is often used as a subject.
  Eating in public is bad manners. (= the act of eating)
- Verb + *-ing* is the form of the verb used after a preposition (e.g., *You can offend people by eating in public.*). This is an important rule in English for Ss to know.
- It is possible to use *to* + verb as a subject (e.g., *To eat in public is bad manners.*). However, in many cases, it sounds much more formal than the gerund (verb + *-ing*) and in some cases, a little old-fashioned for conversational use. The use of *It* as an "empty" subject followed by *to* + verb is much more commonly used (e.g., *It's bad manners to eat in public.*).
- *Not* generally comes before the word it negates. Changing the position of *not* will often change the meaning of the sentence.
  It's acceptable not to tip. (= It's OK if you don't tip.)
  It's not acceptable to tip. (= It's not OK to tip.)

Lesson C To be honest, . . .

Conversation strategy Sounding more direct

(See Student's Book p. 26.)

Ss have learned several ways to sound less direct or to soften their comments. In the lesson, they learn how to signal that they want to be *more* direct. Two basic types of expressions are used: adverbs and multiword expressions.

- Adverbs such as *absolutely, definitely,* and *honestly* are used before a verb. They "boost" or intensify the verb's meaning (e.g., *I **definitely** don't miss the food.; I **honestly** don't know what I'd do.*).
- Expressions such as *To be honest* and *To tell you the truth* can be used at the start or end of a sentence. They show the speaker is going to speak openly but doesn't want to be impolite or to offend the listener (e.g., *I don't miss him too much, to be honest.*).
- *In fact* can be used in many places in a sentence. It is used to present ideas — including opinions — as statements of fact or as what is true for the speaker (e.g., *In fact, living back home would be boring.*).

Corpus information *Actually, definitely, certainly, absolutely*

Actually, definitely, certainly, and *absolutely* are all in the top 600 words in conversation.

Strategy plus *Of course*

(See Student's Book p. 27.)

- *Of course* in statements generally means "What I'm saying is not surprising — it's what you would expect." For example, *I miss my family, of course.*
- *Of course* can also be used as a response to show that you agree with or understand what someone has said. However, care should be taken to avoid using *of course* in answer to questions. It is not quite the same as the response *absolutely* and can sound rude or abrupt because it has the meaning of "What do you expect?" or "How could you suggest otherwise?"

  Compare the two conversations:

  A *Do you miss your parents when you're away?*
  B *Of course.* (This can sound rude here because it implies B thinks there is no other answer but yes, and so to ask the question is therefore silly or pointless.)
  A *Will you miss me when you're away?*
  B *Of course!* (Here of course sounds reassuring. Please don't think I won't miss you.)

Corpus information *Of course*

Of course is one of the top fifty expressions in conversation. It can go at the beginning, middle, or end of a sentence, though it is most often used to introduce an idea. The negative response *Of course not* is much less frequent and accounts for about 1% of all uses of *of course.*

Lesson D Proverbs

Reading tip

The Reading Tip tells Ss to read the first sentence of each paragraph and to ask themselves what they think each paragraph will be about. Reading the first sentence is helpful because the first sentence of a paragraph is often its topic sentence.

Help note Useful expressions

(See Student's Book p. 29.)

The Help Note presents some useful expressions Ss can use in doing the writing activity, in this case, a short article on proverbs. The expressions include ones for giving a definition, stating a reason, and pointing out similarities.

World cultures

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

Introduce the theme of the unit Books closed. Write on the board: *Culture.* Say, "When you think about different cultures, what's the first thing you think of?" Ask a few Ss, and write their ideas on the board (e.g., *traditional food, traditional music, language*). Say, "What other things do you think of? Make a list with your partner." Have pairs tell their ideas to the class. Write Ss' ideas on the board (e.g., *traditional clothes / costumes, traditional musical instruments, traditional crafts, art, literature, religion, social rules*). Books open. Say, "In this unit, we'll talk about some of these aspects of different world cultures."

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

Write on the board:

1. *A place worth visiting in Peru*
2. *Something that is very bad manners in your country*
3. *A word or expression used to sound more direct in conversation*
4. *A Chinese proverb*

Ss look through the unit and find the things on the list. A few Ss report their answers for each item (e.g., *1. a local market [p. 22]; 2. Eating food on a subway or bus [p. 24]; 3. absolutely, definitely, to be honest [p. 26]; 4. You can't expect both ends of a sugar cane to be sweet. [p. 29]*).

Before you begin . . .

- **Introduce the cultural traditions** Tell Ss to cover the Before You Begin box. Say, "Look at the six pictures. Work with a partner and say the area of cultural tradition each picture shows." Ask individual Ss to answer [1. a food / dish; 2. music / dance; 3. a symbol of the country or culture; 4. a festival; 5. traditional costume / clothes; 6. handicrafts].

Extra activity PAIRS

Pairs have one minute to guess which country's tradition is shown in each picture. Pairs write their guesses and then compare their answers with another pair. Individual Ss report an answer for each picture [1. Thailand; 2. Brazil; 3. United States; 4. China; 5. Japan; 6. Mexico]. Pairs who guessed all six correctly raise their hands.

- Have Ss look at Before You Begin. Read the question and items aloud. Tell Ss to discuss their answers in small groups. If possible, have Ss from the same culture work together to name the traditions. Otherwise, have Ss name traditions in their cultures, and tell other group members to say if they are familiar with the tradition or if they have something similar in their country.

Recycle conversation strategies The task recycles conversation strategies for agreeing with an opinion (see *Touchstone* Student's Book 3, Unit 4, Lesson C) and for giving a different opinion (see *Touchstone* Student's Book 3, Unit 9, Lesson C). Ask, "What can you say when you agree with another S's opinion or suggestion?" Call on a few Ss to answer (e.g., *I agree. Definitely. That's for sure.*). Ask, "What can you say if your opinion or suggestion is different?" Call on a few Ss to answer (e.g., *I don't know. / I'm not (so) sure. Don't you think . . . ?*).

- If Ss are in groups from the same country, have groups try to agree on the most typical item for each category (e.g., *S1: Well, one of our traditional dishes is, let's see, I'd say chicken with rice is probably the most typical dish. S2: Definitely. S3: I don't know. Don't you think beef and rice is more typical?*). Tell Ss to use expressions for agreeing and disagreeing. Have each group report their answers to the class.

Recycle vocabulary for food, clothing, and colors Have Ss work in pairs to answer the questions. Ask, "What are common dishes in your country? Which foods do you make them with?" Have pairs share their answers with the class, and write words for foods on the board. Repeat the activity with these two sets of questions, writing words for clothes and colors on the board: *(1) What is traditional clothing like in your country? What colors do you usually see in them? (2) What are traditional handicrafts in your country? What are they made of? What colors do you usually see in them?*

Lesson A Traditional things

1 Getting started

- **Set the scene** Say, "Imagine that someone asks you to name something that shouldn't be missed on a visit to your country. It can be anything; it doesn't have to be a place. What would you suggest?" Call on several Ss to answer.

A

- **Preview and do the task** Read the instructions aloud. Have Ss work in pairs and make a list of things they know about for each country.
- Have pairs call out the information they know. Have other Ss listen and raise their hands if they knew the same information.

B 1.21

- **Preview the task** Books closed. Read the title of the magazine article aloud. Read the instructions aloud. Say, "Write the answers."
- **Play the recording** Ss listen and write.
- Check answers with the class [Min-hee: dish / food; Elena: handicrafts; Sachio: festival; Robert: music].
- **Play the recording again** Tell Ss to listen and read. Pause the recording after each section. Have Ss call out any words they don't understand. Have other Ss explain if they can.

Figure it out

C

- **Preview the task** Books open. Read the instructions aloud. Model the task by pointing to the first sentence. Say, "You eat *kimbap* cold. Where does Min-hee say that? Find what she says." Have Ss call out the answer. [And it's eaten cold.] Tell Ss to complete the sentences.
- **Do the task** Have Ss complete the task. Check answers with the class: Have individual Ss each read an answer.

Answers

1. *Kimbap* is eaten cold.
2. Earrings like these are made locally.
3. A lot of handicrafts are exported.
4. The sculptures are carved by teams from all over the world.

- **Focus on the form and the use** Say, "Look at the sentences on the left. Are they active or passive?" [active] Say, "Look at the new sentences on the right. Are they active or passive?" [passive]
- Write on the board:
  1. *You eat kimbap cold.*
  2. *Kimbap is eaten cold.*
- Say, "Look at the verb in sentence 1 on the board. What tense is it?" [simple present] Ask, "What tense is the verb in sentence 2?" [simple present] Say, "Look at sentence 2 again. What's the pattern for the verb in a passive sentence in the simple present?" [present of *be* + past participle]
- Ask, "Do these sentences describe a temporary activity or a permanent situation?" [permanent situation] Ask, "Do we know exactly who the 'doer' of the action is in these sentences?" [no]
- Say, "Passive sentences in the simple present without *by* + agent are often used to talk about regular events and permanent situations such as things found in traditions or culture."
- **Try it out** Write on the board:
  1. *Kimbap . . .*
  2. *Peruvian handicrafts . . .*
  3. *Sculptures at the Sapporo Ice Festival . . .*
  4. *A didgeridoo . . .*
- Say, "Look at the magazine article again. Complete these sentences in the passive simple present tense using information from the article." Have individual Ss each read a sentence aloud [1. *Kimbap* is made with rice and vegetables and wrapped in dried seaweed. 2. Peruvian handicrafts are exported nowadays, and they're sold all over the world. 3. Sculptures at the Sapporo Ice Festival are carved out of ice. 4. A didgeridoo is made out of wood and painted by hand.].

Extra activity INDIVIDUALS / PAIRS

Write on the board:

(Name of a food) is eaten ____.

It is prepared ____.

Individual Ss prepare a short talk on a food that a visitor to their country should not miss. Ss then present their talk to a partner. Have several Ss give their talk to the class. Call on several Ss to say which foods they would like to try.

2 Grammar

1.22

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Tell Ss to look at the section of the chart on active sentences. Say, "Who's the 'doer' of the action in these questions and answers?" [they] Ask, "Do we know who 'they' are?" [no] Say, "When *they* is used in this general way to mean 'people' or 'some people,' it's often better to use passive sentences, to avoid repeating a subject that doesn't contain any important information."
- Have Ss look at the section of the chart on passive sentences. Ask, "What's the pattern for passive information questions in the simple present?" [information word + *is* / *are* + subject + past participle] Ask, "What's the pattern for passive *yes-no* questions in the simple present?" [*Is* / *Are* + subject + past participle]
- Point out the bottom section of the chart. Ask who the "doers" of the action are in the example sentence [teams from all over the world]. Point out that the "doers" can be introduced with *by*.
- **Present *In Conversation*** Ask a S to read the information aloud.
- **Present *Common Errors*** Read the information aloud.

About you

A

- **Preview and do the task** Say, "Rewrite the questions to be about your country." Read sentence 1 aloud. Ask a S to read the example passive sentence aloud. Have Ss rewrite the questions. Check answers with the class.

Answers

1. When is the national anthem sung?
2. How is your favorite traditional food made? Is it served cold?
3. Are your country's national sports played by both men and women?
4. When are your most important festivals celebrated? Are they celebrated by everybody?
5. When is the national costume worn? Is it worn a lot?
6. Is traditional folk music played?
7. Are traditional handicrafts made? Where are they sold?

- Ask the example passive question for sentence 1 again. Elicit example responses. Say, "Now write true answers using the simple present passive."

About you

B

- **Preview and do the task** Read the instructions aloud. Say, "Ask and answer the questions. Ask follow-up questions to get more information, or give your partner more information if you have it."
- **Follow-up** For each question, individual Ss report their answers to the class. Other Ss add information.

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 1.23

- **Preview the task** Say, "Look at the four words above. How many syllables does each word appear to have? You can guess by counting the vowels." [every: 3; different: 3; interesting: 4; vegetable: 4] Say, "Now listen and repeat the four words. Notice the unstressed syllables that are not pronounced. They're in red with a line through them."
- **Play the recording** Ss listen and repeat. Ask, "How many syllables do you hear in each of the four words?" [every: 2; different: 2; interesting: 3; vegetable: 3]

B 1.24

- **Preview the task** Say, "Listen to people talk about their cities. Cross out the vowel that is not pronounced in the underlined words."
- **Play the recording** Ss listen and cross out the vowels. Check answers with the class.

Answers

1. chocolate, interested, history of chocolate
2. average temperature, different for travelers
3. camera, Practically every
4. Emeralds, valuable, jewelry.

- Say, "Read the sentences aloud to a partner." As Ss do the task, go around the class listening for the syllable deletions. If necessary, replay the recording and have Ss repeat.

About you

C

- **Preview the task** Read the instructions aloud. Have a S read the example aloud. Say, "Write a brief note to remind yourself of what you want to say."
- **Do the task** Ss write their ideas. Individual Ss take turns telling the class. The first classmate to guess the correct answer gets a point. Alternatively, put Ss into groups to do the task.

Extra activity GROUPS

Ss each choose a place they have visited. Ss think of something that visitors should not miss. Ss describe the event, place, food, etc., without saying where the place is. Ss in the group guess which place each S is talking about.

Workbook

Assign Workbook pp. 18 and 19. (The answer key begins on p. T-182.)

Lesson B Manners

1 Building vocabulary and grammar

- **Set the scene** Say, "Imagine you're at a dinner party. The food was delicious, but you're still hungry. Should you ask for a second helping? Do you feel comfortable asking for more food at a dinner party?" Ask a few Ss for their opinions. Say, "If your answer is *no,* then you think it's bad manners to ask for more food. Manners are rules for how to act socially."

A 1.25

- **Preview the task** Read the instructions aloud. Have Ss read the twelve statements 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. Read the instructions aloud.
- **Play the recording** Ss listen and check (✓) *true* or *false.*
- Check answers with the class: Have individual Ss each read a statement aloud. Ask the Ss who think the statement is true to raise their hands. Then do the same for the Ss who think the statement is false. Write the totals on the board. If Ss are all from the same country, ask Ss who disagreed with the majority to give their reasons for doing so.

Answers

Answers will vary according to country.

Extra activity GROUPS

If possible, have Ss from the same country work together. Group members discuss any of the twelve statements from Exercise 1A that they had a difficult time deciding on. For example, eating chicken on a subway or bus might be considered bad manners, but eating a candy bar might not. Groups report to the class.

Word sort

B

- **Preview the task** Say, "What behaviors are considered acceptable in your country? Which are not? Complete the chart with ideas from Exercise 1A. Add your own ideas."
- **Do the task** Have Ss complete the lists and then compare them with a partner.
- **Follow-up** Ss share their other ideas with the class. Write Ss' other ideas on the board (e.g., *It's acceptable to: stand in the street to hail a cab; shout out loud to get a waiter's attention; be a little late for appointments. It's not acceptable to: let an elderly person stand on a bus or train; chew gum in public; talk out loud in movie theaters; snap your fingers to call a waiter; interrupt people when they are speaking; let your phone ring in a restaurant*). (Do not erase the board. These ideas will be used in Exercise 1C. They are also used for the Extra Activity.)

Extra activity CLASS

If Ss are mostly from the same country, class members vote on whether they agree or disagree with the lists on the board. Ss who disagree with the class majority give their reasons. If Ss are from different countries, Ss raise their hands if a custom is the same in their country, and the class finds out which countries have the same customs.

Vocabulary notebook

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

Figure it out

C

- **Preview the task** Say, "Look at statement 1 in Exercise 1A. What's the subject of the sentence?" [Eating food on a subway or bus] Ask, "What's the form of the verb *eat* in the subject?" [verb + *-ing*] Say, "Look at statement 5. What kind of word does *walking* follow?" [preposition] Say, "Look at statements 2 and 7. What's the subject of the sentences?" [It] Ask, "What form of the verb follows *It's* + adjective?" [*to* + verb] Tell Ss to complete the sentences in Exercise 1C with verbs in the correct form.
- **Do the task** Have Ss complete the task and then compare answers in pairs. Check answers with the class: Have individual Ss each read an answer.

Answers

1. Cutting in line is bad manners.
2. You might offend someone by standing too close.
3. You can offend your host by not taking off your shoes.
4. It's polite to bow when you meet someone.
5. It's customary not to tip cab drivers.

- **Focus on the form and the use** Say, "The statements in Exercise 1A show you ways to use verb + *-ing* and *to* + verb. The form verb + *-ing* can be the subject of a sentence. When you need a verb after a preposition, the form verb + *-ing* is also used."
- Say, "When a sentence begins with *It's* + adjective, the verb form that follows is *to* + verb."
- **Try it out** Write on the board:

  Verb + -ing as a subject

  preposition + verb + -ing

  It's . . . + to + verb

- Say, "Choose from the list of *Dos* and *Don'ts* on the board and write three statements similar to those in the questionnaire in Exercise 1A. Use each of these patterns once." Have a few Ss read their statements aloud.

2 Grammar

1.26

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Have Ss look at the section of the chart on verb + *-ing* as a subject. Say, "The form verb + *-ing* can act as a noun, so it can be the subject of a sentence. To make the subject negative, put *not* before it."
- Have Ss look at the section of the chart on verb + *-ing* after prepositions. Say, "If you want to use a verb after a preposition, use the form verb + *-ing*." Point out that *not* comes before verb + *-ing* to form the negative.
- Have Ss look at the section of the chart on *to* + verb. Say, "When you begin a sentence with *It's* + adjective + noun — for example, *It's bad manners* — or with *It's* + adjective — for example, *It's impolite* — use the form *to* + verb. Put *not* before the noun, adjective, or *to* + verb for the negative."
- Have Ss look at the right side of the chart. Say, "When part of your sentence is negative, put *not* before the word it negates. Notice that the position of *not* can change the meaning of your sentence." Read aloud the set of sentences in Notice the Difference in Meaning.

A

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

Answers

1. If a friend invites you out to dinner, it's inappropriate to take another friend with you.
2. It's bad manners not to call the restaurant if you have a reservation and you decide to cancel your plans.
3. Arriving a little late when you meet a big group of friends at a restaurant is acceptable. Not showing up at all is impolite.
4. If you get to the restaurant before your friend, it's fine to sit down at the table.
5. It's not acceptable to complain to your server if you don't like your meal.
6. People might be upset with you for not paying your fair share of the bill.
7. Talking with your mouth full is considered rude. Taking phone calls during dinner is also bad manners.
8. You can offend the server by not leaving a tip. But giving a smaller tip is fine if the service is bad.
9. Asking the server for a box to bring your leftover food home is acceptable.
10. It's bad manners not to thank the person who paid afterwards. Not saying thank you is really impolite.

About you

B

- **Preview and do the task** Say, "Discuss the statements above. Which ones do you agree with? After you discuss the statements, add more etiquette advice." Based on the lesson title and the statements on p. 24, ask Ss what *etiquette* is [rules about what is considered polite and correct behavior]. Ask two Ss to read the example conversation. Have Ss complete the task.
- **Follow-up** Find out which statements Ss disagreed with. Have pairs tell the etiquette advice they added. Find out who agrees with it.

About you

C

- **Preview and do the task** Read the instructions and the three situations aloud. Ask a S to read the example aloud. Remind Ss to use verb + *-ing* or *to* + verb. Have Ss complete the task making a list of advice for each situation.
- When Ss finish, have pairs join another pair and compare their lists. Tell Ss to highlight any advice the other pair did not have.
- For each situation, ask Ss to read their advice to the class. Did anyone else in the class disagree with that advice?

Extra activity GROUPS

Group members discuss how some attitudes towards good and bad manners have changed. Write on the board:

My grandmother thinks it's bad manners / terrible ____.
I think ____ is ____.

Using the sentences on the board as a guide, members tell the group about some social behavior that they think is more acceptable now than in their grandmother's day. Group members agree or disagree (e.g., *S1: My grandmother thinks it's terrible to see young people holding hands in public. I think holding hands is perfectly acceptable. S2: I'm with you. There's nothing wrong with holding hands. Kissing in public is inappropriate, though. S3: I don't know. I think it's fine to give someone a quick kiss on the cheek.*). Groups report one of their discussions to the class and get others' opinions.

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 the teaching notes on p. T-142.)

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-182.)

Lesson C To be honest, . . .

Lesson C recycles verb + *-ing*, *to* + verb, and conditional sentences for imaginary situations.

1 Conversation strategy

- **Set the scene** Write *homesick* on the board. Ask, "What does it mean to be *homesick*?" Elicit the answer [to feel sad because you're away from home]. Say, "The main reason people get homesick is because they miss certain things and people."

A

- **Preview the task** Read the instructions aloud. Have Ss make their list. Have several Ss share their list with the class (e.g., *their family or friends, familiar food, hearing their own language*).

B 1.27

- **Preview the task** Say, "Now listen. What would David miss if he left Brazil? Write the answers."
- **Play the recording** Books closed. Ss listen and write the answers. Replay the recording if necessary. 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 [If David left Brazil, he'd miss the food and learning / speaking the language.].

C

- **Present *Notice*** Read the information aloud. Say, "Expressions such as *absolutely, definitely, really, certainly,* and *honestly* help people make their ideas sound stronger. Expressions such as *to be honest* and *to tell you the truth* allow speakers to state strong personal views while trying not to offend others. *Actually* and *In fact* present ideas as factual or as true for the speaker and also signal that the speaker is going to speak openly." (For more information, see Language Notes at the beginning of this unit.)
- Ask a S to read the expressions. Say, "Find examples of these in the conversation." [David: Um, I don't miss too much, to be honest.; But I definitely don't miss the food.; I'd absolutely miss the food here.; But actually, I think the biggest thing would be . . . ; In fact, living back home would be boring, I think. I honestly don't know what I'd do.]
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role.

About you

D

- **Preview and do the task** Say, "Make these statements about living in another country more direct. Use the expressions given." Have Ss complete the task and then compare their answers in pairs. Check answers with the class. Say, "Tell the class if you put the expression in a different place. Sometimes, more than one answer is correct."

Answers

1. I'd definitely miss my friends. In fact, I'd miss everyone. / I'd miss everyone, in fact.
2. I certainly wouldn't miss the weather. But I'd really miss the food.
3. I'd actually enjoy living in a different culture. / I'd enjoy living in a different culture, actually.
4. To be honest, learning the language would be a challenge. / Learning the language would be a challenge, to be honest.
5. To tell you the truth, I wouldn't miss the lifestyle here. / I wouldn't miss the lifestyle here, to tell you the truth.
6. I honestly think I'd be scared to go abroad on my own. / Honestly, I think I'd be scared to go abroad on my own. / I think I'd be scared to go abroad on my own, honestly.

- Say, "Look at the answers. When you use an adverb like *definitely* or *certainly* to sound more direct, where is a good place to put it?" [in front of the main verb] Ask, "When you use one of the phrasal expressions, where does it go?" [at the beginning or the end of the statement] Say, "*Actually* is an exception. It can go before the verb, or at the beginning or the end of a statement."
- Say, "Now discuss each statement with a partner. Do you agree?" Ask two Ss to read the example conversation aloud. Have Ss complete the task. Have several Ss tell the class about any surprising answers from their partner.

Extra activity PAIRS

Pairs write a conversation similar to Hilda and David's, beginning with *If I lived abroad . . . .* Ss can use ideas from the conversation, the statements in Exercise 1B, or their own ideas. Have each pair present their conversation to another pair. A few pairs present their conversation to the class.

2 Strategy plus

- **Present *Strategy Plus*** Tell Ss to look at the conversation on p. 26 and find *of course* [David: Um, I miss my family, of course. . . .].
- Read the information and the examples in Strategy Plus. (For more information, see Language Notes at the beginning of this unit.) Ask, "Which meaning of *of course* is David using?" [This idea is not surprising.]
- **Present *Note*** Read the information aloud. Have two Ss read aloud the example conversation. Point out that *Of course* as an answer to a question can sound rude. It does not mean the same thing as "yes." It means, "This is not surprising, so how can you think otherwise?"
- **Present *In Conversation*** Books closed. Say, "*Of course* is a popular expression. Do you think it's in the top 40, 50, or 60 expressions? Write your guess." Books open. Have a S read the information.

A

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

Answers

1. b. Absolutely. Of course, I'd probably feel homesick at times.
2. a. Well, I guess I'd like to know all about its culture. And, of course, its traditions.
3. b. Probably. Maybe a photo of my cat. Of course, I couldn't take the cat with me, but . . .

About you

B

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task.

Extra activity PAIRS

Pairs choose one of the questions from Exercise 2A and write a conversation. Ss should try to include follow-up questions, and words and expressions to make their statements sound more definite. Pairs present their conversation to another pair.

3 Listening and strategies

A 1.28

- **Preview and do the task** Ask, "What's an exchange student?" [a student who goes to another country to stay with a student in that country] "What's a host family?" [the family an exchange student stays with] Ask, "What's a curfew?" Write it on the board [a time, especially at night, when people must be in their homes]. Read the instructions and the questions aloud. Say, "Just listen the first time. When you listen again, make a few brief notes to help you remember Val's answers."
- **Play the recording** ***Audio script p. T-167*** Ss listen only. Replay the recording. Ss listen and write.
- **Play the recording again** Ss listen and review their answers. Have Ss compare their information in pairs by asking each other the questions. Check answers with the class.

Answers

1. She's an exchange student.
2. She doesn't have much in common with her host sister, and at home she has more independence.
3. Her host family is really nice. They have a couple of little boys who are really cute. And she and the mom cook together a lot. She has gone to a couple of concerts with her host sister. She joined a soccer team, and got to know some people who play tennis.
4. She keeps in touch almost every day by email, and they have video calls on weekends.

B 1.28

- **Preview and do the task** Read the instructions aloud. Ask a S to read the five sentences aloud.
- **Play the recording** ***Audio script p. T-167*** Ss listen and check (✓) the sentences. Check answers with the class.

Answers

3. ✓ She's definitely learning about the culture. (The host mom is teaching her to make traditional dishes. / There is less independence.)
4. ✓ Of course, she doesn't like having to be home at ten. (She has to be home at eight on weeknights and ten on weekends.)

About you

C

- **Preview and do the task** Read the instructions aloud. Ask a S to read the example aloud. Tell groups to use the questions in Exercise 3A for their discussions, but to also add ideas of their own. As groups discuss the questions, go around the class, and help as needed.
- **Follow-up** Groups report back to the class about an experience of one of their group members.

Extra activity GROUPS

Ss reread the questions in Exercise 3A. Groups brainstorm all the reasons they can think of why people live away from home (e.g., *to go away to college, to move to a new job, to go on a home stay / study program overseas*). Ss discuss all the reasons that parents might miss their children, all the different ways of keeping in touch, and all the different things people might miss about home. Remind Ss to use *of course* in their discussions for items that are not surprising (e.g., *People will miss all their friends at home, of course.*).

Workbook

Assign Workbook pp. 22 and 23. (The answer key begins on p. T-182.)

Lesson D Proverbs

1 Reading

- **Set the scene** Read the lesson title aloud. Give an example of a well-known or typical proverb from either your or the Ss' country and then ask, "What is a proverb?" Get ideas from Ss (e.g., a *traditional saying that contains some kind of advice for everyday life*).

A

Prereading

- **Preview and do the task** Write on the board: *Nothing ventured, nothing gained. Too many cooks spoil the broth.* Read the proverbs aloud. Ask, "What do you think these proverbs mean? When are they used and why?" Ss discuss with a partner.
- Ask the class to call out their ideas for each proverb. ["Nothing ventured, nothing gained" means that if you don't try something, there's no chance for you to succeed. It's used to encourage people to try something new or to take a risk. "Too many cooks spoil the broth" means that a lot of people trying to take charge of a project at the same time will ruin the project. It's used when too many people are giving different orders or directions at the same time.]
- Say, "Think of a similar proverb in your language. When is it used and why? Tell a partner." Have Ss discuss. Have several Ss tell the class.

B

During reading

- **Present *Reading Tip*** Tell Ss to read the first sentence of each paragraph. Ask Ss what each paragraph will be about (e.g., *1. How proverbs pass along "common sense" advice. 2. Ancient proverbs are still true today. 3. Proverbs might help us understand cultural differences. 4. Proverbs can apply to two sides of the same situation. 5. Proverbs may contain general truths, but they don't always provide an easy answer.*).
- **Preview the reading** Say, "Read the article. How many proverbs can you find? As you read, circle the proverbs."
- **Do the reading** Have Ss read the article and circle the proverbs. When Ss finish, have Ss call out the proverbs and write them on the board. Ask, "Are any of the proverbs familiar to you?" Call on Ss to say which proverbs are familiar and where they heard them.
- Ask, "Do you have similar proverbs in your language?" Have Ss work in pairs and try to think of proverbs with similar meanings. Have Ss make notes of their answers. (Note: In classes made up of Ss from different cultural backgrounds, try to put together Ss from the same background.) When Ss finish, have pairs report the proverbs they thought of.
- Ask, "Are proverbs used in the same ways?" Have a short class discussion.
- **Do the reading again** Have Ss read the article again and underline any new words. Have Ss call out the words. Ask other Ss to explain the meanings of the words, and provide help as needed.
- **Follow-up** Read the title of the article aloud. Ask, "What does it tell us about the writer's point of view?" Get ideas from the class.

C

Postreading

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

Answers

1. Proverbs are a way of passing down folk wisdom from generation to generation.
2. Scholars use proverbs to understand cultural differences and to define a common wisdom that binds humans together.
3. Two proverbs that rhyme are "Haste makes waste" and "When the cat's away, the mice will play."
4. Three proverbs that are memorable because they repeat consonants, words, or structures are "Out of the frying pan and into the fire," "It takes two to tango," and "Once bitten, twice shy."
5. Two pairs of proverbs that are contradictory are "Absence makes the heart grow fonder" and "Out of sight, out of mind," and "Clothes make the man" and "You can't judge a book by its cover."
6. Two things we can learn when we study proverbs from different cultures are that proverbs can help us grasp some universally shared wisdom, but they also make us recognize that life is complex and that there are no easy answers.

Extra activity GROUPS

Write the following proverbs on the board:

1. Rome wasn't built in a day.
2. Don't count your chickens before they hatch.
3. The apple doesn't fall far from the tree.
4. Look before you leap.

Groups decide what the proverbs on the board mean. [Possible answers: 1. You have to be patient when you begin a big task.; 2. Don't assume you're going to be lucky or successful.; 3. A child will grow up to be like his or her parents.; 4. You should know what you are agreeing to before you say you'll do something.] Groups report their interpretations to the class.

Extra activity GROUPS

Groups discuss the proverbs one by one, thinking about whether they think the proverbs are good, sensible advice or not. Have several groups report what they discussed, supporting their views with examples.

2 Listening and speaking

A

- **Preview and do the task** Read the instructions aloud. Ask individual Ss each to read a proverb aloud. Make sure Ss understand any new vocabulary. Have Ss work in pairs to discuss the meanings of the proverbs. When they finish, ask a few pairs to call out their ideas, and write them on the board under the language names.

B 1.29

- **Preview the task** Say, "Listen to four people talk about their favorite proverbs. Number the proverbs above 1 to 4.
- **Play the recording** ***Audio script p. T-167*** Ss listen and number the proverbs. Check answers with the class.

Answers

Spanish 4; Russian 1; Portuguese 2; Chinese 3

- Ask, "What do these proverbs mean? Listen and write brief notes that explain each one."
- **Play the recording again** Ss listen and write. Pause the recording after each speaker to give Ss time to write. Check the answers with the class. ["Every Tuesday has its Sunday" means that there will be good days as well as bad days.; "If you're afraid of the wolves, don't go into the woods" probably means that you should know your own limits.; "Hard bread is better than nothing" means that when times are bad, you have to be grateful for the little you have.; "You can't expect both ends of a sugar cane to be sweet" means that you can't have the advantages of something without the disadvantages.]
- The class looks at their ideas on the board from Part A. Ask individual Ss to read the meanings they guessed correctly.

C 1.30

- **Preview and do the task** Read the instructions aloud. Ask individual Ss to read each new proverb aloud. Make sure Ss understand any new vocabulary. Have Ss make guesses about which proverb in Exercise 2A is similar to each English proverb, and number them 1, 2, 3, or 4 (1 = Russian, 2 = Portuguese, 3 = Chinese, 4 = Spanish).
- **Play the recording** ***Audio script p. T-168*** Ss listen and review their guesses. Check answers with the class. Have Ss who got all the answers correct raise their hands.

Answers

a. 3 (Chinese)
b. 4 (Spanish)
c. 1 (Russian)
d. 2 (Portuguese)

About you

D

- **Preview and do the task** Read the instructions aloud. Ask a S to read the example aloud. Have Ss discuss the questions with a partner.
- **Follow-up** Have several Ss report to the class.

3 Writing

A

- **Preview the task** Read the instructions aloud.
- **Present** ***Help Note*** Call on Ss to read the useful expressions. (For more information, see Language Notes at the beginning of this unit.)
- **Do the Task** Have Ss find and underline the expressions in the article. Check the expressions with the class: Have a S read aloud the underlined expressions.

Answers

One of my favorite Arabic proverbs is "You cannot carry two watermelons in one hand." It's often said when a person is taking on too much work or too many challenges. It means that you need to focus on one important task at a time and do it well. A similar proverb in English is "Don't bite off more than you can chew." I like the proverb about watermelons because it's an excellent metaphor. Whenever I have to decide about a new project, I can see myself trying to carry two watermelons, and I stop and think about how much work I can handle.

B

- **Preview and do the task** Say, "Write a short article about your favorite proverb. Say why you like it and what it means." Have Ss write about their favorite proverb.
- Tell Ss to see if any English proverbs in the reading are similar in meaning to the one they chose, and if so, to use the last two useful expressions. If Ss are doing the writing as homework, they can search for English proverbs with similar meanings on the Internet or at the library.
- When the Ss' articles are complete, tell Ss to read several of their classmates' articles. Say, "Find out if anyone chose the same proverb." Ss read the articles and report to the class.

Extra activity CLASS

Tell Ss to read four or five more articles and choose the one they think is most interesting. Then ask a few Ss to tell the class which proverb they chose and why.

Free talk

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

Workbook

Assign Workbook pp. 24 and 25. (The answer key begins on p. T-182.)

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 find an expression on different websites, you'll also find different situations when you can use the expression."

These tasks recycle vocabulary for making statements about etiquette in different cultures and for using verb + *-ing* or *to* + verb.

1

- **Preview the task** Read the lesson title aloud. Ask, "What do you think 'travel etiquette' means?" [things you should and shouldn't do when you visit a different country or culture]
- Read the instructions aloud. Ask Ss to read the sentences and the expressions in the box.
- **Do the task** Have Ss complete the task. Check answers with the class: Have individual Ss each read a completed sentence.

Answers

1. bowing
2. to shake hands
3. eating
4. to take off
5. kissing
6. walking around barefoot
7. having an argument; to keep your voice down
8. to cut in line

2

- **Preview the Word Builder task** Read the instructions aloud. Tell Ss to use a dictionary if they need help with the meaning of a word or expression.
- **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class: For each word or expression, have several Ss read their etiquette tip to the class.

Answers

Answers will vary.

On your own

- **Present *On Your Own*** Read the instructions and the example from the picture aloud.
- **Follow-up** At the start of the next class, Ss form small groups and present their information. Each group presents etiquette rules for one country to the class, without naming the country. Classmates guess the country.

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 Is it polite?

This task recycles verb + *-ing* and *to* + verb and their uses, including as complements. It also recycles the conversation strategy of showing understanding by summarizing what people say.

A

- **Preview and do the task** Read the instructions and the example aloud. Write on the board: *verb + -ing, to + verb.* Say, "Use these verb forms. For some sentences, there may be more than one correct answer."
- Have Ss complete the questions. Check answers with the class: Call on individual Ss to read the questions aloud.

Answers

1. Would you ever consider not tipping a server in a restaurant?
2. Do you remember staring at people when you were little?
3. Do you feel it's rude not to say / to not say hello to your neighbors?
4. Is holding hands OK on a first date?
5. Do you bother bargaining / to bargain with street vendors when the items are already very cheap?
6. Do you ever offer to help people with their bags on the bus or subway?
7. Have you and a friend ever ended up arguing in public?
8. Have you ever offended someone without intending to be rude?

B

- **Preview the task** Read the instructions aloud. Model the task by asking question 1. Have a S read the example response, and then read the example summary. Then ask Ss a few of the other questions, and summarize their responses (e.g., *T: Is holding hands OK on a first date? S: If you both feel comfortable, I think it's fine. T: Yeah. So, both people have to think it's OK.*).
- **Do the task** Have pairs take turns asking and answering the questions in Exercise 1A and making summaries.
- **Follow-up** Read each question aloud, and call on a few Ss to tell the class their answers.

2 Think, Bob, think!

This task recycles simple and continuous forms of verbs. It also recycles the vocabulary for colors, patterns, materials, and styles of clothing.

A

- **Preview and do the task** Read the instructions aloud. Write on the board: *simple verbs, continuous verbs.* Ask, "When do you use simple verbs? For what kind of actions or situations?" [for completed actions or permanent situations] "When do you use continuous verbs?" [for ongoing actions or temporary situations]
- Say, "Use the simple or continuous form of the verbs in the present, the past, or the present perfect. For some sentences, there may be more than one correct answer." Read the example aloud. Have Ss complete the conversation. Check answers with the class: Call on a pair to read their answers, and ask if other Ss have different answers.

Answers

Officer Have you seen these people before?
Bob Yes, they're my neighbors. They live upstairs.
Officer How long have they lived / been living there?
Bob I guess I've known them for six months. They moved here in August.
Officer When did you last see them?
Bob Um, about a week ago, I think. Last Tuesday.
Officer What were they doing when you saw them?
Bob Well, as I was coming home, they were carrying a big suitcase to the car.
Officer Did you speak to them?
Bob I said, "Hi! Where are you going?" And they replied, "On vacation."
Officer What time did they finally leave?
Bob Oh, um, it was pretty late, around 11 at night, I guess.
Officer Can you remember what they were wearing?
Bob Let me think. . . .

B

- **Preview and do the task** Read the instructions aloud. Have Ss look at the picture, write a description, and share it with a partner. Check answers with the class: Call on a few Ss to read their descriptions.

Possible answers

The man was wearing a black turtleneck sweater, jeans, and a blue jacket. He was a carrying a black suitcase.

The woman was wearing a light blue top, mauve pants, and a maroon jacket. She had a black purse (shoulder-bag).

Extra activity PAIRS / GROUPS

Pairs study each other's clothes for fifteen seconds, sit back-to-back, and then write a detailed description of their partner's clothing without looking. Ss form groups, read their descriptions, and find out who remembered the most details.

3 Can you complete this conversation?

This task recycles asking negative questions and the conversation strategies of sounding more direct, using the present tense to highlight a key moment, and using *this* and *these, now,* and *of course.*

- **Set the scene** Have Ss read the incomplete conversation quickly. Ask, "What's the conversation about?" [a woman who lived in Japan and how she got her job there]

A

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

Answers

Anna Bella used to live in Japan. You loved living there, right?

Bella Oh, definitely. I lived there for nine years, working for a Japanese advertising company.

Chris Nine years? Wow! Didn't you ever get homesick?

Bella Occasionally. But, to be honest, I didn't really miss living at home. I was too busy. I mean, of course I missed my family.

Chris Oh, I bet you did. Now, how did you get that job? Did they hire you over here, or . . . ?

Bella Actually, I was already in Japan on an exchange program, staying with this family. And the father starts bringing home all these documents from his work to translate into English. Anyway, I started helping him, and his company ended up hiring me.

Anna And they transferred her here. It's a cool story, don't you think?

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

B

- **Preview and do the task** Read the instructions and the topics aloud. Have two Ss read aloud the example conversation. Tell Ss to write down ideas for each of the four topics. When they finish, ask a few Ss for their ideas for each (e.g., *T: What's something difficult you did once? S: I once ran in a 20-kilometer race.*).
- Tell Ss to choose one of the topics and write details for a conversation. Tell Ss to highlight a key point by changing it to the present tense.
- Tell Ss to have their conversations. Tell them to ask follow-up questions.
- **Follow-up** Pairs present their conversations to the class.

4 As bad as that?

This task recycles comparisons with *(not) as . . . as* and asking negative questions.

- **Preview and do the task** Read the list of things aloud. Have Ss write true sentences comparing the things. Give them two minutes to write sentences.
- When Ss finish, say, "Now compare your sentences with a partner. Try to use negative questions to give opinions or to suggest ideas." Have a pair read the example conversation aloud. Have Ss do the task.
- **Follow-up** Pairs report a thing they disagreed on.

Extra activity PAIRS

Ss each write four more comparisons similar to the ones in Exercise 4. Ss can look through the units for other things to discuss. Ss then discuss their opinions in pairs.

5 Guess the dish!

This task recycles the simple present passive.

A

- **Preview and do the task** Say, "Write questions in the simple present passive, using the words below." Have Ss write the questions. Check answers with the class.

Answers

1. Is it eaten hot or cold?
2. When is it eaten?
3. How is it cooked?
4. What's it made with?
5. What's it served with?
6. What's it called?

- Say, "Think of a traditional dish, and write answers to the questions. Don't let anyone see your paper, and don't give the dish's name."

B

- **Preview and do the task** Read the instructions aloud. Have Ss work in pairs and take turns asking and answering their questions to guess the dishes. Tell them to guess the dish once they are pretty sure. Find out who guessed their partner's dish the soonest.

UNIT 4

Socializing

Language notes

Lesson A Party time

Grammar *be supposed to*; *was / were going to*

(See Student's Book p. 35.)

The lesson teaches Ss how to talk about fulfilled and unfulfilled expectations and intentions using *be supposed to* and *was / were going to.*

Form

- *be supposed to*

  with simple verbs

  subject + *be* + *(not)* + *supposed to* + base form of verb

  It's supposed to rain later.

  He's not supposed to eat chocolate.

  with continuous verbs

  subject + *be* + *(not)* + *supposed to* + *be* + present participle

  I'm supposed to be studying.

  I'm not supposed to be talking on the phone.

- *was / were going to*

  subject + *was / were* + *(not)* + *going to* + base form of verb

  He was going to give us directions.

  I wasn't going to go to the party.

Use

- *Be supposed to* + verb can be used to talk about what people expect to happen (or not happen).

  It's supposed to rain. (= They say it's going to rain. This is what we expect or believe.)

- It can also be used to say what someone should or should not do.

  I'm supposed to work tomorrow. (= I have to work tomorrow.)

  He's not supposed to eat chocolate. (= He shouldn't eat it.)

Note: The present of *be supposed to* can refer to the present or future.

- *Be supposed to* can be used to contrast what should happen with what, in fact, does or will happen.

  I'm supposed to be studying now. (= I should be studying, but I'm not. I'm doing something else.)

  I'm not supposed to stay out late. (= I shouldn't or can't stay out late, but maybe I will.)

- The past of *be supposed to* can mean either that what was expected to happen, did happen, or that it did not or will not happen. It can be used in statements about the past, present, or future.

  They were supposed to come at 7:00 . . .

  and they did. They arrived on time.

  but they didn't. They were late.

  but they haven't arrived yet. They're still not here.

  but they won't. They'll be late as usual.

- *Was / were going to* can also be used to talk about unfulfilled expectations — that what someone intended or expected to happen *didn't* or *won't* happen.

  I was going to go to the party, but I didn't.

  I wasn't going to go to the party, but I guess I will.

Corpus information *Be supposed to*

Over 60 percent of the uses of *be supposed to* are in the present tense. About 10 percent of its uses are with negative verbs.

Common errors with *be supposed to*

Ss may not include the correct form of *be* with *be supposed to.* They sometimes forget to add the final "d" to "supposed." (*He's not **supposed** to eat chocolate.* NOT ~~*He not supposed to eat chocolate.*~~ AND *I'm **supposed** to work tomorrow.* NOT ~~*I suppose to work tomorrow.*~~)

Lesson B We have to get going.

Vocabulary Expressions with *get*

(See Student's Book pp. 36–37.)

The lesson teaches a variety of expressions with *get* including phrasal verbs and phrasal prepositional verbs. (See Grammar below.) Many of these expressions are idiomatic — you cannot guess their meaning from the words that make up the expressions, which can make them difficult to learn.

Grammar Inseparable phrasal verbs

(See Student's Book p. 37.)

Ss have learned how to use separable phrasal verbs with a noun or pronoun object. (See *Touchstone* Student's Book 3, Unit 9, Lesson B.) In this lesson, they learn how to use two- and three-word inseparable verbs — verbs with an object that can only come after the final particle or preposition. The object may be a noun, a pronoun, or a gerund (verb + *-ing* form).

Form

- verb + particle + object

  He'll never get over the disappointment.

  He'll never get over it. (NOT ***He'll never get it over.***)

- If the object is a verb, use a gerund (verb + *-ing*).

  She'll never get over being embarrassed.

- verb + particle + preposition + object

  Can you get out of the meeting?

  Can you get out of it?

- If the object is a verb, use a gerund (verb + *-ing*).

  Can you get out of going to the meeting?

Use

- Some two-word phrasal verbs, such as *get through* and *get over* with the meanings taught in the lesson, are inseparable — the two parts stay together when they are used with an object. The object comes after the particle.
- Some three-word verbs are also called phrasal-prepositional verbs — these are verbs that include a verb, a particle, and a preposition, such as *get away with* and *get around to*. The phrasal-prepositional verbs in this lesson are all with *get*, but examples with other verbs would be *look forward to*, *look up to*, and *put up with*. The object always comes after the preposition.

Lesson C You're going this time, right?

Conversation strategy Checking your understanding

(See Student's Book p. 38.)

- The lesson teaches Ss to use *statement questions*, or declarative questions. These are questions that have the word order of a statement. They are often used to check understanding and to check information that has been discussed in a conversation or situation, rather than to ask about new information. (See Speaking Naturally below for information on the intonation of statement questions.)
- Statement questions are often, but not always, follow-up questions. They can be preceded by *So*. People often add *huh*, *right*, or *then* at the end of the question. *Huh* is very informal and should be avoided in more formal conversations. *Then* means, "this must be true after what was just said."

  So, parties aren't your thing, huh / right / then?

Strategy plus *So*

(See Student's Book p. 39.)

So has many uses in both spoken and written English. This section focuses on its uses in conversation management, which include the following:

- to start a topic or even a conversation, often with or followed by, a question

  So, there's another work party on Friday. You're going, right?
- before a statement question to check understanding

  So parties aren't your thing, huh?
- to pause, often to let the other person draw a conclusion about what has just been said

  I'd rather talk one on one, so . . .
- to close a topic, especially when the speaker wants to summarize what he or she has just said

  So, yeah. I'll just say I have other plans.



Corpus information *So*

So is one of the top 20 words in conversation.

Speaking naturally Being sure or checking

(See Student's Book p. 39.)

This section contrasts falling intonation in summarizing statements with rising intonation in statement questions. In general, falling intonation shows that the speaker is sure about something or confirming information. Rising intonation shows the speaker is checking or asking for confirmation.

Lesson D Social style

Reading tip

The Reading Tip tells Ss that writers often use the following words or expressions to say what people think or say: *argue, believe, contend, explain, according to* (*someone*). These expressions are useful in argument and opinion essays.

Help note Uses of *as*

(See Student's Book p. 41.)

The Help Note shows three common uses of the word *as* in writing.

- *as* = being

  As an extrovert, I love to socialize.
- *as* = because

  I enjoy parties as I like to meet new people.
- *as* = while or at the time when

  I get excited as the weekend gets closer.

Socializing

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

Introduce the theme of the unit Say, "Having a good social life is important." Ask Ss, "What kinds of activities do you think are part of a good social life?" Have Ss give ideas (e.g., *parties, playing sports with friends, going out to a movie or a restaurant, having coffee with friends*). Say, "When you do things with friends, you are socializing. When you go out to parties or other events with people, you are socializing."

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 the things on the list. Write on the board:

Find . . .

1. *an expression that means "have to" or "should."*
2. *three phrasal verbs that start with "get."*
3. *what happens to the intonation when you're checking information.*
4. *three different uses or meanings for the word "as."*

Ss report their answers for each item [1. be supposed to (p. 35) 2. get off, get out of, get over, etc. (p. 36) 3. It rises. (p. 39) 4. being, because, while (p. 41)].

Before you begin . . .

- **Introduce the social activities** Have Ss look at the pictures. Ask, "How are these people socializing?" [1. They're cheering on their team at a game. 2. They're chatting and joking at a café. 3. They're at a club. 4. They're having a picnic.]
- Have Ss look at Before You Begin. Ask, "Who do you usually socialize with? Current school friends? Work friends? Old friends? Do you usually go out in small groups, large groups, or with just one person? Does it depend on what you're doing or where you're going? Where are some good places to go out with friends? Think of specific places to go, such as restaurants, or places in general, such as a park. Is it expensive to go out in your city? Do you usually do some things with some people and other things with other people?"
- Have Ss discuss the questions in small groups and have each group decide on five places that are good to go to with friends. Have groups report to the class and see if the groups agree on any places.

Recycle grammar and a conversation strategy Review some of the ways to form comparatives (e.g., *-er, more* + adjective, *less* + adjective) and superlatives (e.g., *-est, the most* + adjective, *the least* + adjective). (See *Touchstone* Student's Book 2, Unit 10, Lesson A, and *Touchstone* Student's Book 3, Unit 3, Lesson A.) Also review the use of superlatives for emphasis (e.g., *It's the most amazing place.*). (See *Touchstone* Student's Book 3, Unit 3, Lesson C.) Tell Ss to use the forms as they discuss and compare good places to go (e.g., *The café near school is the best place for coffee and conversation. It's the greatest place to meet new people!; Soccer games at the stadium are more exciting than any other sports events. There is action all the time.*).

Extra activity CLASS

Individual Ss say their favorite way to socialize with friends. The first time an activity is mentioned, write it on the board. Each time the same activity is mentioned, give it a point. The class finds out which socializing activity is their overall favorite.

Lesson A Party time

1 Getting started

- **Set the scene** Say, "Imagine you've received an invitation to a party. Do you ever call other friends who are invited to get more details about the party? What questions do you ask?" Write Ss' ideas on the board (e.g., *What time are you going? Should we take anything? Are you taking a gift or anything? What are you wearing?*).

A

- **Preview and do the task** Ask, "What do you do to get ready for a party? Tell the class." Ask several Ss.

B 2.01

- **Preview the task** Books closed. Say, "Listen. Brad and Gayle are having a party tonight, and their friends are getting ready. What do you find out about the party? Listen for the answers."
- **Play the recording** Ss listen only. Replay the recording. Say, "Listen and write short answers." Ss listen and write.
- **Play the recording again** Books open. Ss listen again, read along, and review their answers. Check answers with the class [The party is at Brad and Gayle's house. It's a barbecue. It ends at 11:00.].

Figure it out

C

- **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: Have individual Ss each read an answer. Write the answers on the board without the underlining.

Answers

1. *Phil* I heard it's supposed to be really warm.
2. *Sue* Brad's not supposed to / Brad isn't supposed to eat chocolate.
3. *Patty* I'm supposed to get up early tomorrow.
4. *Anna* I'm supposed to be working on a paper.
5. *Patty* Jen and Martin were supposed to be here by 7:00.
6. *Sue* I was going to make a dessert, but I didn't.

- **Focus on the form and the use** Say, "Look at sentence 1 on the board. Does Phil know for sure that the weather will be warm, or does he expect it to be warm?" [He expects it to be warm.] Say, "Look again at sentence 1. What phrase tells you he expects it?" [it's supposed to] Underline *it's supposed to.*
- Say, "Look at sentence 2. Should Brad eat chocolate?" [no] Ask, "What phrase means 'shouldn't'?" ['s not supposed to / isn't supposed to] Underline *'s not / isn't supposed to.*
- Say, "Look at sentence 3. Can Patty sleep late tomorrow?" [No. She has to get up early.] Ask, "What phrase means 'I have to'?" [I'm supposed to] Underline *'m supposed to.*
- Say, "Look at sentence 4. What should Anna be doing?" [working on a paper] Ask, "Do you think she's going to do it?" [no] Ask, "Why not?" [She'll probably go to the party.] Ask, "What phrase means 'I should'?" [I'm supposed to] Underline *'m supposed to.* Ask, "What verb form is after *to?*" [*be* + verb + *-ing*]
- Say, "Look at the underlined phrases. What tense are they?" [present] Ask, "What time do they refer to?" [present and future] Say, "*Be supposed to* is used to talk about what you expect or what you intend to happen now or in the future. Sometimes the things may not happen."
- Say, "Look at sentence 5. What did Jen and Martin agree to do?" [be at Patty's by 7:00] Say, "Use the information in the conversation: Were they there at 7:00?" [no] Ask, "What phrase means 'agreed to'?" [were supposed to] Underline *were supposed to.* Ask, "What tense is this?" [past]
- Say, "Look at sentence 6. What did Sue intend to do?" [make a dessert] Ask, "Did she make a dessert?" [no] Ask, "What phrase means 'intended to'?" [was going to] Underline *was going to.* Ask, "What tense is this?" [past] Say, "*Was* or *were supposed to* and *was* or *were going to* can be used to talk about something you intended to happen in the past, but that did not happen."
- **Try it out** Say, "Look at the conversations. Find more examples of *be supposed to* and *was / were going to.*" Have individual Ss each read a sentence aloud [Anna: Well, I wasn't going to go, but maybe I will.; Brad was going to call and give me the address, but he didn't.; Phil: I think it's supposed to be a barbecue.; Anwar: Are we supposed to bring anything?; Sue: I was going to make some potato salad, but I didn't have time.; Junko: I think the party's supposed to end at 11:00, but we can leave a bit earlier.].

Extra activity PAIRS

Pairs practice the four telephone conversations in Exercise 1A, and then choose one and rewrite it using their own ideas. Pairs present their conversation to another pair. Several pairs present their conversations to the class.

2 Grammar

2.02

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Say, "The top section of the chart shows three ways to use *be supposed to* in the present tense." Remind Ss that although the form of the verb is in the present tense, it can refer to either the present or the future.
- Say, "Instead of beginning a statement about something you've heard about with *They say . . .* or *I heard . . .*, you can use *be supposed to.* It means 'many people believe this' or 'many people expect this.' You can talk about things such as a movie or a restaurant with *be supposed to.* For example, 'It's supposed to be a great movie' or 'The food's supposed to be fantastic there.'"
- Say, "*Be supposed to* can also be used instead of *have to* or *should.* When *be supposed to* is used in this way, it means that something is strongly expected or required; for example, 'You're supposed to call the boss if you can't come to work.'"
- Say, "You can also use *be supposed to* to contrast the difference between what should happen and what does happen or will happen. Sometimes the contrast is obvious from the situation. Sometimes people will add the word *but;* for example, 'I'm supposed to be studying for an exam, (but I'm not).'" Say, "Notice here the continuous form *be studying* to describe an ongoing or temporary activity. It means, 'I should be studying.'"
- Point out the bottom section of the chart. Say, "People use *was / were supposed to* to talk about something they previously expected to happen. It can be used in statements about the past, present, or future." Point out that the first example sentence talks about the past and that the second example sentence talks about the future. Say, "*Was / were going to* can be used in the same way as *was / were supposed to.*" (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*** Books closed. Write on the board: *I suppose to work tomorrow.* Elicit the correction [I'm supposed to work tomorrow.]. Books open. Read the information aloud.
- **Preview and do the task** Read the instructions aloud. Have Ss fill in the first blank. Check the answer with the class [It's supposed to]. Have Ss complete the task and compare their answers with a partner. Check answers with the class.

Answers

1. *A* It's supposed to rain tonight. . . .
   B Yeah. . . . It 's supposed to be good. I was supposed to see / was going to see it last weekend, . . .
2. *A* . . . the weather 's not supposed to be / isn't supposed to be very good.
   B Yeah. I 'm supposed to go / be going to a family reunion, ...
   A Why not? Reunions are supposed to be fun.
   B Well, I 'm supposed to make 80 cupcakes. I was going to buy them, . . .
3. *A* What did you do last night? Did you go out?
   B No. I was supposed to cook / was supposed to be cooking / was going to cook dinner for a friend. I mean, I wasn't going to make anything special, . . . he was supposed to go / was supposed to be going to soccer practice or something, ...
   A Actually, I was supposed to go / was supposed to be going / was going to go to a movie, but then I decided to stay home.

- **Practice** Have Ss practice the conversations in pairs, taking turns playing each role.
- **Follow-up** Ss ask and answer the questions with a partner using true information.

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 Talk about it

- **Preview the task** Read the instructions aloud. Ask individual Ss to each read a question aloud. Ask a pair of Ss to read the example aloud.
- **Do the task** Have Ss complete the task. Go around the class, and help as needed.
- **Follow-up** Ask individual Ss the first three discussion questions, one at a time. Say, "Listen to the answer. If you disagree, raise your hand and tell the class what you've heard" (e.g., *T: What's the weather supposed to be like? S1: It's supposed to be really nice. S2: Actually, I heard it's supposed to rain on Sunday.*).

Extra activity PAIRS

Pairs each think of an activity or event from some time in the past that they were supposed to take part in and then did not (e.g., *childhood birthday party, a high school dance, a housewarming party*). S1 tells his or her story; S2 asks follow-up questions. Partners switch roles. Partners tell each other's story to another pair. Have a few Ss tell their partner's story to the class.

Workbook

Assign Workbook pp. 26 and 27. (The answer key begins on p. T-182.)

Lesson B We have to get going.

1 Building vocabulary and grammar

- **Set the scene** Ask a few Ss, "Do you always want to attend the events you're invited to?" Ask Ss who say *no*, "What kinds of events don't you like to attend? Why not?"

A 2.03

- **Preview the task** Books closed. Say, "Listen. Where are Luis and Rosa going? Do they want to go? Write the answers."
- **Play the recording** Ss listen and write.
- **Play the recording again** Books open. Ss listen, read along, and review their answers. Check answers with the class [They're going to Luis's cousin's wedding. Luis wants to go, but Rosa doesn't.].
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role.

Word sort

B

- **Preview the task** Say, "Find a *get* expression from the conversation to complete each item in Exercise 1B. First, read the items to get the general meaning and then choose the expression." Do the first sentence with the class. Have Ss call out the correct *get* expression to complete the sentence [get around to].
- **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 completed sentence.

Answers

1. get around to
2. get the feeling
3. get through
4. get it
5. get used to
6. get away with

- Ask Ss if there are any *get* expressions that they do not understand. Have the class help with definitions. Explain any *get* expressions that are still not clear.
- Say, "Are the sentences true for you? Compare with a partner." Tell Ss to take turns reading each item and saying whether it is true for them or not.

C

- **Preview and do the task** Say, "Find six more *get* expressions in the conversation above." Have Ss call out the six verbs and write them on the board [get off, get out of, get over, get going, get home, get to know].
- Have a S read the example sentence with *get off* aloud. Say, "Write a sentence with each expression." Have Ss complete the task and read their sentences aloud to a partner. For each expression, ask a few Ss to read their sentence to the class.

Vocabulary notebook

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

Extra activity INDIVIDUALS / GROUPS

Book closed. Ss race to write as many *get* expressions as they can remember. Call "time" after one minute. Ss form small groups and put their lists together. Groups read their final list to the class. Each group gets one point for every *get* expression that no other group has. The group with the most points wins.

Figure it out

D

Recycle grammar Review separable phrasal verbs. (See *Touchstone* Student's Book 3, Unit 9, Lesson B.) Write on the board, underlined as shown: *I turned on the TV.* and *I turned the TV on.* Ask, "What kind of verb is this?" [phrasal verb] Ask, "What are the two parts of this phrasal verb?" [verb *turned* + particle *on*] Ask, "Are these sentences both correct?" [yes] Ask, "Where can the object, *TV,* go in the sentence?" [after the particle or between the verb and the particle] Say, "This phrasal verb is separable."

- Write on the board: *I turned on it.* and *I turned it on.* Ask, "Which of these sentences is correct and why?" [*I turned it on* because if the object is a pronoun, it has to go between the verb and the particle.]
- **Preview the task** Read the instructions aloud. Ask Ss to look at the words in bold in item 1. Ask, "What is the phrasal verb?" [get over] Ask, "What is the object?" [it] Say, "Find this phrasal verb in the conversation and circle the correct choice."
- **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class: Write the answers on the board. Underline the phrasal verb. Ask, "What is the object in questions 1 and 2?" [it] Ask, "How about in sentence 3?" [wearing pants]. Ask, "What form of the verb follows the phrasal verb?" [*-ing* form]

Answers

1. get over it
2. get out of it.
3. wearing

- **Focus on the form and the use** Say, "There are two kinds of phrasal verbs in this task: a two-word phrasal verb in item 1 and three-word phrasal verbs in items 2 and 3. The three-word phrasal verb in sentence 2 has a verb (*get*), a particle (*out*), and a preposition (*of*)." Ask Ss to identify the three parts of the phrasal verb in sentence 3 [verb: *get*; particle: *away*; preposition: *with*]. Explain, "The phrasal verbs in the conversation are called 'inseparable' because the object cannot separate the parts of the verb. With two-word inseparable phrasal verbs, the object must come after the particle. With three-word inseparable phrasal verbs, the object must come after the preposition." Say, "If you use a verb after a phrasal verb, use the *-ing* form."
- Say, "Find more phrasal verbs and objects in the conversation." [get off work; get used to dressing up; get through the reception; get to know my family; get around to buying a gift]
- **Try it out** Write on the board: *What things are difficult to get through?* Have pairs discuss answers (e.g., *a reception, a class*). Have a few pairs share their answers with the class. Repeat the task with the following: *What are some things you might want to get out of?* (e.g., *an exam*)

2 Grammar

2.04

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Have Ss look at the left side of the chart. Have a S read the pattern for inseparable two-word verbs [verb + particle + object]. Say, "The chart shows verb + *-ing*, pronouns, and nouns as objects of two-word verbs. If the object is a verb, the *-ing* form of the verb is used." Ask Ss to identify the kind of object in each sentence.
- Have Ss look at the right side of the chart. Have a S read the pattern for inseparable three-word verbs [verb + particle + preposition + object]. Point out that the object follows the preposition and can be a noun, a pronoun, or verb + *-ing*. (For more information, see Language Notes at the beginning of this unit.)

About you

- **Preview the task** Say, "Complete the questions. Put the words in order, and use the correct form of the verbs." Have a S read the example sentence aloud.
- **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class.

Answers

1. get out of it
2. get through the day
3. get out of going; get over feeling
4. get out of an invitation; get away with it
5. get around to choosing
6. get over an argument
7. get around to starting

Recycle a conversation strategy The task recycles "sounding more direct" (see Unit 3, Lesson C). Ask, "What expressions can you use to sound more direct?" (e.g., *absolutely, actually, to be honest*) Ask a few Ss to answer question 1 (e.g., *Actually, no, I wouldn't. To tell you the truth, I tried it once. I lied to the teacher, but I didn't get away with it.*).

- Say, "Now ask and answer the questions with a partner. Try to use the strategy of sounding more direct in responses." Have Ss complete the task. Ask a few Ss to share something they learned with the class.

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 and listening

About you

A

- **Preview the task** Say, "Look at the four items." Have individual Ss each read an item and its choices. Say, "Discuss the sentences. Which choice is most like you? Tell a partner."
- **Do the task** Have Ss complete the task. Check answers with the class: Have individual Ss each read a sentence. Tell Ss to raise their hands when their choice is read. Assign a S to count hands and keep a tally on the board.

B 2.05

- **Preview the task** Read the instructions aloud. Say, "Listen for the answer."
- **Play the recording** ***Audio script p. T-168*** Ss listen. Replay the recording. Ss listen and write.
- **Play the recording again** Ss listen again and review their answers. Have Ss compare their answers in pairs. Check answers with the class [Roberto and Paula are supposed to go to a restaurant with Richard and Beth. Richard and Beth can't go because Beth has the flu. Roberto and Paula decide to go anyway.].

C 2.05

- **Preview the task** Read the instructions aloud.
- **Play the recording** ***Audio script p. T-168*** Ss listen and circle Roberto's choices. Check answers with the class.

Answers

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

- **Follow-up** Ss compare the way Roberto would complete the sentences with the tallies on the board from Exercise 3A. Ss decide if the majority of Ss are like Roberto.

About you

D

- **Preview and do the task** Read the instructions and the example aloud. Have Ss complete the task.
- **Follow-up** Ask several Ss to report one of their partner's other habits to the class.

Extra activity PAIRS

Pairs choose six inseparable verbs with *get*. After the partners have chosen their verbs, write on the board:

Dating *Work* *School*

Partners choose one of the topics and write a short conversation using as many of the verbs they chose as possible. Pairs present their conversation to another pair.

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-182.)

Lesson C You're going this time, right?

Lesson C recycles verb tenses for talking about past events (simple past, past continuous, present perfect).

1 Conversation strategy

- **Set the scene** Ask, "When friends, co-workers, or classmates have a party, how many people usually attend? Do you usually know all or most of the people who attend the parties you go to?" Elicit answers from the class.

A

- **Preview and do the task** Ask, "Which statements are true for you? Check (✓) them." Have Ss complete the task. Ask a S to read each statement aloud. Ss raise their hand if they checked the statement in their book.

B 2.06

- **Preview the task** Books closed. Say, "Listen to Hugo and Greg's conversation. How does Greg feel about parties? Greg is the second speaker. Just listen the first time."
- **Play the recording** Books closed. Ss listen only. Replay the conversation. Ss listen and write the 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 [Greg hates parties because he's not good at small talk and he doesn't like big groups of people.].

C

- **Present *Notice*** Read the information aloud. Add, "Statement questions can also be used to check an assumption — something you believe is true" (e.g., *You're going this time, right?*). Say, "*Huh* is very informal, so only use it with people you know well, like friends and family. You can use *then* when you want to say, 'I'm sure this is true after what you just said," (For more information, see Language Notes at the beginning of this unit.)
- Ask a S to read the example. Say, "Find more examples of statement questions in the conversation." [Hugo: You're going this time, right?; So, parties aren't your thing, huh?; So you're not going to go?]
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role.

D 2.07

- **Preview and do the task** Say, "Read more of Hugo and Greg's conversation. Change the questions to 'statement questions.'" Say, "You can add *huh, right,* or *then* at the end, but you don't have to." Point out the first example answer. Have Ss complete the task and then compare their answers in pairs.
- **Play the recording** ***Audio script p. T-169*** Ss listen, read along, and compare their answers with the ones on the recording. Ask Ss to raise their hands if their answers are different from those on the recording, and call on a few Ss with their hands raised to give their answers.

Answers

1. So you aren't going to show up at all, huh?
2. You like them, huh?
3. But you don't want to network?
4. You don't want to work your way up in the organization?
5. So you're pretty ambitious, huh?
6. So, you know a lot of people in the company, then?

- Play the recording again, and tell Ss to listen for the intonation that Carlos and Greg use in their questions. Pause after each question for Ss to repeat.
- Have Ss practice the conversation in pairs, taking turns playing each role. Tell them to try to imitate the pronunciation on the recording.

Extra activity PAIRS

Ss prepare an anecdote about one of the following: 1. a party they did not enjoy; 2. a party where they met some interesting people; 3. how they got out of a party they didn't want to attend; 4. a party that they didn't want to attend, but that they really enjoyed. Ss take turns telling their anecdotes, and partners use questions in the form of statements to check their understanding.

2 Strategy plus

- **Present *Strategy Plus*** Tell Ss to look at Hugo and Greg's first conversation on p. 38 and find examples of *so* [Hugo: So, there's another work party on Friday.; So, parties aren't your thing, huh?; Greg: I'd rather talk one on one, so . . . ; Hugo: So you're not going to go? Greg: So, yeah. I'll just say I have other plans.].
- Read aloud the information and the examples in Strategy Plus. (For more information see Language Notes at the beginning of this unit.)
- **Present *In Conversation*** Books closed. Say, "*So* is used a lot. Do you think it's in the top 10, 20, or 30 words? Write your guess." Books open. Have a S read the information.

A

- **Preview the task** Say, "Find three places where you can use *so* in each conversation. Change the capital letters and add commas where necessary." Point out the first example answer. Ask, "Which use of *so* is this?" [to start a topic]
- **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class: Have pairs each read a conversation.

Answers

1. *A* So, what do you think of surprise parties?
   B I don't know. I've never had one or been to one, so . . .
   A So no one has ever given you one? Do you think your friends would ever do that?
   B No. My friends don't do that kind of thing.
2. *A* So, have you thrown any parties in the past year?
   B Actually, yes. I had one last month. A lot of people came.
   A So all your friends came?
   B Yeah, they did. So it was great.

- **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. Remind Ss to use *so* and statement questions with ***huh, right,*** or ***then*** in their conversations. Have Ss complete the task.
- **Follow-up** Ask several Ss to report something interesting they learned from their partner.

3 Speaking naturally

A 2.08

- **Preview the task** Say, "Look at the sentences in the If You Are Sure section. What kind of sentences are they?" [statements] Say, "Look at the sentences in the If You Are Checking section. What kind of sentences are they?" [statement questions] Read the instructions aloud. Add, "Notice that the intonation changes on the stressed syllables. The stressed syllables are in bright red." Ask Ss to read out the words with the stressed syllables. [Friday, came]
- **Play the recording** Ss listen and repeat.

B 2.09

- **Preview the task** Read the instructions aloud. Tell Ss to write *S* if the speaker is sure and *C* if the speaker is checking.
- **Play the recording** ***Audio script p. T-169*** Ss listen, punctuate the sentence, and write *S* or *C*. Check answers with the class: Have individual Ss each read an answer, using the correct intonation.

Answers

1. So you go out a lot. (S)
2. So you're a real people person. (S)
3. So you don't like parties very much? (C)
4. So you never celebrate your birthday? (C)

- **Follow-up** Say, "Read the sentences aloud to a partner, first saying them as if you are sure and then using them to check information." As Ss complete the task, go around the class listening for falling and rising intonation. If necessary, replay Exercise 3A and have Ss repeat.

About you

C

- **Preview and do the task** Read the instructions aloud. Model the task by asking a S, "How often do you go to parties?" Respond to the S's response using *so* (e.g., *So, you really like parties, huh? / So, you don't really like parties, huh?*). Have Ss complete the task.
- **Follow-up** Have several Ss share information about their partner with the class.

Extra activity INDIVIDUALS / PAIRS / GROUPS

Ss write five questions on the topic of birthdays or parties to ask a partner or to ask their classmates (in groups) (e.g., *So, do you always do something special for your birthday?*). Ss use *so* in the ways they studied in the lesson as they discuss the questions.

Workbook

Assign Workbook pp. 30 and 31. (The answer key begins on p. T-182.)

Lesson D Social style

1 Reading

- **Set the scene** Read the lesson title aloud. Say, "Social style refers to how people behave in social situations, such as parties. Some people enjoy parties, and some people don't." Write these category heads on the board: *I Like Parties* and *I Don't Like Parties.* Add two examples of actions for each, such as *try to meet new people* and *sit by myself.* Say, "For example, if I like parties, I probably try to meet new people. If I don't like parties, I may sit by myself."
- Ask, "Why do you think people react differently to the same situation?" Get ideas from Ss (e.g., *Their personalities are different. They've had different positive or negative experiences in the same situations.*). Say, "A person who enjoys meeting new people and socializing is an extrovert. A person who prefers to spend time alone is an introvert."

A

Prereading

- **Preview and do the task** Write on the board as column headings: *Introvert, Extrovert.* Ask, "What kinds of behaviors are typical of introverts and extroverts?" Get ideas from the class (e.g., *Introverts: are quiet, shy, avoid large, noisy groups; Extroverts: like to go to parties, tell jokes, give opinions freely*). Have Ss work in pairs to list the behaviors.
- Call on Ss to report their ideas to the class. Write them on the board under the appropriate heading.
- Say, "Scan the article for more ideas. Add them to your list." Check answers with the class and add them to the board.

Possible answers

Introverts: sensitive to overstimulation, tend to enjoy quiet contemplative environments, think before they speak, are usually good listeners

Extroverts: socially confident, quick on their feet, are chatty, confident, charismatic

B

During reading

- **Present *Reading Tip*** Read the information aloud. Check that Ss understand the meaning of each word or expression. Ask, "In what kind of essay or article would these be useful?" [opinion, argument] Tell Ss to underline these words as they read because this may be useful vocabulary for their own academic writing.
- **Preview the reading** Read the instructions aloud.
- **Do the reading** Have Ss read the article and write answers to the questions. Have a few Ss read their answers. [There is a strong link between solitude and creativity. Being able to be quiet and collect your thoughts is a powerful thing.]
- **Follow-up** Point out the title of the article, and read it aloud. Ask, "What does the 'Extrovert Ideal' in the title of the article refer to?" Ss work in pairs to decide on an answer. Elicit ideas from the class [the idea that extroverts have better ideas and leadership skills].

C

Postreading

- **Preview the task** Read the instructions aloud. Say, "The meanings are listed in the same order as the words and expressions appear in the article. Read through the article again slowly. When you come to an expression that you think has the meaning, check to see if it seems right by replacing the expression with the meaning."
- Do the first item with the class. Have Ss scan the article and find the word that means "too much activity," and underline it. Call on Ss to give the answer [overstimulation].
- **Do the task** Have Ss find the other words and expressions for the meanings and underline them. Check answers with the class.

Answers

1. overstimulation (Paragraph 2)
2. contemplative (Paragraph 2)
3. in contrast (Paragraph 2)
4. charismatic (Paragraph 3)
5. discrimination (Paragraph 3)
6. stand out (Paragraph 4)
7. dominant (Paragraph 4)
8. contends (Paragraph 5)
9. retain (Paragraph 5)

- **Follow-up** Ss read the article again and circle 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 / CLASS

Write on the board:

1. *How would you organize an office workplace to accommodate both introverts and extroverts?*
2. *How would you organize meetings and brainstorming sessions?*

Ss work in groups and discuss how they would organize their workplace. Groups present their ideas to the class. The class chooses the best ideas to create a "perfect" workplace.

D

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

Answers

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

Extra activity GROUPS

Write on the board:

Do you think the article would be useful to employers?

Do you think either type of person can actually change or adapt their behavior in the workplace?

Groups discuss the questions and give reasons (e.g., *I think it's useful. It helps people understand that being introverted isn't bad.*). When groups finish, they share their opinions with the class.

2 Listening and writing

About you

A

- **Preview and do the task** Read the instructions aloud. Ask two Ss to each read a column of questions. Have Ss read the quiz and circle their answers.
- Have pairs take turns asking and answering the questions. Have Ss take notes of the answers. To model the task, ask and answer a few of the questions with a S (e.g., *T: Do you prefer to go out and socialize or to see friends at home? S: I prefer to go out with friends. I go out a few times a week.*).
- Have partners review their answers to see how they are the same and how they are different. Pairs report some of the more interesting results.

B 2.10

- **Preview the task** Read the instructions aloud.
- **Play the recording** ***Audio script p. T-169*** Ss listen only.
- **Play the recording again** Ss listen and circle their answers. Check answers with the class.

Answers

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

- **Follow-up** Ss work in pairs to compare their answers to Jessica's. They note which answers are the same and which are different, and see who is most similar to Jessica.

C

- **Preview the task** Ask a S to read the extract aloud.
- **Present** ***Help Note*** Read the information aloud. Tell Ss that *as*, with the meaning of *because*, is a formal use of the word. (For more information, see Language Notes at the beginning of this unit.)
- Say, "Find and circle examples of *as* in the extract. Decide what each one means." Have Ss complete the task. Check answers with the class.

Answers

As (being) an extrovert, I love to socialize. I can't even imagine myself as (being) an introvert. My friends say I am a real party person, and I think parties are a great way to make new friends.

I enjoy going out to new places as (because) I love to meet new people. I hardly ever invite my friends to my home as (because) I share an apartment with someone who is an introvert.

I get excited as (while) the weekend gets closer. I enjoy . . .

- Write sentences such as the following on the board:

  Extroverts seem to feel entirely at ease as they chat with people they don't know well.

  Introverted people don't like to be interrupted, as it can make them feel disrespected.

  As an introvert, my colleague is sometimes not able to share his ideas in meetings.

- Have Ss rewrite the sentences using *being, because,* or *while.* [Extroverts seem to feel entirely at ease while they chat with people they don't know well.; Introverted people don't like to be interrupted because it can make them feel disrespected.; Being an introvert, my colleague is sometimes not able to share his ideas in meetings.]

About you

D

- **Preview and do the task** Read the instructions aloud. Say, "Use your answers from Exercise 2A. Choose the information that you think best supports what you think your social style is. Give examples for each of the points you choose." Have Ss write their articles.

E

- **Preview and do the task** Read the instructions aloud. Say, "Keep count of how many classmates consider themselves introverts and how many consider themselves extroverts." Ss read the articles and compare their results with a partner. Ss share their results with the class.
- **Follow-up** Ask, "Do you think most of your classmates were correct about themselves?" Have a short class discussion. Tell Ss not to use names.

Free talk

Tell Ss to turn to Free Talk 4 at the back of their Student's Books. Have Ss do the task. (See the teaching notes on p. T-131.)

Workbook

Assign Workbook pp. 32 and 33. (The answer key begins on p. T-182.)

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, "The *context* means 'the specific situation in which you use the expression.' Remember that when you give an expression some kind of context, it will become more meaningful for you. It's easier to remember things that you can relate to your own life or experience."
- **Present *In Conversation*** Have a S read aloud the information in the box. Have Ss work in groups to write context sentences for each example of *get* + particle and preposition (e.g., *I've spent a lot time studying at home lately. I need to get out more.*). Tell Ss to look back through the unit and use a dictionary to check possible meanings if necessary. Have groups share their sentences for each example with the class.

↻ These tasks recycle expressions and inseparable phrasal verbs with *get*.

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: Have individual Ss each read an item.

Answers

1. get going
2. get to know
3. get off
4. get away with it
5. get used to
6. get it
7. get out of it
8. get over it

2

- **Preview the Word Builder task** Read the instructions aloud. Tell Ss to use dictionaries if necessary.
- **Do the task** Have Ss complete the task. Check answers with the class: For each *get* expression, have several Ss read their sentences to the class.

Possible answers

1. One of my girlfriends is so annoying. She's always gossiping about our other friends.
2. I've been so busy and stressed at work recently.
3. I want to study medicine, but I haven't taken the right classes. I should talk to my teachers.
4. I've borrowed some money to buy a car, but I'm worried I'm going to lose my job.

On your own

- **Present *On Your Own*** Read the instructions aloud.
- **Follow-up** At the start of the next class, Ss report the expressions they wrote for each verb. Write them on the board. Ss add new expressions to their lists.

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

Law and order

Language notes

Lesson A Rules and regulations

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Grammar The passive of modal verbs

(See Student's Book p. 45.)

Ss have learned how to use modal verbs in active sentences. They have also learned how to use the passive of the simple past and simple present. The lesson teaches Ss how to use the passive of modal verbs, mainly for obligation and necessity. The forms taught are for the present. The grammar chart also presents a new use of *must* — to talk about obligation.

Form

- Passive of modal verbs

  subject + modal verb + *be* + past participle

  R-rated movies should be banned.

  The law ought to be changed.

  You shouldn't be allowed to marry at 18.

Use

- Detailed information about the use of active versus passive verbs can be found in the following units: simple past passive: *Touchstone* Student's Book 3, Unit 12, Lesson A; simple present passive: *Touchstone* Student's Book 4, Unit 3, Lesson A.
- The principle for using the passive of modal verbs is the same as for other verbs. Compare the active and passive sentences below:

  Active: *They should ban R-rated movies.*

  They ought to change the law.

  Passive: *R-rated movies should be banned.*

  The law ought to be changed.

Corpus information *Must*

The modal verb *must* can be used for speculating (see *Touchstone* Student's Book 3, Unit 11, Lesson A). Most uses of *must* are for speculation. It can also mean "have to." Only about 10 percent of its uses have the meaning of "have to"; with this meaning, it is often used in expressions such as *I must admit* and *I must say.*

Speaking naturally Saying conversational expressions

(See Student's Book p. 45.)

The section recycles some common conversational expressions that Ss have already learned in previous levels. Discourse markers such as *I mean* and *You know,* and vague expressions such as *or something* are usually reduced and said quickly, even when the speaker is speaking relatively slowly.

Lesson B Crime and punishment

Vocabulary Crime and punishment

The vocabulary of the lesson includes the names of common crimes, the names for the criminals who commit them, and types of penalties.

Grammar *get* passive vs. *be* passive

(See Student's Book p. 47.)

The lesson introduces the passive form with the verb *get* and contrasts this with the *be* passive. The grammar chart also includes an active and a passive sentence with the verb *catch,* which is followed by a gerund (verb + *-ing*).

Form

- *get* passive in simple present statements

  subject + *get* + past participle

  Some murderers get sentenced to only ten years.

  People who speed don't usually get arrested.
- *catch* + verb + *-ing*

  Active: *What happens if they catch you shoplifting?*

  Passive: *What happens if you get caught shoplifting?*

Use

The *get* passive is generally used in spoken, informal contexts rather than in newspaper reports or other written texts. It is often used to report newsworthy events, and those events are often — but not always — negative or problematic in some way; for example, *get hurt / caught / killed / fired / shot.* However, the form can also be used for more positive events (e.g., *get promoted / elected*). After modal verbs such as *should,* the *be* passive is more common than the *get* passive.

Corpus information The *get* passive

People use the *get* passive much more frequently in speaking than in writing. The top six *get* passive verbs are *get paid, get caught, get hurt, get killed, get elected,* and *get fired.*

Common errors with *get* passives

Ss may forget to include *get* in *get* passives. (*Shoplifters often **get** fined.* NOT ~~*Shoplifters often fined.*~~)

Lesson C First of all, . . .

Conversation strategy Organizing your views

(See Student's Book p. 48.)

In friendly discussions when speakers have a number of things to say, they often use expressions to organize their ideas. This helps both the speaker and the listener keep track of what is being said. In the lesson, Ss learn some expressions for stating main ideas and introducing and listing opinions. Note: A benefit of using an expression such as *There are two problems* . . . is that it can help avoid interruptions. A listener will generally wait for a speaker to give two items before speaking.

- Giving main ideas
  (Well) basically . . .
  The point / thing is . . .
- Adding ideas
  Another thing is . . .
- Introducing a list
  There are two problems. . . .
  . . . *for a couple of reasons.*
- Ordinal numbers
  First (of all), . . .
  Second (of all), . . . / *Secondly,* . . .
- Numbers or letters
  (Number) One, . . . *Two,* . . .
  A, . . . , *B,* . . .

Note: In most conversations, it is not usual to go beyond *third*, *three*, or *c.*

Strategy plus *That's a good point.*

(See Student's Book p. 49.)

The section teaches useful expressions for responding to other people's opinions to show that someone has a valid argument: *That's true.; You've got a point (there.); I never (really) thought of it that way.* People can use these expressions even if they do not completely agree with the other speaker.



Corpus information ***That's true.***

In conversation, *That's true* is the second most common expression with *That's*, after *That's right.*

Lesson D Your right to privacy

Reading tip

(See Student's Book p. 50.)

The Reading Tip tells Ss that articles sometimes describe the background to a problem and then list a set of problems and possible solutions. This is a common structure in many kinds of texts, including journalism and academic writing. Understanding how a text is structured can help readers anticipate and follow the content, and thus read more efficiently.

Help note Giving reasons

(See Student's Book p. 51.)

The Help Note shows three conjunctions that can be used to give reasons: *because, since,* and *as.* These have similar meanings, but cannot all be used in exactly the same contexts. *Because* can be used in all contexts. *Since* is used to give reasons you think the reader already knows or can logically guess. *As* is more formal. The conjunctions introduce clauses, which can be at the end or at the start of a sentence.

I found this article very relevant ***because*** *it gives* . . .

We need more laws to protect our privacy ***since*** *everyone now has a smartphone.*

I also found it worrisome ***as*** *it seems there aren't enough laws* . . .

When these clauses begin a sentence, they need a comma at the end. *Since everyone now has a smartphone, we need new laws.*

Law and order

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

Introduce the theme of the unit Say, "In this unit, we'll talk about law and order. Laws tell us what we can and can't do. For example, societies have laws about driving (you have to stop at a red traffic light). When people obey the laws, we can say that there is order in our society. People follow the rules and laws, and so they are safe, and society is organized."

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

Write on the board:

1. *What's the "age of majority" in many countries?*
2. *What's the topic on the website on page 46?*
3. *What's happening in the photograph on page 49?*
4. *Why do you think there's an article about smartphones in a unit about the law?*

Ss look through the unit and find the answers to the questions on the board. Check answers with the class [1. It's 18. (p. 44); 2. the most appropriate punishments for different crimes; 3. A man is walking through a metal detector / going through security. 4. They can be used to steal private data.].

Before you begin . . .

- **Introduce the laws and rules** Have Ss cover Before You Begin and look at the pictures. Say, "These pictures show people doing things that help keep order in our society. What laws or rules do you think these people are obeying?" Get ideas from Ss [Picture 1: recycling; Picture 2: driving at the speed limit, wearing a helmet; Picture 3: driving carefully, wearing a seat belt, using a hands-free phone]. Have Ss uncover the text.

Recycle grammar This task recycles *be (not) supposed to* and *don't have to*. Have a S read the items in Before You Begin aloud. Ask, "What are the laws about these things in this country? What are you supposed to do? What are you not supposed to do? Are there any that you don't have to do? Discuss with a partner." Have Ss report to the class (e.g., *We're supposed to recycle all our trash. We're not supposed to leave trashcans on the street. You're not supposed to ride a motorcycle until you're 16. You definitely have to wear a helmet when you ride a motorcycle. You definitely have to wear a seat belt in a car. You can't use cell phones while you're driving, but you can use hands-free sets. You're supposed to have insurance for your car.*).

Extra activity GROUPS

Write on the board:

Eat or drink

Comb one's hair

Put on makeup

Allow the family dog to sit on the driver's lap

Tell Ss that some people do these things while driving. Group members say if doing these things while driving is against the law. If not, groups decide if they should be. Groups report their ideas to the class.

Lesson A Rules and regulations

1 Getting started

- **Set the scene** Read the title of the article aloud. Ask Ss if they know what the phrase "age of majority" means [The age at which it becomes legal for a person to do something; for example, vote, drive, get married.]. In classes with Ss from different countries, ask several Ss about the age of majority in their country. Elicit answers from the class.

A

- **Preview and do the task** Ask Ss to cover the interviews. Read the instructions aloud. Ask a S to read the six activities aloud. Check that Ss understand what each one means. For each activity, ask Ss to say the age in their country. The class finds out the youngest and oldest ages for each activity.

B 2.11

- **Preview the task** Say, "Listen to these interviews. What five things do the people talk about? Briefly write the topic. Do they think 18 is the right age to start doing these things? Write *yes* or *no*."
- Note the pronunciation: Maya Diaz /máyə díyaz/, Aiko /áykow/.
- **Play the recording** Ss listen and write. Replay the recording if necessary.
- **Play the recording again** Ss uncover the interviews, listen, read along, and review their answers. Check answers with the class [1. the age to see an "R-rated" movie, no; 2. the age to get married, no; 3. the age to vote, yes; 4. the age to get a credit card, yes; 5. the age to drive, yes].
- Ask, "What are the laws for these things in your country?" If Ss are from different countries, ask a S from each country represented in the class. If Ss are all from the same country, call on individual Ss to answer, and then ask Ss what they know about the laws of other countries.

Figure it out

C

- **Preview the task** Say, "Look at the sentences below. How do the people above say these things? Find the sentences in the article, and underline them."
- **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. Actually, I think R-rated movies should be banned altogether.
2. In fact, you shouldn't be allowed to get married until you're at least 21 or even older.
3. I mean, young people have to be given their freedom at some point.
4. The legal age for driving could easily be changed to 18 or 21 or something like that.
5. You know, they [young people] ought to be encouraged to manage their own finances and things.

- Ask, "Do you agree with these views? Discuss them with a partner." Have Ss do the task.
- **Follow-up** Ask Ss about their views: read the answer sentences aloud one at a time, and for each, have several Ss say what they think.
- **Focus on the form and the use** Say, "Look at the sentences in Exercise 1C. Are they active or passive?" [active] Say, "Look at the sentences that you underlined in the article. Are they active or passive?" [passive]
- Write on the board:
  1. *They should ban R-rated movies.*
  2. *R-rated movies should be banned.*
- Say, "What's the pattern for an active sentence in the present with a modal verb?" [subject + modal verb + base form of verb + object] Write it on the board. Ask, "What's the pattern for a passive sentence in the present with a modal verb?" [subject + modal verb + *be* + past participle] Write it on the board.
- Say, "People often use sentences with a passive modal verb to make statements about what they think needs to happen or change. When they talk about rules and regulations, it's usually without *by* + agent." Ask Ss why [We know someone with authority makes rules, but we usually don't know exactly who.].
- **Try it out** Tell Ss to look through the article, find more sentences with a passive modal verb, and underline them. Call on individual Ss to each read a sentence aloud [Bill: Well, I think the law ought to be changed — 18 is too young.; Maya: Actually, I think a law should be passed that says if you want to get married, you have to take marriage classes first.; Jared: I mean, young people have to be given their freedom at some point.; Pat: Too many teenagers get involved in traffic accidents, and something really must be done about it.].

Extra activity GROUPS

Write on the board:

At the age of 16, you should / shouldn't be allowed to ____.
At the age of 18, you should be allowed to ____.
At the age of 21, you should be allowed to ____.

Groups brainstorm ideas to complete the sentences and then share their ideas with the class.

Extra activity PAIRS

Write on the board:

Getting a job	*Quitting school*
Doing military service	*Retiring*

Pairs discuss how old people should be to do these things. Ss report their opinions to the class.

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2 Grammar

2.12

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Ask a S to say the modal verbs in the chart [should, shouldn't, have to, could, must, ought to]. Ask, "When do you usually use *should, ought to,* and *have to*?" [to give advice; to say what's necessary or obligatory] Say, "Here, *must* also means something is necessary; it means 'have to.' You can use these modals in passive sentences to talk about things that, for example, are necessary in your opinion." Ask, "When is *could* used?" [to say something's possible] Say, "The speaker probably also thinks something should be changed." (For more information, see Language Notes at the beginning of this unit.)
- **Present *In Conversation*** Books closed. Write on the board: *necessity, speculation.* Say, "These are two uses for *must*."
- Write on the board: *1. Drivers who break the speed limit must be banned. 2. Drivers who break the speed limit must not know the law. 3. I must say that drivers who break the speed limit are inconsiderate.* Ask, "In which sentence(s) is *must* used for speculating or guessing?" [2] Ask, "In which sentence(s) is *must* used to talk about necessity?" [1 and 3]
- Ask, "Which of the two uses of *must* do you think is more frequent — necessity or speculation? Write your guess." Books open. Read the information aloud.

A

- **Preview the task** Read the instructions and the example sentence aloud.
- **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.

Answers

1. Plastic shopping bags should be banned.
2. Employers ought to be stopped from reading . . .
3. Something has to be done about all the litter . . .
4. People shouldn't be allowed to eat food on . . .
5. People ought to be fined for making noise . . .
6. Something must be done about speeding . . .
7. Movies with violent scenes shouldn't be made.
8. People could be encouraged to stop smoking if . . .
9. Something has to be done about people who . . .
10. Children shouldn't be allowed to quit school . . .

About you

B

- **Preview the task** Read the instructions aloud. Have two Ss read the example conversation aloud.

Recycle conversation strategies The task recycles conversation strategies for giving an opinion and agreeing. Review expressions for giving opinions (see *Touchstone* Student's Book 3, Unit 4, Lesson C). Review expressions for agreeing such as *Absolutely* and *Definitely.* Remind Ss to use such expressions as they do the task.

- **Do the task** Have Ss complete the task. Go around the class, and help as needed.
- **Follow-up** Ss take turns leading the class by reading a statement and asking classmates who agree to raise their hands. The leader asks a few Ss to give their reasons.

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 Speaking naturally

A 2.13

- **Preview the task** Say, "You have learned expressions such as *I mean* and *you know,* and why and when to use them in conversation. The section practices how to say them. Listen and repeat the sentences. Notice how the expressions in maroon are said more quickly, even when the speaker is speaking slowly."
- **Play the recording** Ss listen and repeat.

About you

B

- **Preview the task** Read the instructions aloud. Say, "Look at the example. What expressions should be said more quickly?" [*You know; You know what I mean?*] Ask a S to read the example aloud.
- **Do the task** Have Ss complete the task. As Ss do the task, monitor how Ss say conversational expressions. If necessary, replay Exercise 3A, and have Ss repeat. Have each group report one law that should be passed, one thing that people should be encouraged to do, and one thing that people ought to be allowed to do.

Extra activity PAIRS / CLASS مرجع زبان ایرانیان

Pairs think of two real laws from their country that should be changed. Partners prepare a presentation explaining what the law is now and how and why it should be changed (e.g., *In my country, you don't have to wear a seat belt if you don't want to. I think people should be fined if they don't wear one. Lives can be saved in car accidents . . .*). Pairs give their presentations to the class. The class decides if they agree or not.

Workbook

Assign Workbook pp. 34 and 35. (The answer key begins on p. T-182.)

Lesson B Crime and punishment

1 Building vocabulary and grammar

- **Set the scene** Read the lesson title aloud. Say, "When people break the law by committing a crime, they are usually punished. What punishments do you know?" Write Ss' answers on the board (e.g., *pay a fine, go to jail*).

A 2.14

- **Preview the task** Say, "Read the questions and answers on the website below. What questions are the people answering? Number the questions 1 to 8."
- **Do the task** Have Ss read the questions and opinions and number the questions. Point out the first answer.
- **Play the recording** Ss listen, read along, and review their answers. Check answers with the class.

Answers

8 What's the right penalty for jaywalking?

3 How should vandals be punished?

6 What kind of sentence should you get for kidnapping?

4 Should they arrest drivers who get caught speeding?

2 What punishment should you get for robbing someone?

1 What should happen if you get caught shoplifting from a store?

7 What should happen to someone who is convicted of burglary?

5 Should all murderers be sentenced to life in prison?

Extra activity GROUPS

Say, "It's expensive to keep someone in jail, so community service and house arrest are becoming more common punishments for nonviolent crimes." Groups discuss which crimes or offenses could be punished with these. Groups report their ideas to the class, giving reasons.

Word sort

B

- **Preview the task** Say, "Make word webs like these." Point out the example answers with *Crimes*. Say, "Murder and having a gun without a license are crimes." Point out the next example. Say, "What do you call a person who commits the crime of shoplifting?" [a shoplifter] Say, "A shoplifter is a criminal." Say, "Use 'other' for expressions related to crime and punishment that don't fit into crimes, criminals, or punishments. Complete the word webs. Use your own ideas and look at the article for help."
- **Do the task** Have Ss complete the word webs. Check answers with the class: Draw each word web on the board. Have Ss call out the words they used. Add them to the appropriate word web on the board.

Possible answers

Crimes: murder, having a gun without a license, shoplifting, armed robbery, vandalism, speeding, kidnapping, burglary, jaywalking

Criminals: shoplifter, robber, vandal, murderer, burglar, jaywalker

Punishments: get fined, get sentenced to jail / prison, pay a fine, lose your license, get put on probation, do community service

Other: enforce a law, gun, knife, against the law, offense, take someone captive, break into, get arrested, graffiti

- Say, "Discuss each crime with a partner. Decide what punishment is appropriate." Ask a pair of Ss to read the example answer aloud. Have pairs complete the task. When Ss finish, call on pairs to talk about a crime and its punishment. Find out if the class agrees. If not, find out which punishment they chose.

Vocabulary notebook

Tell Ss to turn to Vocabulary Notebook on p. 52 of their Student's Books. Have Ss do the task in class, or assign it for homework. (See the teaching notes on p. T-52.)

Figure it out

C

- **Preview the task** Say, "Look at answer number 1 in Exercise 1A. What does the reader think should happen to shoplifters at first?" [They should be fined.] Say, "Look at answer number 4. What happens to some people who cause an accident by speeding?" [They get arrested.] Write on the board, underlined as shown:

  1. *They are fined. They should be fined.*
  2. *They get arrested.*

- Ask, "Are the sentences active or passive?" [passive] Ask, "What's different about the verbs?" [Sentence 1 uses *be* + past participle.] Say, "You can use *get* to make a passive, just like you use *be*."
- Say, "Look at answer number 1 again. When does the reader say shoplifters should go to jail?" [if they get caught stealing] Ask, "What's the verb form after *caught*?" [verb + *-ing*]
- **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. sentenced 2. caught 3. shoplifting; arrested

- Ask, "Are the sentences true in your country?" Have a short class discussion.
- **Focus on the form and the use** Say, "You know how to make passive sentences with *be* + past participle. You can also make passive sentences with *get* + past participle. *Get* passives are often used to talk about events that are negative in some way, such as *get arrested*." Ask, "What form of the verb is used after *get caught*?" [verb + *-ing*]

2 Grammar

2.15

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Have Ss look at the examples of *get* passives. Ask, "Where is the frequency adverb *usually*?" [before *get*] Ask, "How would you rewrite this sentence using the passive with the verb *be*?" [People who speed aren't usually arrested.] Write it on the board. Ask, "Where is the frequency adverb with the *be* passive?" [between *aren't* and *arrested*]
- Have Ss look at the examples of the *be* passive with *should*. Say, "You can use the *get* passive after *should*, but the *be* passive is more common."
- Have Ss look at the section on *catch* + verb + *-ing*. Say, "When you say you caught someone doing an action, it suggests that the action was something illegal, such as shoplifting. It can also suggest that the action is something that you think is wrong or dangerous; for example, *I caught my little brother playing with matches.*"
- Say, "When you use *catch* in an active sentence, you need an object between *catch* and verb + *-ing*. In a passive sentence, verb + *-ing* follows *catch*."
- **Present *In Conversation*** Read the information aloud.

A

- **Preview and do the task** Read the instructions aloud. Tell Ss that either the *get* or the *be* passive is correct but it is best to use *be* with *should*. Have Ss complete the task and then compare their answers in pairs. Check answers with the class.

Answers

1. People who hack into computers should be / get punished more severely. . . .
2. Careless drivers hardly ever get stopped by the police. The laws . . . should be / get enforced more strictly.
3. Lots of executives are / get caught stealing . . . , and they often get sent to prison for a long time. . . .
4. When vandals are / get arrested, they shouldn't be /get punished so severely. I mean, they should just be / get sentenced to a month of community service.
5. More people are / get caught shoplifting these days . . . But most shoppers are honest, and they really shouldn't be / get recorded.
6. . . . most criminals never get caught, and the ones that are / get arrested often aren't / don't get convicted.

About you

B

- **Present *Common Errors*** Books closed. Write *Shoplifters often fined.* Ask a S to come to the board and correct the sentence. Books open. The class checks the correction on the board [Shoplifters often get fined.].
- **Preview and do the task** Read the instructions aloud. Have Ss complete the task.
- **Follow-up** Several pairs of Ss tell the class about a statement they could not agree on. Both partners give their reasons.

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.)

3 Listening

A 2.16

- **Preview the task** Read the instructions aloud. Ask a S to read the four questions aloud. Say, "Just listen for the answers the first time you listen."
- **Play the recording** ***Audio script p. T-170*** Ss listen only. Replay the recording. Ss listen and write their answers. Have Ss compare their answers in pairs.
- **Play the recording again** Ss listen again and review their answers. Check answers with the class.

Answers

1. The burglary was a couple of years ago (when they were away on a business trip).
2. A neighbor who was sleeping in the house came in and saw some things on the floor and a broken window.
3. They took two computers.
4. Yes, they did.

B 2.16

- **Preview the task** Read the instructions aloud.
- **Play the recording** ***Audio script p. T-170*** Ss listen and check (✓) the answers. Check answers with the class.

Answers

✓ She never expected it to happen.
✓ She thinks it was inconvenient.

Extra activity GROUPS
Ss think of someone they know who was a victim of a crime. Ss prepare a short speech to tell their group.

C

- **Preview and do the task** Read the instructions aloud. Have a S read the example aloud. Have Ss complete the task. Remind Ss to use both *get* and *be* passives.
- **Follow-up** Ss share their decisions with the class.

Workbook

Assign Workbook pp. 36 and 37. (The answer key begins on p. T-182.)

Lesson C First of all, . . .

Lesson C recycles strategies used in opinion discussions.

1 Conversation strategy

- **Set the scene** Write *security camera* on the board. Ask, "Do you know if there are a lot of security cameras around the places you go every day?" Elicit answers.

A

- **Preview the task** Ask, "Where do you often see security cameras? Make a list." Have Ss complete their list. Elicit ideas from the class. Write the places on the board. Ask, "Do you think they're a deterrent? If so, what against? Or are they intrusive and an invasion of privacy?" Check that Ss understand the words *deterrent, intrusive,* and *invasion of privacy.* Tell Ss to use the context of the question to guess. Have Ss call out their ideas [deterrent: action that makes something less likely to happen; intrusive: involved in things which should be private; invasion of privacy: entering a part of someone's life without permission].
- Say, "Raise your hand if you think security cameras are a deterrent." Count hands. Say, "Raise your hand if you think they're an invasion of privacy." Count hands, and write both totals on the board. Do not erase. Have a short class discussion of both opinions.

B 2.17

- **Preview the task** Books closed. Say, "Now listen to Adam and Selina's conversation. What do they think about security cameras on buses? First, just listen."
- **Play the recording** Ss listen. Replay 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 [Selina is in favor of security cameras on buses because they're a deterrent and because they make people pay their fares. Adam thinks security cameras on buses are intrusive.]. Help with new vocabulary as needed.

C

- **Present *Notice*** Read the information and the examples aloud. Tell Ss the expressions are useful because they help both the speaker and listener keep track of what is said. (For more information, see Language Notes at the beginning of this unit.) Say, "Read the conversation and find the expressions that Adam and Selina use." [Selina: for a couple of reasons, first of all, And second, another thing is, basically; Adam: The thing is]
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role.

D

- **Preview the task** Read the instructions aloud. Have two Ss read aloud the arguments for and against security cameras. Have a different pair of Ss read the example conversation aloud.
- **Do the task** Have Ss complete the task. Go around the class, and help as needed.
- **Follow-up** Say, "At the start of the lesson, you voted on whether you think security cameras are a deterrent or an invasion of privacy." Point out the totals on the board. Say, "Now that you've heard some arguments on both sides, what do you think? Raise your hand if you think they're a deterrent." Count hands. Say, "Raise your hand if you think they're an invasion of privacy." Count hands, and write the totals on the board. The class finds out how many Ss have changed their opinion. Class members say which arguments helped change their mind or helped reinforce their original opinion.

Extra activity PAIRS

Pairs write a conversation similar to Adam and Selina's on the topic of security cameras, using ideas from Exercise 1D and its follow-up. Pairs present their conversation to another pair. A few pairs present their conversations to the class.

2 Strategy plus

- **Present *Strategy Plus*** Say, "In a discussion with 'for' and 'against' opinions, speakers want their ideas to be listened to." (For more information, see Language Notes at the beginning of this unit.) Say, "Look back at the conversation on p. 48 and find examples of expressions that Adam and Selina use to show they have considered each other's ideas." [Adam: That's true; you've got a point there; Selina: I never thought of it that way.]
- Read the information and the example in Strategy Plus aloud.
- **Present *In Conversation*** Read the information aloud.

A

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

The task recycles conversation strategies for introducing a different opinion (see *Touchstone* Student's Book 3, Unit 9, Lesson C). Review expressions such as *on the other hand; I know what you mean, but . . . ; I'm not so sure.* Remind Ss to use such expressions as they do the task.

- Have two Ss read aloud the first item and the example answer. Have Ss complete the task.

Possible answers

1. You've got a point, but we shouldn't be made to go through one in every building.
2. I never really thought of it that way. But really, I think kids should take responsibility for their own school attendance.
3. That's true. But it would also be expensive.
4. You've got a point there. But on the other hand, don't you think that's an invasion of privacy?
5. Well, you've got a point, but isn't that a little young to be sent to prison?

B

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task. For each item, tell Ss to take turns reading the opinion in the book and presenting a view opposing the one read. Tell them to continue each argument.

3 Listening and strategies

A 2.18

- **Preview the task** Say, "Listen to the class debate. Answer the questions." Read aloud question 1 and the four topics.
- **Play the recording *Audio script p. T-170*** Ss listen and check (✓) the one topic that the class is discussing. Read question 2 aloud. Say, "Listen again for the answers to the questions. Write short notes to help you remember what the people say."
- **Play the recording again** Ss listen again and write.
- **Play the recording again** Ss listen again and review their notes. Give Ss time to write complete sentences to answer the questions. Check answers with the class.

Answers

1. Raising the legal age for driving
2. *In favor*: Most young people are not responsible enough, and they cause most accidents. / All those accidents mean increased insurance premiums for young people.
   Against: Young people who live far from town where public transportation isn't very regular wouldn't be able to get to school. / It's not fair to those young people who are responsible.

About you

B 2.19

- **Preview the task** Read the instructions aloud. Have a S read the Useful Expressions aloud.
- **Play the recording *Audio script p. T-171*** Ss listen and write. Pause after the first extract to give Ss time to write. Ask a few Ss to read their response aloud (e.g., *That's a good point, but there's always carpooling. Parents could take turns driving students from the area to school.*). Play the rest of the recording, pausing after each extract to give Ss time to write.
- **Play the recording again** Ss listen again and review their answers. Check answers with the class: For each extract, ask a few Ss to read their response.

Answers

Answers will vary.

About you

C

- **Preview and do the task** Read the instructions aloud. Remind Ss to use expressions to organize their views and to respond. Have Ss complete the task.
- **Follow-up** A S from each group tells the class the main points of their discussion.

Extra activity PAIRS

Write on the board:

High school students have to do 50 hours of community service before they graduate, or they won't get a diploma.

Pairs decide on arguments for and against this idea and write a conversation. Several pairs present their conversation to the class. The class votes on whether they think it is a good idea 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 5 in class, or assign it for homework. (See the teaching notes on p. T-138.)

Workbook

Assign Workbook pp. 38 and 39. (The answer key begins on p. T-182.)

Lesson D Your right to privacy

1 Reading

- **Set the scene** Read the lesson title aloud. Say, "A *right* is a power or freedom that everyone has and that must not be taken away. Things such as privacy and free speech are usually considered rights." Ask Ss to give other examples of rights (e.g., *voting, going to school*).

A

Prereading

- **Preview and do the task** Ask, "What kind of privacy issues do people worry about?" Get a few ideas from the class (e.g., *identity theft, credit card fraud*). Say, "Make a list." Have Ss work in pairs, and give them one minute to brainstorm and write down their ideas. Ask, "Which other ideas did you think of?" Have Ss call out their answers and write them on the board (e.g., *other people posting information or photos to social networking sites, computer spyware*). (Note: Do not erase if you are using the Extra activity following Exercise 1C.)

B

During reading

- **Preview and do the reading** Read the instructions aloud. Say, "Before you read carefully, skim the article and underline any of the ideas on the board. When you finish, compare your underlined answers with a partner."
- **Do the reading again** Have Ss carefully read the article. Ask Ss to make a note of the types of information it mentions. Have Ss complete the task. Check the answer with the class. [The article mentions information about who you call, what messages you send, where you are, your friends and personal tastes, private data such as bank account details, and passwords.] Ask Ss to call out the underlined ideas.
- **Present *Reading Tip*** Read the tip aloud. Ask, "What is the background of the problem?" [We're all using smartphones, and they are too smart as they can lead to invasion of privacy] Ask, "Why is reading about the background first useful?" Elicit ideas (e.g., *It gives you an introduction to the topic. It helps you think about what other topics the article will cover.*) Ask, "Where does the article give solutions to the problems: at the end of the article or after each problem?" [after each problem]

C

Postreading

- **Preview the task** Read the instructions and the example aloud. Tell Ss to scan the article and find the word *access*. Call on a S to say where the expression is and read the sentence it is in [First paragraph: We use our smartphones to text, . . . access email and social networks, . . .].
- Say, "The expressions appear in the article in the same order as they are needed to complete the sentences. Read through the article again slowly. When you come to an expression that you think fits, check to see if it is right by using it in the sentence in the exercise. You may have to change the form of the word or expression."
- **Do the task** Have Ss find the words and expressions to complete the sentences. Check answers with the class.

Answers

1. access (Paragraph 1)
2. underestimated (Paragraph 1)
3. concerned (Paragraph 1)
4. service provider (Paragraph 2)
5. opt out (Paragraph 2)
6. keep track (Paragraph 2)
7. malware (Paragraph 4)
8. hacked (Paragraph 4)
9. outsmart (Paragraph 6)

- **Follow-up** Ss work in pairs and use the context of the article to guess the meanings of the expressions in the exercise. Ss check a dictionary to confirm their guesses.

Extra activity GROUPS

Write on the board:

Which of the issues on the board were you already concerned with?

How seriously do you take these issues?

Which of the smartphone precautions listed in the article have you already been using?

Groups discuss the questions and share their answers with the class. Which issues were the majority of Ss aware of?

D

- **Preview the task** Read aloud the instructions. Ask a S to read aloud the questions.
- **Do the task** Have Ss complete the task and compare their answers with a partner. Say, "If you and your partner have different answers, check the article again." When Ss finish, check answers with the class.

Possible answers

1. There are few laws against smartphone invasion of privacy because lawmakers haven't kept up with changes in technology.
2. In order to keep your location private, turn off the tracking feature.
3. Third parties want to know your location and personal tastes so they can try to sell you things.
4. Before you download a new app, you should read the privacy statement.
5. You should choose a password that isn't easily guessed and you shouldn't let your smartphone remember your passwords.
6. I know that there are settings on a lot of electronic devices that let you disable the device remotely if it's stolen.

2 Speaking and writing

About you

A

- **Preview the task** Say, "Answer the questions about the article on page 50. Take notes on your answers." Ask individual Ss to each read a question aloud.
- **Do the task** Have Ss review the article and write their answers.
- Say, "Now discuss the questions in pairs. Take notes of your partner's answer. They will be helpful for your writing assignment." When Ss finish, have some pairs report their opinions and reasons.

B

- **Preview and do the task** Have Ss read the comment from Olivia95. Say, "Underline the clauses that give reasons." Ask individual Ss to read aloud a clause they underlined. [(Paragraph 1): because it gives helpful information . . . ; as it seems there aren't enough laws . . . ; (Paragraph 2): because I am very careful about . . . ; because she downloaded an app . . .; (Paragraph 3): since everybody now has a smartphone, as it's difficult to know how to do this)]
- Ask, "What words begin these clauses?" [because, since, as]
- **Present *Help Note*** Read the information aloud. Say, "*Because, since,* and *as* introduce clauses to give reasons. The clauses can come before or after the main clause. When they are before the main clause, they are followed by commas." Write on the board: *Because / Since / As it gives helpful suggestions I found this article very relevant.* Have a S come to the board and put a comma in the correct place. [after *suggestions*]
- Have Ss share some of their opinions and reasons from Exercise 2A using *because, since,* or *as.* Write their ideas on the board. Have Ss change the order of some of the clauses.

C

- **Preview and do the task** Read the instructions aloud. Have Ss write their comments.

D

- **Preview and do the task** Read the instructions aloud. Have Ss put their comments on their desks or chairs. Tell Ss to go around the class and read at least five other Ss' comments. Have Ss note the ideas that they agree or don't agree with. When Ss finish, have them report to the class about those ideas. Have a class discussion.

Extra activity GROUPS

Write on the board:

It will never be possible for lawmakers to keep up with the changes in technology.

Have groups discuss the question and report their ideas to the class.

Write on the board:

location tracking

using public Wi-Fi

remembering passwords

Ask, "What are some reasons people use these?" Elicit responses (e.g., *Location tracking means you can get directions on your phone.; Public Wi-Fi makes it easy to go online.; It's hard to remember lots of different passwords.*). Have groups discuss the pros and cons of using these options. Encourage Ss to use *because, since,* and *as* in their reasons. Remind them to use expressions to organize their views and to respond. Have a few groups share their ideas with the class.

Free talk

Tell Ss to turn to Free Talk 5 at the back of their Student's Books. Have Ss do the task. (See the teaching notes on p. T-130.)

Workbook

Assign Workbook pp. 40 and 41. (The answer key begins on p. T-182.)

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, "Writing vocabulary in word charts is useful because seeing related words with a brief definition helps you learn and remember them."
- **Present** *In Conversation* Books closed. Write on the board: *caught, elected, fired, hurt, killed, paid.* Say, "People use the *get* passive much more frequently in speaking than in writing. These are the top six verbs in speaking that follow *get.* Can you put them in order, starting with the most common? Write your guesses." Ss complete the task. Books open. Ss check their guesses. Have Ss who guessed *paid* as the top item raise their hands.

↻ These tasks recycle vocabulary for talking about crimes and offenses.

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

Crime	Criminal	Activity
burglary	burglar	breaks into a building to steal
vandalism	vandal	paints on public buildings
murder	murderer	kills or murders people
shoplifting	shoplifter	steals from stores

2

- **Preview the Word Builder task** Say, "This Word Builder task will help you learn more vocabulary for talking about crime." 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

Crime	Criminal	Activity
arson	arsonist	sets buildings on fire
blackmail	blackmailer	demands money in exchange for keeping a secret
hijacking	hijacker	takes control of a plane, train, or boat
joyriding	joyrider	drives recklessly, often in a stolen car
mugging	mugger	robs someone in a public place

On your own

- **Present** *On Your Own* Read the instructions aloud. Ask, "What crime-related words do you see in the newspaper?" [Prisoner escapes]
- **Follow-up** At the start of the next class, Ss form small groups and tell one another the words they found.

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 6

Strange events

Language notes

Lesson A Coincidences

Grammar The past perfect

(See Student's Book p. 55.)

The lesson presents the past perfect in statements, questions, and short answers.

Form

- Affirmative statements
  subject + *had* / *'d* + past participle
  I'd set up camp.
  I had just met my husband-to-be.
- Negative statements
  subject + *had not* / *hadn't* + past participle
  I hadn't spoken to anyone in days.
- *Yes-no* questions
  Had + subject + past participle?
  Had they been in touch?
- Information questions
  question word + *had* / *'d* + subject + past participle?
  Where had he moved to?

Use

- The basic use of the past perfect is to talk about events in a time that leads up to a point in the past, or a time "before the past." When people talk about a past event using the simple past or past continuous, they can use the past perfect to talk about events or situations before the main event or events.
  I'd set up camp (earlier event) and was cooking (main event) when this van appeared (main event).
- The past perfect is often used to give background information to the main events.
  I'd just met my husband-to-be, and we hadn't known each other long. . . .
- The past perfect is also often used to give explanations or reasons why something happened in the past.
  It was nice to have company because I hadn't spoken to anyone in days — I'd gone by myself.
- Other uses of the past perfect are taught in later units. See Unit 9, Lessons A and B, for its use in reported speech, and Unit 10, Lesson A, for its use in conditional sentences with *if*.

Corpus information *Had*

In affirmative statements, the full form *had* is generally more frequent than the contracted form *'d*. Questions with the past perfect are not as frequent as statements.

Common errors with the past perfect

Ss may confuse the present perfect with the past perfect. *(I **had set up** camp, and this van appeared out of nowhere.* NOT ~~*I have set up camp, and this van appeared.*~~*)*

Lesson B Superstitions

Vocabulary Superstitions

(See Student's Book p. 56.)

The lesson teaches superstitions and related vocabulary from various cultures and countries around the world.

Grammar Responses with *So* and *Neither*

(See Student's Book p. 57.)

In *Touchstone* Student's Book 2, Unit 1, Lesson B, Ss learned how to use responses with *too* and *either* in conversation to show they had things in common with the speaker or that they agreed with the other person. Here they expand their range of such responses, learning about *So* and *Neither*.

Form

In responses with *So* and *Neither*, the verb comes after *So* or *Neither*, followed by *I*. The tense or verb form used by the first speaker appears in the second speaker's response.

- *So* is used to respond to or agree with affirmative statements.
  A I'm hungry. *B So am I.* (= *I am too.*)
  A I walk around ladders. *B So do I.* (= *I do too.*)
  A I knew that. *B So did I.* (= *I did too.*)
- *Neither* is used to respond to or agree with negative statements.
  A I'm not superstitious. *B Neither am I.* (= *I'm not either.*)
  A I don't believe in that. *B Neither do I.* (= *I don't either.*)
  A I didn't know that. *B Neither did I.* (= *I didn't either.*)

Use

- Responses with *So* and *Neither* show that the second speaker has something in common with the first speaker, or that they both agree on something.
- Speakers can also use short responses such as *Oh, I'm not* and *Actually, I do* to show they don't have the same ideas as the first speaker or that they don't agree with the first speaker.

Corpus information *So* and *Neither*

The most common responses with *So* and *Neither* are *So am I* and *Neither am I*. Responses that give the opposite views are much less common than the ones that tell what two speakers have in common.

Lesson C Weird and off the wall

Conversation strategy Making your meaning clear

(See Student's Book p. 58.)

- In conversations, it is very common for people to repeat their ideas to get their meaning across. Sometimes they repeat their ideas exactly, using the same words. Other times, they express the same ideas using different words, either of the same or different word classes. In this lesson, Ss practice repeating ideas using adjectives — either the same adjective or similar adjectives, but the same principle can be used with other word classes such as verbs, nouns, and adverbs.
- In the conversation on p. 58, Hugo repeats the word *weird* (*I often have weird dreams*), and he strengthens its repeated occurrence with *really* (*really weird*). He also uses other words with the same meaning as *weird* (*just off the wall*). Similarly, Olivia repeats the idea of nice dreams by using other words with the same meaning as *nice* (*a happy dream, pleasant dreams*), and she uses opposites to express the same idea: *They're never bad or scary or . . .* Practice in repeating ideas in these ways will help Ss develop their conversational fluency and give them a useful strategy for making their meaning clear.

Strategy plus *just*

(See Student's Book p. 59.)

In *Touchstone* Student's Book 2, Unit 10, Lesson C, Ss learned how to use *just* to soften the things they say in instructions (e.g., *Just a minute.*) and in explanations for actions such as a reason for calling (e.g., *I was just calling to ask you something.*). In the lesson, they learn that *just* can have the opposite meaning, too — to make what is said stronger. *Just* can be used to add emphasis with a meaning of "really" or "absolutely" (e.g., *I just don't believe it.; It's just amazing.; It's just the weirdest thing.*).

Speaking Naturally Stressing new information

(See Student's Book p. 59)

- New information in a sentence receives the strongest or primary stress. After a word or idea has entered the conversation, and becomes "old" information, then other words usually get the primary stress. This section gives practice in establishing a topic or new information with primary stress *(dreams; scary)*, then changing the primary stress to other words *(weird, really; always)*.



Corpus information *just*

Just is one of the top 30 words in conversation. It has many meanings, including "exactly," "only," and "a short time ago." However, over half of the uses of *just* are to soften or strengthen ideas.

Lesson D Amazing stories

Reading tip

(See Student's Book p. 60.)

The Reading Tip tells Ss that the title of a news article is often a summary of the story.

Help note Prepositional time clauses

(See Student's Book p. 61.)

- The Help Note shows Ss how to use prepositional time clauses in sentences. These are prepositions + present participles (or verb + *-ing*), and they can be used to give more information about the main clause of the sentence: *Before starting college, she had never ridden a bicycle.* The clause *Before starting college* gives more information about the main clause.
- The subject of the present participle and the subject of the verb in the main clause should be the same.

  *Before starting college, **she** had never ridden a bicycle.*
  *(= Before **she** started college . . .)*
- A common mistake is to use a different subject for the two verbs: *Before starting college, her bicycle had never been out on the road.* This, in effect, means that the bicycle started college!
- Prepositional time clauses are not so frequent in conversation and could sound very formal in spoken English, but they are very useful for writing stories.

Strange events

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

Introduce the theme of the unit Say, "Imagine you start to call your best friend. Before the phone even rings, he or she is on the phone and starts to talk. He or she was calling you at exactly the same time." Ask a few Ss, "Has this ever happened to you?" Say, "Now, imagine you've just moved to a new city, and you're talking to your new next-door neighbor. It turns out the neighbor worked with your uncle twenty years ago." Ask a few Ss, "What would you think if this happened to you?" Say, "Unusual occurrences such as these happen to most people at one time or another. In this unit, we'll talk about strange events like these."

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.

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Extra activity INDIVIDUALS / CLASS

Write on the board:

1. *The names of two people who discuss their amazing coincidences.*
2. *A superstition from Peru.*
3. *Is the word "just" used often in conversation?*
4. *How old were Mary and Elaine when they first met?*

Ss look through the unit and find the answers. Ss report their answers [1. Emma Rivers and Glen Hutt (p. 54) 2. "If you put clothes on inside out, you will get a nice surprise." (p. 56) 3. "Just" is one of the top 30 words. (p. 59) 4. They were 30 years old, (p. 60)]. Ask, "Which of the lessons looks the most interesting?"

Before you begin . . .

- **Introduce the unusual experiences** Direct Ss' attention to Before You Begin. Read the names of the four experiences aloud. Have Ss repeat. Note the pronunciation: déjà vu /deyʒɑ vúw/.
- Have Ss read the information below picture 1. Ask, "What experience completes this sentence? Choose one of the words from Before You Begin." [a UFO]
- Say, "Complete the sentences below the other three pictures. Then compare your answers in pairs." Check answers with the class: Have individual Ss each read a sentence [1. a UFO 2. déjà vu; 3. telepathy; 4. a coincidence].
- Ask, "Have you ever had an experience similar to these? Do you know anyone who has?" Have a few Ss tell the class about experiences they or people they know have had (e.g., *I've had déjà vu a lot. It usually only lasts a few seconds, but I always think, "Wow. This exact thing has happened before."*).

Recycle a conversation strategy This task recycles highlighting key moments in a story (see Unit 1, Lesson C). Say, "Think about a time you had one of these experiences and tell your group. What can you do to make your story sound more dramatic?" [Change to the present tense. Use *this* or *these*.]

- Use this anecdote as an example, or tell the class a true story of your own: "My best friend and I were talking about this music teacher we used to have back in junior high school. She was our favorite. Anyway, the next day I go into this coffee shop, and who do you think is sitting there? That teacher. What a coincidence!"
- Have Ss tell their stories in groups.
- **Follow-up** Each group chooses a S to tell his or her story to the class. The class votes on the best story.

Extra activity PAIRS

Pairs make up stories to illustrate two of the four experiences. They tell them to another pair, who says which experience each story illustrates.

Lesson A Coincidences

1 Getting started

- **Set the scene** Ask, "What was the strangest coincidence you heard about in the stories you just heard from your classmates?" Have a few Ss tell the class. Read the title of the article aloud. Say, "Emma and Glen talk about coincidences they experienced."

A

- **Preview and do the task** Ask, "What kind of coincidences happen to people?" Read the example aloud. Say, "Make a list." Elicit ideas from the class (e.g., *You meet someone with the same birthday, You meet someone from your hometown in a foreign country*).

B 2.20

- **Preview the task** Books closed. Write on the board: *Emma, Glen.* Say, "Listen. What coincidences did these people experience? Briefly write the main ideas for your answers."
- **Play the recording** Ss listen and write. Then they compare their answers in pairs.
- **Play the recording again** Books open. Ss listen, read along, and review their answers. Check answers with the class [Emma's husband was showing her pictures of an old friend from college when the friend called. Glen met a guy in the Australian outback who had graduated from the same college he did.].
- Help with new vocabulary as needed. Explain that *out of the blue* is an idiom that refers to something that happens without being anticipated.

Extra activity GROUPS

Write on the board:

Out of the blue

Group members each tell a story about a strange event that happened "out of the blue." Groups choose a group member to tell the class his or her story.

Figure it out

C

- **Preview the task** Write on the board: *One guy had graduated from the same college as Glen.* Say, "Look at the sentence. What verb comes after the subject?" [had] Underline *had.* Ask, "What's the main verb in the sentence?" [graduated] Underline *graduated.* Write on the board: *He'd graduated from the same college as Glen.* Underline *'d.* Ask, "What word is *'d* the contraction of?" [had]
- 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. He had moved to Spain years ago.
2. Yes, but they hadn't seen or spoken to each other in years.
3. Because he'd gone on the trip by himself.
4. Because he hadn't spoken to anyone in days.

- **Focus on the form and the use** Say, "Sometimes when you talk about an event in the past, you also need to talk about other events that happened before it, at an earlier time. You can talk about these other events with the past perfect. The past perfect is formed using *had* — the past tense of *have* — and a past participle."
- Ask Ss to look at Glen's anecdote. Ask, "What happened after Glen stopped driving?" [He set up camp, he started cooking, and some guys arrived.] Say, "When he is telling the story, the main events are that ***he was cooking dinner*** and ***some guys arrived.*** He uses the past continuous and the simple past for the main events. He uses the past perfect for the action or event in the past that happened first, before the main events — he ***had set up camp.***"
- Say, "You can also use the past perfect to give background information about a past event that is the main topic of your conversation." Say, "Look at Emma's anecdote. What background information does she give about her husband's college friend Gerry?" [Her husband hadn't seen or spoken to Gerry in years.]
- Say, "You can also use the past perfect to give reasons why something in the past happened. Why was Glen pleased to see the guys?" [He hadn't spoken to anyone in days.] "Why was Emma's husband not in touch with his friend Gerry?" [Gerry had moved to Spain.]
- **Try it out** Write on the board:

  I was very tired / hungry when I got home last night because ____.

  I was late for class / work yesterday because ____.
- Have individual Ss complete the sentences. Then have them tell a partner their completed sentences.

2 Grammar

2.21

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Tell Ss to look at the first use of the past perfect in the top section of the chart. Have a S read the first example sentence aloud. Say, "All three of these actions are in the past. We know that setting up camp was the first event because it's in the past perfect tense. What's the pattern for talking about an action in the past perfect?" Ask a S, and write the pattern on the board [subject + *had* + past participle].
- Ask a S to read the second example sentence aloud. Point out that the past perfect gives background information about Emma and her husband.
- Have Ss look at the second use of the past perfect. Say, "In the first example sentence, the clause with the past perfect is used to explain why Glen was glad to have company. The second example sentence gives background information. In Emma's anecdote, it helps us understand why it was unusual that Gerry called."
- Have Ss look at the bottom of the chart. Ask, "What's the pattern for *yes-no* questions with the past perfect?" [*had* + subject + past participle]. Write the pattern on the board. Ask, "What's the pattern for information questions with the past perfect?" [question word + *had* + subject + past participle]. Write the pattern on the board. Point out the short answers for *yes-no* questions: *Yes,* subject + *had* for affirmative and *No,* subject + *hadn't* for negative. (For more information, see Language Notes at the beginning of this unit.)

A

- **Preview and do the task** Say, "Complete the stories with either the simple past or the past perfect. Sometimes both are possible." Have Ss complete the task and then compare their answers in pairs. Check answers with the class: Have three different pairs each read a story.

Answers

1. *B* Yeah. In fact, last week I was talking about a friend who I hadn't spoken to in a long time. I think he changed / had changed his cell phone number and he hadn't given me the number. Anyway, he texted me out of the blue because he had run into my brother at a restaurant, and they were talking about me. So he decided / had decided to get in touch. It was great to hear from him.
2. *B* . . . I went to the post office because we had gotten someone else's mail. It had happened before, three or four times. So anyway, I was waiting in line, and I started talking to this guy who had come / came in right after me. He was there because he hadn't received some of his mail. So I asked, "You don't know a Mr. Ling, do you?" And he said, "Yeah, that's me." I couldn't believe it! I had his mail!
3. *B* Actually, on my last birthday, my girlfriend decided to take me to this restaurant that she had gone to with some friends. I had heard about it, but hadn't had a chance to go there. Anyway, we showed up. . . .

- 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 a few Ss tell one of their stories to the class.

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

A 2.22

- **Preview the task** Find out if any Ss play chess online. Ask, "Why do you play online?" Read the instructions and the five questions aloud. Say, "First, just listen. Think about the questions as you listen."
- **Play the recording** ***Audio script p. T-171*** Ss listen only. Replay the recording. Tell Ss to make short notes for their answers. Have Ss compare their notes in pairs.
- **Play the recording again** Ss listen again and review their answers. Say, "Use your notes to write complete sentences for answers." Check answers with the class.

Answers

1. Because it's hard to find people who play chess well.
2. She thinks he's a pretty good chess player.
3. Elena and Derek met at work. They had worked on a project together a year ago.
4. She discovered that Derek was her online partner. She found out when he told her his online name.
5. She says weird coincidences happen to her a lot.

B

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task. Replay the recording. Ss give themselves a point for every detail they remembered. Ask a few Ss to call out their total points.

Extra activity GROUPS

Write on the board: *It's a small world . . .* Group members each tell a story they know that proves the saying, "It's a small world." Groups choose a member to tell the class his or her story.

Workbook

Assign Workbook pp. 42 and 43. (The answer key begins on p. T-182.)

Lesson B Superstitions

1 Building vocabulary

- **Set the scene** Books closed. Ask, "Can you think of any things that are supposed to bring good luck?" Write answers on the board (e.g., *finding a penny on the ground, a rabbit's foot*). Say, "What about actions or items that are supposed to bring bad luck?" Write answers on the board (e.g., *stepping on a crack in the sidewalk, the number 13*). Say, "Some people believe that certain things can cause good or bad luck. These beliefs are called *superstitions*."

A

- **Preview the task** Books open. Say, "Different cultures have different superstitions." Read the instructions aloud.
- **Do the task** Have Ss read the article. Say, "Underline any new vocabulary." Ask Ss to call out any vocabulary they do not understand. Have other Ss try to provide definitions. Help with definitions for the remaining vocabulary words.
- Have individual Ss each read a superstition aloud. For each one, ask Ss to first raise their hands if they had heard of the superstition before. Then ask them to raise their hands if they have a similar superstition in their country. Call on a few Ss with their hands raised to tell the class.

Word sort

B

- **Preview and do the task** Say, "Complete the chart with superstitions from the article." Ask a S to read the examples given aloud. Have Ss complete the task and then compare their charts in pairs.

Answers

It's good luck to . . .
find a tea leaf floating upright in green tea.
pick up any coins you find.
dream of a snake holding you tightly.
put clothes on inside out.
stand between two people with the same name.

It's bad luck to . . .
leave your purse on the floor.
see a crow in the morning.
give a boyfriend or girlfriend a pair of shoes.
wear pearls when you are a bride.
sweep over an unmarried woman's feet with a broom.

- **Follow-up** Say, "Add more superstitions you know to your chart." Have individual Ss read something they added to their chart. The class votes on whether they think it is good or bad luck (e.g., *S: A groom sees a bride on their wedding day before the wedding* [Class votes for bad luck.]. *S: That's right. It's bad luck.*).

Vocabulary notebook

Tell Ss to turn to Vocabulary Notebook on p. 62 of their Student's Books. Have Ss do the task in class, or assign it for homework. (See the teaching notes on p. T-62.)

2 Speaking and listening

A

- **Preview and do the task** Have Ss look at the pictures. Ask, "What are these things?" Have Ss call out the answers. [a four-leaf clover, a butterfly, a black cat, a mirror.] Say, "Do you know any superstitions about these things?" Have Ss discuss the four pictures in pairs. Call on Ss to tell the class the superstitions they know about the things pictured.

B 2.23

- **Preview the task** Read the instructions aloud.
- **Play the recording** ***Audio script p. T-172*** Ss listen, number the pictures, and write *L* or *U*.
- **Play the recording again** Ss listen again and review their answers. Check answers with the class.

Answers
four leaf clover – 3, L
yellow butterfly – 4, L
black cat – 1, U
mirror – 2, U

C 2.23

- **Preview the task** Read the instructions aloud.
- **Play the recording** ***Audio script p. T-172*** Ss listen and write. Pause the recording after each superstition to give Ss time to write.
- **Play the recording again** Ss listen again, review their answers, and then compare their answers in pairs. Check answers with the class: Have individual Ss each read a superstition.

Answers
1. If a black cat walks toward you or crosses your path, something bad will happen / you'll have bad luck.
2. If you break a mirror, you'll have seven years of bad luck.
3. Finding a four-leaf clover is supposed to be lucky.
4. If you see a yellow butterfly, your wish will come true. If you see a yellow butterfly in the spring, you'll get a lot of new clothes.

Extra activity GROUPS
Groups discuss superstitions. Write on the board:
Do you have an object that you think is lucky?
Are there any actions you avoid because they're considered "bad luck"?
Do you do anything "for luck" before an exam or a sports event?
Group members discuss the questions and report anything interesting they find out to the class.

3 Building language

- **Set the scene** Say, "Some countries have a superstition about spilling salt. Raise your hand if you think it's lucky. Raise your hand if you think it's unlucky."

A 2.24

- **Preview the task** Books closed. Write on the board: *Angie, Terry.* Say, "Listen to the conversation. Is Angie superstitious? How about Terry? Write your answers."
- **Play the recording** Ss listen and write *yes* or *no* for each person. Check answers with the class [Angie: yes; Terry: no].
- **Practice** Books open. Have Ss practice the conversation in pairs, taking turns playing each role.

Figure it out

B

- **Preview the task** Ask, "When do people say *Me neither*?" [to agree with a negative statement] Ask, "When do people say *Me too*?" [to agree with an affirmative statement] Say, "Find responses with *so* and *neither* and underline them."
- **Do the task** Have Ss complete the task. Ask, "What responses did you find?" [So am I.; Neither did I.; Neither do I.; So do I.] Ask, "What do they mean?" Check answers with the class.

Answers

So am I. = I am too. / Me too.
Neither did I. = I didn't either / Me neither.
Neither do I. = I don't either. / Me neither.
So do I. = I do too. / Me too.

- Ask, "What do you notice about the responses with *so* and *neither*?" Elicit answers (e.g., *The verb comes first and then the subject.; You add* did *for the past and* do *for the present.;* So *replaces* too. Neither *replaces* not either.).
- **Focus on the form and the use** Write on the board: *So* ____ *I.* Say, "You can use this pattern to agree with another speaker's affirmative statement or to say that you are the same in some way. The verb or the auxiliary that you use depends on the verb that the speaker uses."
- Write on the board: *Neither* ____ *I.* Say, "This pattern is used to agree with a negative statement or to say that you are the same in some way."

4 Grammar

2.25

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Have Ss look at the top-left section of the chart. Say, "This is an example for agreeing with an affirmative statement with *be*." Write on the board: *I'm hungry.* Ask, "What's the verb in this statement?" ['m / am] Underline *'m*. Say, "*Am* is a form of *be*, so the verb in the response is also a form of *be*. The form of *be* agrees with the subject." Ask, "What's another way to say *So am I*?" (*I am too.*)
- Point out the top-middle section. Say, "The verb in this statement is an active verb in the simple present, so *do* is used in the response." Say, "You can also use *I do too.*"
- Point out the top-right section. Say, "The verb in this statement is an active verb in the simple past, so *did* is used in the response." Point out the alternate expression, *I did too.*
- Have Ss look at the three bottom sections of the chart. Say, "These are examples for agreeing with a negative statement."
- Ask, "What's the pattern for responses with *so* or *neither*?" [*So / neither* + verb + *I*] (For more information, see Language Notes at the beginning of this unit.)
- **Present *In Conversation*** Have a S read the information aloud.

A

- **Preview the task** Say, "Respond to each of these statements with *So* or *Neither*." Read statement 1 aloud, and have a S read the example response.
- **Do the task** Have Ss complete the task. Check answers with the class.

Answers

1. Neither am I.
2. So do I.
3. Neither do I.
4. Neither did I.
5. So am I.
6. Neither have I.
7. So have I.
8. So was I.

- **Practice** Have pairs practice the exchanges, taking turns reading the statements and responding.

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. Encourage Ss to continue each conversation if they can, giving more information.

About you

C

- **Preview and do the task** Read the instructions aloud. Ask two Ss to read the example conversation aloud. Have Ss complete the task.
- Have groups report any superstitions that they have in common, and write them on the board. Each time a superstition is mentioned, give it a point. The class finds out which superstitions are the most common.

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.)

Workbook

Assign Workbook pp. 44 and 45. (The answer key begins on p. T-182.)

Lesson C Weird and off the wall

Lesson C recycles adjectives.

1 Conversation strategy

- **Set the scene** Books closed. Write the title of the lesson on the board. Ask, "What do *weird* and *off the wall* mean?" [very strange and unusual] Ask, "What's a nightmare?" [a bad or scary dream]

A

- **Preview and do the task** Read the instructions aloud. Have several Ss tell the class about their dreams.

B 2.26

- **Preview the task** Say, "Listen to Hugo and Olivia's conversation. What kinds of dreams does Olivia usually have? What about Hugo ? First, just listen to the conversation."
- **Play the recording** Books closed. Ss listen only. Replay 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. Ask, "What kinds of dreams does Olivia usually have?" [Olivia usually has recurring / nice / happy / strange / pleasant dreams.]. Ask, "What about Hugo ?" [Hugo has weird / off the wall dreams.]

C

- **Present *Notice*** Read the information and the example aloud. (For more information, see Language Notes at the beginning of this unit.) Have Ss find examples in the conversation of repeating the same words or using different words for the same idea. Check answers with the class [Olivia: Yeah, **sometimes**. I mean, **occasionally**, **not every time**; the **same** dream, you know, a **recurring** dream; a **nice** dream, a **happy** dream . . . **pleasant** dreams; They're **never bad** or **scary**. Hugo: I often have **weird** dreams, **really weird**. I mean, just **off the wall**.].
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role. Have Ss practice again. This time, tell Ss to make up different details about Olivia and Hugo's dreams.

About you

D

- **Preview the task** Say, "Complete each sentence by using a word from the list to repeat the main idea." Tell Ss to read all the sentences and the word list before beginning. Help with new vocabulary as needed.
- **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. fascinating
2. worried
3. frightening
4. terrible
5. scared
6. unusual

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

Extra activity GROUPS

Write on the board:

Do you dream in color?
Do you ever dream in English?
Do you have any recurring (repeating) dreams?
Can you remember a dream you had recently?

Groups discuss the questions about dreams and report to the class. Tell Ss to repeat words or use words with the same meaning to make their meaning clear.

2 Strategy plus

- **Present *Strategy Plus*** Tell Ss to look back at the conversation on p. 58 and find the places where Olivia and Hugo use *just*. Have two Ss each read one of the examples aloud [Olivia: It's just a little strange.; Hugo: . . . really weird, I mean, just off the wall.].
- Read the information and the examples in Strategy Plus.
- **Present *In Conversation*** Books closed. Write on the board: *top 25, 30, 35.* Ask, "How often is *just* used in conversation? Is it in the top 25, 30, or 35 words? Write your guess." Books open. Ask a S to read the information aloud.

A 2.27

- **Preview and do the task** Read the instructions aloud. Ask a S to read aloud the eight things that people said. Check that Ss understand them.
- **Play the recording** Ss listen and check (✓) the boxes. Have Ss compare their answers in pairs, making a note of any differences.
- **Play the recording again** Ss listen again and review their answers. Check answers with the class.

Answers

1. stronger
2. stronger
3. softer
4. softer
5. stronger
6. stronger
7. softer
8. softer

About you

B

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

Extra activity PAIRS

Pairs look at the sentences in Exercise 2A again. This time they talk about the sentences that are not true for them and give their reasons.

3 Speaking naturally

A 2.28

- **Preview the task** Say, "Look at what the woman says about her dreams. What is the new information in the first sentence?" [dreams] Say, "This gets the strongest stress. After she mentions dreams, this becomes old information and other words — the new information — gets the strongest stress. The words which have the strongest stress are in red." Read the instructions aloud.
- **Play the recording** Ss listen and repeat.

B 2.29

- **Preview and do the task** Say, "Can you predict which words have the strongest stress in the conversation below? Underline one word in each sentence."
- Have Ss complete the task and then compare their answers in pairs.
- **Play the recording** Ss listen, read along, and review their answers. Check answers with the class: Have individual Ss each read an answer, using the correct stress.

Answers

A Do you ever have bad dreams?
B You mean scary dreams? Like nightmares?
A Yeah. Dreams that make you all upset.
B No. I usually have nice dreams. Fun dreams. What about you?
A Oh, I never dream. At least, I never remember my dreams. So, do you ever have recurring dreams?
B Not really. My dreams are always different. But they're always happy dreams.

About you

C

- **Preview and do the task** Say, "Practice the conversation above with a partner, using your own information. Then switch roles and practice again." As Ss complete the task, go around the class listening for the stress. If necessary, replay Exercise 3B, and have Ss repeat.

Extra activity GROUPS

Ss take turns telling their groups about a dream they had that they remember. Groups report the most unusual dream to the class.

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. 46 and 47. (The answer key begins on p. T-182.)

Lesson D Amazing stories

1 Reading

- **Set the scene** Read the title of the lesson aloud. Ask, "What makes a story amazing?" Elicit ideas from Ss (e.g., *It has an unexpected ending. It involves a coincidence. Something really good happens in the story.*) Ask Ss if there have been any amazing stories in the news recently. Ss who know of any tell the class.

A

Prereading

- **Preview and do the task** Ask, "What do you know about twins?" Have a S read aloud the examples. Tell Ss to work with a partner and make a list. Have Ss complete their lists and then tell the class (e.g., *Some are identical and some are fraternal. Some twins say they know what the other twin is thinking or feeling even when they're apart.*).

Note

There are two types of twins — *identical* and *fraternal.* Identical twins develop from the same fertilized egg, which splits and develops into two babies with exactly the same genetic information. Fraternal twins develop from two fertilized eggs, which produce two genetically unique children. Fraternal twins are no more genetically alike than individual siblings born at different times.

B

During reading

- **Present *Reading Tip*** Read the tip aloud. Read the title of the article aloud. Ask, "What will the article be about?" [Twins who didn't grow up together, but met each other when they were older.]
- **Preview the task** Read the instructions aloud. Ask, "What are some reasons it might have taken a long time for the twins to meet?" Get ideas from the class (e.g., *They might have lived in different towns or countries. They might not have known about each other.*)
- Point out the names Mary Holmes (paragraph 1) and Mary Black (paragraph 3). Explain that when Mary married, she took her husband's last name (Holmes).
- **Do the task** Have Ss read the article and answer the question. Check the answer with the class. [Mrs. Black didn't want the girls to meet. The girls knew about each other early on, but didn't speak because they were respecting Mrs. Black's wishes. After getting married, Mary moved to Singapore without contacting her sister.]

C

Postreading

- **Preview the task** Books open. Read the instructions aloud. Ask individual Ss to each read a question aloud.
- **Do the task** Tell Ss to read the article and answer the questions. Have Ss compare their answers in pairs. Check answers with the class.
- Ask several Ss for their answer to question 5. Have a short class discussion. Which reasons do most Ss agree with?

Possible answers

1. The Blacks did not want Mary to meet her twin sister.
2. Mary learned about Elaine when a girl in the doctor's office kept calling her Elaine. Elaine learned about Mary when her mother pointed Mary out on the street one day.
3. The first time Elaine tried to contact Mary, she learned that Mary had moved to Singapore.
4. The twins felt like they had known each other all their lives.
5. Answers will vary.

- **Follow-up** Ask, "Do you think the story is amazing?" Ss give their opinions (e.g., *Yeah, I think it's a pretty incredible story. I mean, I just can't imagine how I would feel if I suddenly found out I had an identical twin.*).

Extra activity PAIRS

Pairs write down some of the main events in the story. Then they rewrite them in random order. Pairs exchange papers with another pair, who try to number the events in the correct order. Have the two pairs work together to check answers.

D

- **Preview the task** Ask Ss to cover the list of expressions on the left. Read the instructions and expression *a* aloud. Tell Ss to find the expression *look after* in the article. Have a S say where the expression is and read the sentence aloud. [Paragraph 2: Their mother, who was renting a small room in a house, was unable to look after the girls.].
- Say, "Now choose the meaning of *look after* from the expressions on the right." Call on a S to answer [e. take care of].
- **Do the task** Have Ss uncover the expressions on the left and match them with their definitions. Check answers with the class: Call on individual Ss to say where the expression is and give their answer.

Answers

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

2 Speaking and writing

About you

A

- **Preview the task** Read the instructions aloud. Ask individual Ss to each read a discussion question aloud.

Recycle a conversation strategy Encourage Ss to make their meaning clear by repeating ideas. To model the task, have a S ask you the first question. In your answer, repeat ideas (e.g., *My family background isn't very unusual. It's really pretty typical. My grandparents were from . . .*).

- **Do the task** Have Ss discuss the questions in pairs. Tell them to make notes of the answers.

B

- **Preview and do the task** Have Ss read the example article. Ask, "What's the topic of the article?" [how the writer's parents met] Then ask some comprehension questions (e.g., *Where did the writer's parents meet?* [in college] *What club did they belong to?* [the cycling club] *What kind of bike did the writer's mother buy?* [a big heavy one]).
- **Present *Help Note*** Read the information aloud. Say, "Verb + *-ing* with *before* and *(soon) after* tells when something happened. Notice that in the prepositional time clause, the subject is not stated. The subject of the prepositional time clause is the same as the subject of the main clause. Find and underline the four examples of prepositional time clauses." [Before starting college; Soon after arriving on campus; after seeing all the other cyclists with their bicycles; After realizing] (For more information, see Language Notes at the beginning of this unit.)
- Write sentences such as the following on the board:

  After she got married, Mary moved to Singapore.
  Before they met in person, they spoke on the phone.
  Soon after they met, they became inseparable.

- Have Ss rewrite the sentences using prepositional time clauses with *after, before,* and *soon after* [After getting married, Mary moved to Singapore.; Before meeting in person, they spoke on the phone.; Soon after meeting, they became inseparable.].

About you

C

- **Preview and do the task** Say, "Use your notes and write a story about your family. Use at least three time clauses." Have Ss write their stories. Tell them to use their ideas from Exercise 2A.
- Say, "Now read your classmates' stories. Which one interests you the most? Tell the class." Have Ss put their stories on their desks or chairs. Tell Ss to move around the class and read at least five other Ss' stories. Have Ss note which story interests them the most and report back to the class.

Extra activity PAIRS

Ss read a partner's story and then write two or three questions about it. Ss give their questions to their partner, who adds information to their story to answer the questions.

Free talk

Tell Ss to turn to Free Talk 6 at the back of their Student's Books. Have Ss do the task. (See the teaching notes on p. T-132.)

Workbook

Assign Workbook pp. 48 and 49. (The answer key begins on p. T-182.)

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 are useful to organize vocabulary around a topic. A word web will save you time. For example, instead of reading through lists of sentences with superstitions, you can just scan for the topic, and the superstition you want will be easier to find."
- **Present *In Conversation*** Books closed. Ask, "Do people talk about good luck or bad luck more often? Write your guess." Books open. Ask a S to read the information aloud.

↻ These tasks recycle talking about superstitions.

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.

Possible answers

Love: If you give your boyfriend or girlfriend a pair of shoes, he or she will leave you. Dream of a snake, and you'll find your soul mate.

Money: If you leave your purse on the floor, your money will disappear. If you pick up coins, you'll come into money.

Good luck: It's lucky to find a tea leaf floating upright in a cup of green tea. It's good luck to find a four-leaf clover.

Bad luck: If you see a crow in the morning, you will have a bad day. If you break a mirror, you'll have seven years of bad luck.

2

- **Preview the Word Builder task** Say, "This Word Builder task will help you learn more superstitions." Read the instructions aloud.
- **Do the task** Have Ss complete the task. Check answers with the class.

Answers

Bringing a new broom into a new house is lucky.

Cut your nails on Friday, and you cut them for sorrow.

Finding a ladybug will bring you good luck.

If you open an umbrella indoors, it is bad luck.

Leave a house by the same door you came in for good luck.

Putting clothes on with your left arm first is unlucky.

On your own

- **Present *On Your Own*** Read the instructions aloud. Have Ss look at the picture. Say, "This student is carrying a four-leaf clover into the exam room for good luck. What other two things is she doing for luck?" [She's wearing a horseshoe around her neck. She has her fingers crossed.]
- **Follow-up** At the start of the next class, Ss work in small groups and report the superstitions the people had. Groups report any new superstitions to 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.

Checkpoint Units 4–6

Before you begin the Checkpoint, write on the board: *Grammar, Vocabulary, Conversation Strategies.* Tell Ss to think about Units 4–6 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 What are you supposed to do?

This task recycles *be supposed to.*

- **Set the scene** Have Ss look at the pictures and say what each icon represents [1. a cell phone 2. food 3. a hard hat 4. a camera 5. a shoe on grass].
- **Preview the task** Tell Ss to look at the first picture. Ask, "What does this sign mean?" Call on Ss to give ideas using *supposed to* and *not supposed to* (e.g., *You're supposed to turn off your cell phone. You're not supposed to use a cell phone.*). Say, "Write sentences for each sign, with *supposed to* and *not supposed to*."
- **Do the task** Have Ss write their sentences. When Ss finish, have them compare their sentences in pairs, and say where they might see the signs. Model the task by having a pair read the example conversation. Check answers with the class: Call on a few Ss to give answers for each sign.

Possible answers

1. This one means you're not supposed to turn your cell phone on. You're supposed to turn it off; This sign is often seen in hospitals and on planes.
2. This one means you're not supposed to have food in this place. You're supposed to eat outside of the area. It is seen in concert halls and stores.
3. This one means you're supposed to wear a hard hat. You're not supposed to be in the area without a hard hat. It is always seen at construction sites.
4. This one means you're not supposed to take any pictures. You're supposed to put your camera away. This sign is often seen in art galleries and museums.
5. This one means you're not supposed to walk on the grass. You're supposed to stay on the paths or sidewalks. It is often seen in parks or outside public buildings.

Extra activity INDIVIDUALS / GROUPS
Ss write three sentences about things they *are* or *are not supposed to do* at school. Ss take turns reading their sentences in groups and see if they agree.

2 You can say that again!

This task recycles the conversation strategies of repeating your ideas to make your meaning clear, checking your understanding with "statement questions," and using *just* and *so.*

A

- **Preview and do the task** Read the instructions and the example aloud. Have Ss complete the second sentence for each item. Then have Ss compare sentences in pairs.

Possible answers

1. I just love going to parties.
2. I just get anxious.
3. It just costs too much.
4. I'm just always late for everything.

B

- **Preview and do the task** Read the instructions aloud. Have two Ss read the example conversation aloud. Point out how B asks a statement question using *so.* Have Ss take turns reading their true sentences and responding with statement questions.

3 Crime doesn't pay.

This task recycles the passive of modal verbs and *get* passive. It also recycles vocabulary for rules and regulations, crimes, criminals, and punishments, and the conversation strategy of organizing your views.

A

- **Preview the task** Read the instructions and the example sentences aloud. Say, "Complete the sentence on the left with crimes and how people are usually punished, and the sentence on the right with the criminals and how you think they *should be* punished."
- **Do the task** Give Ss three minutes to write as many sentences as they can. Ss compare their sentences in pairs.

B

- **Preview the task** Read the instructions aloud. Have two Ss read the example conversation.
- Write *First* and *Second* on the board. Ask, "What other expressions can you use to organize views?" Call on a few Ss (e.g., *Basically; There are two reasons.*).
- **Do the task** Have Ss take turns reading their sentences, explaining their views, and responding.
- **Follow-up** Pairs report the points they agree on.

4 A weird week

This task recycles the past perfect. It also recycles the vocabulary for superstitions.

A

- **Preview the task** Read the instructions aloud. Ask individual Ss to each read a question aloud. Point out the example answer.
- **Do the task** Have Ss read the story and write answers to the questions. Then have them compare their answers in pairs. Check answers with the class: Call on a few Ss to read their answers.

Possible answers

1. Eric had to pay for his girlfriend's dinner because she had spent all her money on a sweater.
2. He wanted to apologize because he had yelled at her.
3. He overslept on Friday morning because he had had a strange dream.
4. His sweater was inside out because he had gotten dressed in a hurry.
5. It was a surprise to see Sarah because he hadn't seen her since their college graduation.
6. He had his last thought because he had remembered his dream.

B

- **Preview and do the task** Read the instructions aloud. Tell Ss to compare the superstitions on p. 56 with the events in the story and make notes on how they can explain the events. Ask a S to read the example aloud. Have Ss complete the task and then compare their ideas in pairs. Have pairs report their ideas to the class.

Possible answers

Maybe Eric had a bad day on Monday because he had seen a crow in the morning. (Taiwan: If you see a crow in the morning, you will have a bad day.)

Maybe Eric's girlfriend broke up with him because he had given her a pair of shoes. (South Korea: If you give a girlfriend a pair of shoes, she will leave you.)

Maybe he ran into Sarah by surprise because he had put his sweater on inside out. (Peru: If you put clothes on inside out, you'll get a nice surprise.)

Maybe he thinks he's going to marry Sarah because he had dreamt about a snake winding itself tightly around his leg. (Thailand: Dream of a snake holding you tightly, and you will soon meet your soul mate.)

Extra activity INDIVIDUALS / GROUPS

Ss write a paragraph about what they think happened next to Eric. Then they share their endings in groups.

5 Get this!

This task recycles expressions with *get.*

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

Answers

Ann My sister and her boyfriend just broke up. She's so upset.

Bill I don't get it. They were the perfect couple.

Ann I get the feeling that she was expecting it. She'll get over it soon.

Bill Did they ever get engaged? Or didn't they get around to it?

Ann They did, but she'll soon get used to being single again.

Bill It's a tough time, but she'll get through it.

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

Extra activity PAIRS

Pairs write conversations using four *get* expressions. A few pairs present conversations to the class.

6 Things in common?

This task recycles responses with *So* and *Neither.* It also recycles *was going to* and *be supposed to.*

- **Preview and do the task** Have individual Ss each read an incomplete sentence aloud. Say, "Complete the first four items with a noun or a verb + *-ing.* Complete the last two with verb phrases." Model the activity by completing a few sentences (e.g., *I believe in picking up coins I find.; Once I tried frying tomatoes.*). Have Ss write sentences with their own information.
- When Ss finish, have two Ss read the example conversation aloud. Ask, "What other response could B give to A?" Call on Ss for ideas (e.g., *Oh, I don't. They don't seem real.*). Say, "Now compare your sentences with a partner. Say if you are the same or different. If you are the same, use *So* or *Neither.*" Have Ss take turns reading their sentences and responding.
- **Follow-up** Pairs report to the class about what they have in common (e.g., *We both believe in picking up coins.*).

UNIT 7

Problem solving

Language notes

Lesson A Getting things done

Grammar Causative *get* and *have*

(See Student's Book p. 67.)

The lesson teaches causative uses of the verbs *get* and *have*. *Causative* means to "cause something to happen" or "make something happen." The lesson recycles the use of *get* + person + *to* + verb and *have* + person + verb (see *Touchstone* Student's Book 3, Unit 4, Lesson A), and adds a new pattern *get* / *have* + object + past participle.

Form

- *get* + person + *to* + verb (*to*- infinitive)
  I get my brother to fix my car.
- *have* + person + verb (infinitive without *to*)
  I didn't pay to have someone repair my dishwasher.
- *get* / *have* + object + past participle
  I always get my hair cut professionally.
  We're having a new house built.

Use

- *Get someone to do something* and *have someone do something* mean "to make, ask, or persuade someone to do something." It is usually clear from the context whether the person is compelled or persuaded to do something.
  Compare:
  I get my kids to help me with the chores.
  I get my brother to fix the car.
- *Get* or *have something done* is a type of passive structure meaning "to cause something to be done by someone else."
  I cut my hair. (= I cut it myself.)
  I had my hair cut. (= Someone else cut it for me.)

Lesson B What needs to be done?

Grammar *Need* + passive infinitive and *need* + verb + *-ing*

(See Student's Book p. 68.)

The lesson teaches two structures with the verb *need*: *need to be done* and *need doing*. These structures have a similar meaning: "should be done."

Form

- *need* + passive infinitive
  The TV needs to be fixed.
- *need* + verb + *-ing* (gerund)
  The TV needs fixing.

Use

Both structures mean that something should be done. The structure *need* + verb + *-ing* is commonly used with everyday chores around the house (e.g., *changing, cleaning, fixing*).

Vocabulary Problems around the house

(See Student's Book p. 69.)

The lesson teaches vocabulary for describing common problems around the home.

The lightbulb keeps flickering on and off.
The doorknob is loose. It's about to fall off.

Corpus information

Common errors with *need* + verb + *-ing*

A common error is for Ss to use *need* + verb + *-ing* to say what *they* are going to do *themselves*. *(I need* ***to change*** *my tire.* NOT ~~*I need changing my tire.*~~*)*

This is not the same as saying what needs to be done (by someone else). *(My tire needs changing.)*

Lesson C You OK?

Conversation strategy Speaking in "shorter sentences"

(See Student's Book p. 70.)

- In *Touchstone* Student's Book 3, Unit 6, Lesson C, Ss learned how, in friendly conversations, expressions for good-bye could be shortened by leaving out words. The lesson builds on this common feature of conversation — ellipsis.
- Ellipsis occurs when speakers leave out words in conversations, either because they want to avoid repeating ideas or because the ideas are understood or implied in the conversation. There are different types of ellipsis, but this lesson focuses on the most common types in informal conversations, namely, where people leave out pronouns and auxiliary verbs or the verb *be*. Here are some examples of words that are left out:
- *I* or *I am* (*I'm*)
  (I) Think so.; (I) Just broke a nail.; (I'm) Ready.
- *Do you, Are you,* and *Have you*
  (Do you) Want some help?; (Are you) OK?; (Have you) Got it?
- *Is that / it, That / It is*
  (Is that / it) Better?; (That / It is) Done.
- The conversation in the lesson is of two people doing a job together. Because they are involved in the same task and their conversation is about an immediate and shared experience, they frequently use ellipsis.

Strategy plus *Uh-oh!*

(See Student's Book p. 71.)

The section presents and practices a number of common words people use in conversation to show that something has gone wrong in some way.

- When you see / experience a problem
  Ooh! *It's heavy.*
- When you suddenly discover a problem
  Uh-oh! *I don't have any soda.*
- When you make a small mistake
  Oops! / Whoops! *I spilled my coffee.*
- When you hurt yourself
  Ow! / Ouch! *Broke my nail!*
- When something goes wrong — a general reaction / expletive
  Shoot! *I missed the bus.*
- When you find something disgusting
  Ugh! / Yuck! *There's a dead fly in my soup!*
- These expressions are used by people who see or have a problem themselves. They are also often used by people when they listen to an anecdote someone is telling them about things that go wrong and to show their involvement or understanding of the anecdote.



Corpus information *Ooh!*

Most of the expressions taught here are in the top 4,000 words in conversation. The most common general-purpose one is *Ooh!*

Speaking naturally Short question and statement intonation

(See Student's Book p. 71.)

The section gives practice in hearing whether short elliptical sentences are questions or statements. In questions, the intonation rises. In the exercise, the statement intonation falls to show that the speaker is giving "news" to the listener.

Lesson D Thinking outside the box

Reading tip

(See Student's Book p. 72.)

The Reading Tip tells Ss to highlight useful collocations they can use in their daily lives. It's a reminder that they should look for phrases to learn, and not just single words.

Help note Presenting a solution

(See Student's Book p. 73.)

The Help Note gives some useful guidelines for presenting advantages in order to persuade someone to agree with a proposal. These are:

- Present and explain the problem.
- Offer a solution and explain its benefits.
- Explain how the solution will be implemented.

Problem solving

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

Introduce the theme of the unit Ask, "Do you cut your own hair? Do you iron your own clothes? Do you repair things around the house or take care of minor problems with your car? Raise your hand if you do." Ask Ss who raise their hands what kinds of jobs they can do themselves. Ask, "Do you think it's better for a professional to do these things? Raise your hand." Ask Ss who raise their hands to say what kinds of things they hire professionals to do. Say, "In this unit, we'll talk about different repair problems and services that people use in everyday life."

In Unit 7, 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

Write on the board:

something you could fix or do yourself

something you'd never try to fix or do yourself

Ss look through the unit and find two examples for each category on the board. Ss form pairs and tell each other what they chose (e.g., *I'd try to replace a showerhead [p. 68]; I could put oil in my car [p. 66]*).

Before you begin . . .

- **Introduce the services** Have Ss look at the pictures. Read the caption for each picture aloud. Have Ss repeat.
- Tell Ss to look at Before You Begin. Ask individual Ss to each read one of the questions aloud. Then ask, "Where do you go when you need a haircut? Choose one of the places shown in the pictures." Call on a S to answer [When you need a haircut, you go to a hair salon (or a barbershop).]
- Say, "Match each of the questions to one of the pictures. Then compare your answers in pairs." Check answers with the class: Have individual Ss each read an answer [When you need a haircut, you go to a hair salon (or a barbershop).; When you need new glasses, you go to an optometrist.; When you need some photocopies, you go to a copy shop.; When there's a big stain on your jacket, you go to a dry cleaner's.; When you need a memory card for your camera, you go to a camera store.; When your car or motorcycle breaks down, you go to a garage.]

Recycle vocabulary and grammar This follow-up task recycles vocabulary for talking about how often you do something (see *Touchstone* Student's Book 1, Unit 5, Lesson B). Ask, "How often do you get a haircut?" Call on a few Ss to answer (e.g., *about three times a year, every six weeks*). Ask, "What other time expressions do you know for talking about *how often*?" Call on a few Ss to answer (e.g., *once a week, almost every day, about every three months, never*).

- Say, "Find out how often your partner uses each of the services in Before You Begin." Have Ss complete the task.

Extra activity GROUPS

Write on the board: *manicurist, personal trainer (for exercise), furniture mover.* Say, "These are all workers who provide services that many people typically do themselves." Groups discuss who has used one of these services in the past, who would like to use one of these services in the future, and who would probably not use the services in the future. Groups report to the class.

Lesson A Getting things done

1 Getting started

- **Set the scene** Say, "Some people prefer to pay others to do things that they could probably do themselves, such as cut the lawn or take care of a garden. What are some other jobs that people can be hired to do?" Write Ss' ideas on the board (e.g., *clean windows, paint the inside / outside of a home, walk the dog, shovel snow, clean the house*).

A

- **Preview and do the task** Ask, "Which of these things do you do yourself?" Have a S read the five items aloud. Using a show of hands, find out how many Ss do each thing. Ask, "What other jobs do you do?" Have Ss call out answers. Assign a S to write them on the board.

B 3.01

- **Preview the task** Read the title of the interview aloud. Say, "Listen. What jobs have these people done themselves? Were they successful? Write your answers."
- Write the names of the people in the interviews on the board. (Note the usual American English pronunciation of these names: Min-sook /mɪn sʊ́k/, Marcus Aldóvar /márkəs aldówvɑr/).
- **Play the recording** Books closed. Pause the recording after interview 1. Ask, "What job did Min-sook do herself?" [She cut her own hair.] "Was she successful?" [no] Play the rest of the recording, pausing after each interview to give Ss time to write. Ss listen and write.
- **Play the recording again** Books open. Ss listen, read along, and review their answers. Check answers with the class [1. Min-sook cut her own hair. She was not successful. 2. Marcus puts oil in his car. He is successful. 3. Martin and Jill have done their own decorating. They were successful. 4. Bella tried to fix her dishwasher. She was not successful.].
- Ask, "Who cuts Min-sooks's bangs?" [a friend] Ask, "Who looks at Marcus's car?" [his uncle] Ask, "Do we know who's building Martin and Jill's house?" [no] Ask, "Do we know who repaired the water damage for Bella?" [no] Help with new vocabulary as needed.

Figure it out

C

- **Preview the task** Read the instructions aloud. Tell Ss to read the interviews carefully to help them complete the answers.
- **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. I get my brother to fix things.
2. We'll have my sister choose the colors.
3. I get my hair cut at a good salon.
4. I had to have the damage repaired.

Recycle grammar The following task recycles causative *get* in active sentences (see *Touchstone* Student's Book 3, Unit 4, Lesson A).

- **Focus on the form and the use** Write on the board:

  1. *Min-sook always cuts her own hair.*
  2. *Min-sook gets a hairdresser at a salon to cut her hair.*
  3. *Min-sook gets her hair washed at the salon.*

- Ask, "In sentence 1, who cuts Min-sook's hair?" [Min-sook] Say, "Min-sook does the action of cutting herself."
- Ask, "In sentence 2, who cuts Min-sook's hair?" [a hairdresser] Ask, "What does *gets* mean here?" [asks, tells, makes, has]
- Ask, "In sentence 3, who washes Min-sook's hair?" [someone at a salon] Write on the board underneath sentence 3:

  3. *Min-sook gets her hair washed at the salon.*
  subject + verb get + object + past participle

- Say, "Look at sentences 2 and 3 on the board. *Get* is called a causative verb because it means 'cause something to happen' or 'arrange for something to happen.' In sentence 3, you can also use the verb *have*." Write on the board: *Min-sook has her hair washed at a salon.*
- **Try it out** Ss look through the interviews and identify sentences with *get* and *have*. Ss underline the causatives. Call on Ss to read the causatives they found [Min-sook: . . . had a hairdresser cut it again. I always get it cut . . . I get a friend to cut my bangs occasionally.; Marcus: . . . I get my brother to fix most things . . . I have my uncle take a look at it . . . I can get it fixed there . . . I also have it serviced there . . .; Martin and Jill: . . .we'll have her choose the colors and get her to pick out curtains . . .; Bella: I didn't want to pay to have someone come and repair it. . . . to have the water damage repaired.].

Extra activity PAIRS

Pairs ask and answer the four interview questions from Exercise 1A.

2 Grammar

3.02

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Remind Ss that *causative* means "cause or make something happen." Say, "When people want to say they caused something to happen or arranged for something to happen, they can use *get* or *have* as causatives. The words have a similar meaning."
- Say, "Look at the sentences on the left side of the chart. *Get* and *have* have the same meaning in these sentences, but the patterns are different." Write the patterns on the board:

  get + person + to + verb

  have + person + verb
- Ask, "What's the difference?" [After *get*, you need *to* + verb. After *have*, you do not need *to*.] Tell Ss to circle *get* and *to + verb* and underline *have* and *verb* in the examples in the left side of the chart.
- Say, "Look at the sentences on the right side of the chart. When you use causative *get* or *have* in a passive sentence, both the meaning and the pattern are the same." Write the pattern on the board:

  get + object + past participle

  have + object + past participle
- For more information, see Language Notes at the beginning of this unit.

About you

A

- **Preview the task** Say, "Circle the correct options, and write your own answers to the questions."
- **Do the task** Have Ss circle the answers and then compare their answers in pairs. Check answers with the class.

Answers

1. cut
2. had
3. fixed
4. to change
5. cleaned
6. to iron
7. done

- Say, "Now write your own answers to the questions. Then ask and answer the questions with a partner."
- **Follow-up** For each question, have a few Ss report to the class.

B

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

Recycle a conversation strategy Tell Ss to check their understanding or to comment by adding a question in the form of a statement as they do the task (e.g., *S1: Well, people often get their cars cleaned professionally. We get a local company to clean ours. S2: They do a good job, right?).* (See Unit 4, Lesson C.)

- **Follow-up** Several pairs report to the class.

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 Listening

A 3.03

- **Preview the task** Say, "Molly and Mark are talking about getting ready for their wedding. Look at the pictures. What topics are they going to discuss?" [invitations, photography / wedding pictures, the wedding cake, Molly's dress, flowers, honeymoon plans] Say, "Listen. What topics do they agree on? Check the boxes."
- **Play the recording** ***Audio script p. T-172*** Ss listen and check (✓) the boxes. Check answers with the class.

Answers

Checked:

✓ invitations
✓ flowers
✓ wedding cake
✓ honeymoon plans

B 3.03

- **Preview the task** Read the instructions aloud. Say, "Write the answers. If a family member is going to do it, write which family member it is."
- **Play the recording** ***Audio script p. T-172*** Ss listen and write.
- **Play the recording again** Ss listen again and review their answers. Check answers with the class.

Answers

Have done professionally

photography; wedding dress; flowers

Do themselves

invitations; wedding cake (Aunt Jackie); honeymoon plans

About you

C

- **Preview and do the task** Read the instructions and the example aloud. Have Ss complete the task.
- **Follow-up** Have pairs present their event to another pair.

Extra activity GROUPS

Group members tell about a time they or someone close to them did something themselves to try and save money. Were they successful? Would they have it done professionally the next time?

Workbook

Assign Workbook pp. 50 and 51. (The answer key begins on p. T-182.)

Lesson B What needs to be done?

1 Building language

- **Set the scene** Have Ss look at the picture. Say, "Look at Isaac and Anna's bathroom. What isn't working properly?" [the shower] Ask, "What's the problem?" [It's dripping / leaking.] Ask a few Ss, "If you had this problem, would you fix it yourself or would you have a professional fix it?" Count hands for each choice, and write the totals on the board.

A 3.04

- **Preview the task** Books closed. Say, "Listen to the conversation. What is Isaac good at fixing? Write the answer."
- **Play the recording** Ss listen and write.
- **Play the recording again** Books open. Ss listen, read along, and review their answer. Check the answer with the class [He's good at fixing the TV.]. Help with new vocabulary.
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role.

Figure it out

B

- **Preview the task** Read the instructions aloud. Add, "Look for the forms of the verb after *need*."
- **Do the task** Have Ss complete the task. Check answers with the class: Write the answers on the board, underlined as shown. *The showerhead needs to be replaced. The showerhead needs replacing.*
- **Focus on the form and the use** Direct Ss' attention to the answers on the board. Say, "Both of these sentences have the same meaning." Ask, "In the first sentence, what form of the verb comes after *need*?" [*to be* + past participle] Ask, "Is this active or passive?" [passive] Ask, "In the second sentence, what form of the verb comes after *need*?" [verb + *-ing*] Say, "This sentence also has a passive meaning. Both these sentences mean: *Someone needs to replace the showerhead.*"
- **Try it out** Write on the board:

  I need to replace my ____. I need to fix my ____.

- Have Ss think of two things they need to replace and two things that they need to fix. Tell Ss to write four new sentences using *need* and the patterns in the grammar chart. (e.g., *The batteries in my mouse need replacing / to be replaced.*). Have Ss read their sentences to a partner.

2 Grammar

3.05

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Say, "Both *need* + passive infinitive and *need* + verb + *-ing* are used to talk about things that should be done." Have Ss look at the left side of the chart. Write on the board: *The TV needs to be fixed.* Say, "The passive infinitive is made up of *to be* + past participle."
- Have Ss look at the right side of the chart. Say, "You can say the same thing using verb + *-ing*." Have Ss look at the bottom of the chart. Say, "These are some verbs that are used with everyday chores around the house. What are things around the house that need changing?" (e.g., *lightbulbs, batteries, sheets on a bed*) (For more information, see Language Notes at the beginning of this unit.)
- **Present *Common Errors*** Books closed. Write on the board:

  1. I need ____ my tire. 2. My tire needs ____.

  Ask, "Which sentence can you complete with *changing?*" [2] Books open. Have Ss read the information.

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. needs to be upgraded. / needs upgrading.
2. need to be adjusted. / need adjusting.
3. needs to be recharged. / needs recharging.
4. need to be replaced. / need replacing.
5. needs to be changed or tightened. / needs changing or tightening.
6. needs to be cleaned. / needs cleaning.
7. needs to be fixed. / needs fixing.
8. need to be filed. / need filing.
9. needs to be tuned. / needs tuning.

About you

B

- **Preview and do the task** Read the instructions aloud. Have two Ss read the example conversation aloud. Have Ss complete the task. Have several Ss tell about a problem that needs to be fixed.

Extra activity PAIRS

Write on the board: *adjusting, recharging.* Pairs write as many things as they can that can need adjusting or recharging in two minutes. Then pairs read their lists aloud. Pairs get one point for each item that no other pair has.

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 Building vocabulary

A

- **Preview the task** Ask Ss to look at the picture. Say, "Write the names of as many objects in the picture as you can. You have one minute." Have Ss write. Call time after one minute. Have Ss call out the names they wrote. Write them on the board. Elicit the names of any that were missed and add them to the board.
- Read the instructions aloud. Say, "The words in bold describe different problems. Use those words and the pictures to help you answer." Ask a S to read the example answer aloud.
- **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 completed item aloud. Write the name of each household item on the board.

Answers

1. The microwave isn't working. Nothing's happening. It won't turn on.
2. The refrigerator is leaking. And there's a dent in the door.
3. The lamp keeps flickering on and off. And I got a shock from it.
4. The doorknob is loose. If it falls off, we won't be able to open the door.
5. The ceiling fan is making a funny noise.
6. The table has a big scratch on it.
7. That curtain / drape is torn. And look — there's a big hole in the other one.
8. There's a coffee stain on the rug.
9. The clock is a half hour slow. Actually, it stopped. The battery must be dead.

Word sort

B

- **Preview the task** Ask three Ss to each read the items in one of the categories in the chart. Say, "Can you think of two items for each of the problems in the chart?"
- **Do the task** Have Ss complete the task. Check answers with the class: For each problem in the chart, have several Ss call out the items they thought of. Write the items on the board.

Possible answers

Things that often . . .

leak: refrigerator, pen, sink, toilet, pipes, radiator, air conditioner

fall off: doorknob, handle, picture

make a funny noise: fan, refrigerator, microwave, car

Things that are often . . .

scratched: glasses, car, refrigerator, stove, furniture

torn: rug, curtains, clothes, paper

loose: doorknob, screw, table leg

Things that often have . . .

a dent in them: refrigerator, stove, car

a stain on them: rug, carpet, counter, tablecloth, clothes

a hole in them: rug, curtains, pipes, sheets, clothes, socks

Things that often . . .

won't turn on: microwave, light, lamp, TV, Internet, DVD player, stove

are slow: watch, clock, Internet

have dead batteries: camera, phone, watch, flashlight, laptop

- Ask, "Do you have any things like these that need to be fixed? Tell a partner." When Ss finish, call on several Ss to report something their partner has that needs to be fixed.

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.)

C

- **Preview the task** Read the instructions aloud. Have two Ss read the example conversation aloud. Say, "Write the tasks in the order that you think Isaac or Anna should take care of them. Use the picture and sentences in Exercise 3A for the problems."
- **Do the task** Have Ss complete the task. Tell pairs to name the tasks, say how to do them, and then decide which things need to be done right away.
- **Follow-up** Ss imagine they are in the same situation as Anna and Isaac. Ss choose one thing that they would get fixed / fix as a priority. Ss tell the class which thing and why, and what they would do and why.

Extra activity PAIRS

Pairs use items from their charts in Exercise 3B that were not in Exercise 3A, and write five problems on a piece of paper (e.g., *The table leg is loose. The cell phone has gone dead.*). Pairs exchange their list of problems with another pair. Pairs decide if they think the other pair can fix the problem themselves or if it should be fixed professionally (e.g., *The table leg needs to be tightened. You can do it yourself with a screwdriver.*). Pairs share their ideas with the other pair.

Workbook

Assign Workbook pp. 52 and 53. (The answer key begins on p. T-182.)

Lesson C You OK?

Lesson C recycles vocabulary for talking about problems and their solutions.

1 Conversation strategy

- **Set the scene** Books closed. Ask, "What are some home decorating jobs that are probably easier with two people?" Write Ss' ideas on the board (e.g., *painting, wallpapering, rearranging furniture*).

A

- **Preview the task** Read the instructions aloud. Have Ss write their list. Ask Ss to call out the jobs they get friends to help them with. Add them to the board.

B 3.06

- **Preview the task** Read the instructions aloud. Say, "Listen to Kayla and Hector's conversation. What are they trying to do? Do they succeed? Just listen first. Then listen again and write the answers."
- **Play the recording** Books closed. Ss listen only. Replay 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 [They're trying to hang a picture on the wall. Yes, they succeed.].

C

- **Present *Notice*** Read the information aloud. Say, "This helps speakers avoid unnecessary repetition, and it is a typical way to conduct a conversation when two speakers are working on the same task." (For more information, see Language Notes at the beginning of this unit.) Have Ss find and underline the examples in the conversation. Ask a S to read the shorter sentences [Hector: Got it? Kayla: Think so. Hector: Ready? Kayla: Want me to fix it? Better? Hector: . . . up a bit on the left. Kayla: Done. Hector: Like it? Kayla: Love it. Hector: Want some coffee? Kayla: Can't drink it. Got any soda? Hector: Don't have any. Sorry.].
- Note: Hector tells Kayla to move the picture up on one side. He leaves out the verb — *move* or *push* — and just uses the adverb *up* . . . *up a bit on the left.* This is also an example of a shorter sentence, although the ellipsis of main verbs is not covered in the lesson.
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role.

D

- **Preview and do the task** Say, "Rewrite the conversation with shorter sentences." Have Ss complete the task and then compare their answers in pairs. Check answers with the class: Have two Ss read the conversation aloud. Ask Ss who made different changes to read their version aloud.

Possible answers

A Need this screwdriver? Here.
B Thanks. Can't get this shelf off the wall.
A Want me to try?
B Thanks. Sure you got time? / Yeah. You have time?
A Yes. OK. Done. Need help with anything else?
B Thank you. No, nothing. Like / Want a drink?
A Love one. Got / Have any green tea?

Extra activity PAIRS / GROUPS

Write on the board:

Rearranging furniture
Having a meal and asking for / offering more
Your idea

Pairs choose one of the situations or think of one of their own. Pairs then write a conversation using shorter sentences. Three pairs of Ss form a group. Each pair presents their conversation to the group. Several pairs present their conversations to the class.

2 Strategy plus

- **Present *Strategy Plus*** Say, "There are a number of words and 'sounds' that people use to show that something has gone wrong." (For more information, see Language Notes at the beginning of this unit.) Read aloud the information and examples in Strategy Plus. Say, "These expressions can also be used by listeners as responses to an anecdote someone else tells."
- Tell Ss to look back at the conversation on p. 70 and find examples of the items in Strategy Plus [Ooh! Oops! Ow! Ouch! Shoot! Uh-oh!].
- **Present *In Conversation*** Books closed. Write on the board: *Ouch!, Yuck!, Uh-oh!, Oops!, Shoot!, Ooh!, Ow!* Say, "List the expressions in order from most to least common." Have Ss compare their lists in pairs. Books open. Ask a S to read the list aloud.
- **Preview and do the task** Say, "Write an expression you can use in each situation." Ask, "What expression is used in situation 1 — dropping a hammer on your toe?" [Ow!] Have Ss complete the task and then compare their answers in pairs. Check answers with the class. Have any Ss who chose a different expression tell the class.

Possible answers

1. Ow! / Ouch!
2. Shoot! / Uh-oh!
3. Uh-oh! / Oops! / Whoops! / Shoot!
4. Ooh! / Ow! / Ouch!
5. Uh-oh! / Shoot!
6. Ugh! / Yuck!

- Ask, "Can you think of more situations and expressions you can use?" Have the class brainstorm situations and write them on the board. Call them out one at a time. Quickly call on individual Ss to respond with an appropriate expression.

3 Speaking naturally

A 3.07

- **Preview the task** Say, "When you leave out pronouns, auxiliary verbs, or *be* to speak in shorter sentences, the grammar patterns that make the difference between questions and statements are also left out. You can use intonation to show whether you are saying a question or a statement. Notice the stressed syllables in red. This is where the intonation changes." Read the instructions aloud.
- **Play the recording** Ss listen and repeat.

B 3.08

- **Preview the task** Read the instructions aloud.
- **Play the recording** Ss listen and punctuate.
- **Play the recording again** Ss listen again and review their answers. Check answers with the class. Have individual Ss each read a sentence using the correct intonation and say whether a question mark or a period was added.

Answers

1. Better?
2. Got it?
3. Broke a nail.
4. Left a bit.
5. Done.
6. You need help?
7. Got a drink?
8. Ready.

4 Listening and strategies

A 3.09

- **Preview the task** Say, "Look at the pictures. With a partner, decide what each problem is." [Left to right: The vase is broken. The car door is dented. The barbecue won't light. The basket came off a bicycle / The basket is loose. There's something wrong with the computer.] Read the instructions aloud.
- **Play the recording** ***Audio script p. T-173*** Ss listen and number the pictures. Check answers with the class.

Answers

2 vase
1 basket
4 barbecue
3 computer

B 3.09

- **Preview the task** Read the instructions aloud.
- **Play the recording** ***Audio script p. T-173*** Ss listen and write *Yes* or *No*. Check answers with the class.

Answers

vase: Yes
basket: Yes
barbecue: No
computer: No

C

- **Preview and do the task** Read the instructions aloud. Give Ss time to write their conversation. Go around the class, and help as needed. Have several pairs present their conversations to the class.

Extra activity PAIRS

Pairs look at the expressions in the Strategy Plus box. For each expression, pairs write three situations when the expression might be used (e.g., *Ooh! A pan on the stove is boiling over.*). When Ss finish their lists, they join another pair. Ss read aloud a situation from their list. The other pair has to guess the expression to use in that situation.

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-182.)

Lesson D Thinking outside the box

1 Reading

- **Set the scene** Read the lesson title aloud. Ask, "Do you remember what *thinking outside the box* means?" Call on a S to answer [thinking creatively].
- Write on the board: *What kinds of situations require you to think outside the box?* Get ideas from Ss (e.g., *Finding answers to school assignments. Solving a problem at work.*). Have Ss work in pairs and discuss the question. Have several pairs report their answers. Write them on the board.

A

Prereading

- **Preview and do the task** Read the instructions aloud. Have different Ss read each sentence aloud. Have Ss raise their hands if it is something they do and ask, "Why do you do this? Do you think this is an effective thing to do?" Get ideas from Ss (e.g., *T: Why do you ignore the problem and do something else? S: Sometimes if I stop concentrating on a problem or question, the answer just pops into my head later. T: Do you think this is an effective thing to do? S: It's probably not the most effective thing, but it often works. Eventually, I solve the problem.*).

Extra activity PAIRS

Pairs use one of their problems from the Set the Scene task or look back through the unit and choose a problem. They write a short conversation (no more than thirty seconds) to show one of the problem-solving styles. A few pairs act out their conversations for the class. The class tries to guess which problem-solving style the conversation shows.

B

During reading

- **Preview the reading** Read the title of the article aloud. Say, "Before you read, look at the two classic puzzles." Have a S read the puzzles aloud. Say, "Work with a partner. Close your books and try to think of solutions. You have five minutes." When the time is up, ask Ss who thought of a solution to tell the class. Write their ideas on the board. (Do not erase.)
- Books open. Ask, "Which of the ideas in Exercise 1A do you think are recommended in the article?" Have Ss underline their guesses.
- **Do the reading** Have Ss read the article and make a note of which ideas are recommended. Check answers with the class: Call on Ss to name the ideas. Find out how many Ss guessed every answer correctly.

Answers

Ignore the problem and do something else.
Watch your favorite comedy before you start.

- Ask, "Why are these ideas recommended?" [The problem-solving area of the brain seems to work better when it is relaxed.]
- Check with the class for any vocabulary problems.
- Say, "Relax and chat with a partner about any topic — sports, TV, music and so on." Give Ss a couple of minutes to talk and then say, "Look at the 'classic puzzles' in the box again. Can you think of a solution or a new solution now?" Check ideas with the class. Say, "Turn your book upside-down and read the solutions." Ss compare the ideas on the board with the solutions.
- **Present *Reading Tip*** Say, "The reading tip suggests finding useful collocations. Read the article again and highlight or underline some useful collocations." Have Ss complete the task. Have Ss call out the collocations they found. Write them on the board [Paragraph 1: tackle an assignment, solve a problem, take an approach; Paragraph 2: concentrate on a task, find a solution; Paragraph 3: focus on a task, burst of activity; Paragraph 6: flash of inspiration].

Extra activity GROUPS

Write these questions on the board: *Do you think the article is useful? Do you agree with all of the ideas in the article? What other suggestions do you have for solving problems?* Groups discuss the questions and report their ideas to the class (e.g., *The ideas seem useful, but I'm not sure they'd work for urgent problems. Sometimes you just have to think fast.*).

Extra activity GROUPS

Ss in groups take turns describing a time they had a problem and how they went about solving it. Ss say if, looking back, they would do anything differently. Other Ss add their views and advice, saying what they would do in a similar situation.

C

Postreading

- **Preview the task** Read the instructions aloud. Have a S read the statements aloud.
- **Do the task** Have Ss complete the task. When Ss finish, check answers with the class.

Answers

1. F (Paragraph 1)
2. T (Paragraph 3)
3. F (Paragraph 3)
4. F (Paragraph 4)
5. T (Paragraph 5)

D

- **Preview the task** Read the instructions aloud. Ask different Ss to read each question aloud.
- **Do the task** Have Ss find and write down the answers to the questions. Then have them compare their answers in pairs. Check answers with the class.

Answers

1. Traditional techniques may not be the most effective way to solve problems. (Paragraph 2)
2. Three things that happen in the brain's right temporal lobe are facial recognition, connecting memories, and understanding language. (Paragraph 3)
3. In the moments before you find a solution to a problem there's a burst of high frequency activity in the right temporal lobe. (Paragraph 3)
4. You should watch funny videos to improve your problem-solving ability. (Paragraph 4)
5. You shouldn't focus on the problem. (Paragraph 6)

2 Speaking and writing

A

- **Preview the task** Read the instructions aloud. Have Ss read the paragraph about the problem.
- Do the first two problem-solving steps as a class. Ask, "What's the main problem?" [A serious fire has destroyed the concert hall where the event is supposed to be.] Say, "Step 1 is to state the problem. How can it be stated in a question form?" Call on a S to answer (e.g., *Where can we find a venue (place for an event) large enough for all the people who will attend ?*).
- Say, "Step 2 is to gather accurate information. The paragraph outlines the other information we know. What do we know?" Call on Ss to list the other information [1. We have only five days to find a new location. 2. The Events Management Company could lose millions of dollars. 3. The city is depending on the ceremony to boost its tourism industry.].
- Say, "Now work in groups and try and find a solution. Use the question and the information we gathered in steps 1 and 2. Make notes of your ideas."
- **Do the task** Have Ss work in groups to brainstorm ideas, examine and try alternatives, and choose a solution.

B

- **Preview the task** Read the instructions aloud. Explain, "A proposal is a formal plan for something you want to do or have done."
- **Present *Help Note*** Read the information aloud. (For more information, see the Language Notes at the beginning of this unit.) After you read each bullet point, call on a S to read aloud the paragraph indicated in the example proposal. Ask Ss for their ideas to complete the second and third paragraphs.
- **Do the task** Have Ss write their proposals using their ideas from Exercise 2A and the structure outlined in the Help Note.

C

- **Preview and do the task** Ss work in groups and take turns reading their proposals. Groups decide who has written the best or most interesting proposal. That S reads his or her article to the class.

Extra activity CLASS / GROUPS

The class brainstorms issues or problems that the school or community is currently facing. Write the ideas on the board.

Groups choose an issue or problem from the board and use the three steps in the Help Note to explain it, to offer a solution and its benefits, and to explain how the solution will be implemented.

Free talk

Tell Ss to turn to Free Talk 7 at the back of their Student's Books. Have Ss do the task. (See the teaching notes on p. T-132.)

Workbook

Assign Workbook pp. 56 and 57. (The answer key begins on p. T-182.)

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, "Organizing your vocabulary in this way will help you learn different forms of words. When you learn one word and its basic meaning, you can study other forms that can express the same meaning. This will increase your vocabulary and will give you different ways to express your ideas."

↻ These tasks recycle vocabulary for identifying problems and repairs that need to be done.

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. There's a big dent in the wheel of Mark's mountain bike. It's dented.
2. There's a dark stain on his T-shirt. It's stained.
3. His shorts are torn. There's a tear in them.
4. His sunglasses are scratched. They have a scratch on them.
5. There's a leak in his water bottle. It's leaking.

2

- **Preview the Word Builder task** Say, "This Word Builder task will help you learn more ways to describe things that are damaged." Read the instructions aloud.
- **Do the task** Have Ss complete the task. Tell Ss to use dictionaries to find the correct forms of words. Check answers with the class: Have individual Ss each read an answer aloud.

Answers

1. There's a chip in my coffee mug.
2. There's a crack in the mirror.
3. My car is rusty / rusted.
4. My shower is moldy.

On your own

- **Present *On Your Own*** Read the instructions aloud. Ask a S to read the problem in the example.
- **Follow-up** At the start of the next class, Ss read their problems aloud in small groups. Ss say which problems they think they can fix themselves and which ones they think they should have done by a professional.

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

Behavior

Language notes

Lesson A Reactions

Speaking naturally Reduction of *have* in past modals

(See Student's Book p. 76.)

The section gives Ss practice in hearing and saying past modal structures. In all the sentences, *have* is reduced to /əv/.

- Affirmative sentences
  The final /d/ in *would, should,* and *could* is linked to the /ə/ in reduced *have.*
  She could have apologized. = /kʊdəv/
- Negative sentences
  The final /t/ in *wouldn't, shouldn't,* and *couldn't* is either deleted and the /n/ is linked to the /ə/ in reduced *have,* or the final /t/ is linked to the /ə/ in reduced *have.*
  I wouldn't have yelled at him. = /wʊˈnəv/ or /wʊˈdntəv/

Grammar Past modals

(See Student's Book p. 77.)

The lesson teaches the use of past modals to talk hypothetically about the past.

Form

Here are the forms of past modals:

- Statements
  subject + modal (+ *not*) + *have* + past participle
  She should have said no politely.
  She shouldn't have lost her temper.
  She could have told him not to call again.
- Information questions
  information question word + modal + subject + *have* + past participle?
  What would you have done?
- *Yes-no* questions
  modal + subject + *have* + past participle?
  Could she have been more polite?
- Short answers
  Yes / No, + subject + modal *(not)* + *have.*
  Would you have gotten mad?
  Yes, I would have.
  No, I wouldn't have.

Use

The past modals can all be used to describe hypothetical events and situations in the past.

- Use *would / wouldn't have* to talk hypothetically about someone's possible or imagined behavior in the past.
  I would have lost my temper. What would you have done?
- Use *should / shouldn't have* to say what the right thing to do was in a situation in the past.
  She shouldn't have yelled at him.
- Use *could / couldn't have* to say what other possibilities there were for a situation.
  She could have told him not to call again.

Corpus information Contractions with *would*

People usually do not contract the modal *would* in the past modal structure. *I would have* + past participle is approximately 20 times more common than *I'd have* + past participle.

Short answers are not very common in the corpus.

Lesson B Emotional intelligence

Vocabulary Emotions and personal traits

(See Student's Book p. 78.)

The section teaches words to describe emotions and personal traits. It concentrates on noun and adjective forms from the same word family, such as *confidence — confident.*

Grammar Past modals for speculation

(See Student's Book p. 79.)

Ss have already studied modals for speculation. (See *Touchstone* Student's Book 3, Unit 11, Lesson A.) The lesson teaches the use of past modals *must have, could / couldn't have, may have,* and *might have* to speculate about the past, that is, to make guesses about what happened with varying degrees of certainty, or to say what the speaker thinks is possible or logical.

Form

- subject + *must / may / might / could* + *have* + past participle
  They must have gotten tied up in traffic.
  She could have tried to call.
  They may / might have had a fight.

Use

- Of all the past modals, *must* is used to indicate the strongest certainty.
  They must have gotten tied up in traffic. (= I bet, or I'm pretty sure that they got tied up in traffic.)
- *Could, may,* and *might* are all used to indicate less than 100 percent certainty. *Could* shows a little more certainty than *may* and *might,* and *may* is a little more certain than *might.* The negative *couldn't have* suggests strong certainty.

- Notice the difference in meaning between *couldn't have* and *might / may not have.*

  She couldn't have called. (= It's not possible that she called.)

  She might not have called. (= It's possible she didn't call.)

Corpus information Past modals

Affirmative statements with past modals are much more frequent than negative statements, especially with *must* and *might,* where affirmative statements are up to 60 times more frequent than negative ones.

Common errors with past modals

Ss sometimes use the base form of the verb instead of the past participle when using past modals. A past modal is always followed by a past participle (e.g., *They could have **tried** to call*. NOT ~~*They could have try to call.*~~).

Lesson C I had that happen to me.

Conversation strategy Sharing experiences

(See Student's Book p. 80.)

- In general conversation, when people relate anecdotes or talk about their experiences, it is common for the listener to tell a similar or related experience as a way of keeping the conversation going or to show understanding of and engagement in what is being said. The lesson teaches a number of expressions people use to do this.
- Note the slightly different use of causative *have* in *I had that happen to me.* Here it is used to mention an experience that happened to the speaker, but which the speaker didn't cause to happen.
- The first four expressions in Notice (*I had that happen to me.; That happened to me.; I had a similar experience.; That reminds me (of) . . .*) generally introduce similar experiences.
- *That's like . . .* can introduce people, things, or events.

  That's like my dad — he hates the subway.

  That's like when you're on the subway, and people won't let you off.
- *Speaking of . . .*, is generally followed by the topic being discussed — usually a noun — and then a comment or question about a related aspect of the topic.

  A It's so rude.

  B Speaking of rude people, how about . . . ?

Strategy plus *Like*

(See Student's Book p. 81.)

- *Like* has several uses in both conversation and writing: for example, the verb *to like,* and the expression *to be like* meaning to be "similar to." It is also a way to introduce examples.
- *Like* also has some special uses in informal conversation, which are generally not used in writing or in more formal conversations. These include its use as a "highlighter" to emphasize something (e.g., *They were like totally blocking the doors.*), to introduce what someone said (e.g., *They were like, "What's your problem?"*), and to mean "approximately" (e.g., *He's like 80 years old.*). These three should generally be used only in informal conversations and should not be used too much, as they can annoy some speakers of English.

Corpus information *Like*

Like is one of the top 15 words in conversation. It is approximately six times more frequent in conversation than in writing.

Lesson D Saying you're sorry

Reading tip

(See Student's Book p. 82.)

The Reading Tip tells Ss to read the subheadings in an article first to see what they say, as they often summarize the points the writer wants to make. Getting a general idea of the scope of an article first can help the reader follow the detail more effectively.

Help note Writing a note of apology

(See Student's Book p. 83.)

The Help Note gives some useful expressions for Ss to use when writing a note of apology:

I just wanted to say I'm sorry for (not) verb + *-ing.*

I would like to apologize for . . .

I feel I should apologize for . . .

I promise not to . . . again.

It was my fault entirely.

Behavior

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

Introduce the theme of the unit Say, "Every day, people do things or react to situations. Sometimes, they think their reaction was appropriate, but other times, they might look back at something they did and regret it. They might discuss with friends what other possibilities there were for reacting to a situation. What things affect how people react to an event or situation?" Call on a few Ss to answer (e.g., *their mood, personality, other things that are happening in their lives*). Say, "In this unit, we'll talk about behavior — that is, people's actions and reactions. We'll look at ways people reacted and why they reacted that way and what they think about their reaction now, if they regret it."

In Unit 8, 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

Say, "Look through Unit 8 at the conversations. People are talking about their reactions to different situations. What situations are they talking about? What topics are they discussing?" [Lesson A: a phone call, someone who tries to sell you something on the phone; Lesson B: standing outside a movie theater; why friends are late for a movie; Lesson C: rude behavior; how people are sometimes rude in public places, like on subways]

Before you begin . . .

- **Introduce the reactions** Have Ss cover Before You Begin. Say, "How do you think the people in each of these pictures feel? Why do you think they are feeling this way? Discuss with a partner." Then get ideas from Ss [Possible answers: 1. happy; 2. angry, frustrated; 3. upset, angry; 4. sulky, upset].
- Tell Ss to look at Before You Begin. Read the questions aloud. Help with new vocabulary as needed.

Recycle grammar This task recycles causative *make* (see *Touchstone* Student's Book 3, Unit 4, Lesson A) and conditional sentences with *if* to talk about imaginary situations in the present or future (see *Touchstone* Student's Book 3, Unit 8, Lesson A). Use the following example to model the task: *What would make me lose my temper? I would lose my temper if I waited all day for a repair person to come to my place, and then the person never showed up. That would make me lose my temper. I'd get mad for sure.*

- Say, "Ask and answer the questions in Before You Begin with a partner." When Ss finish, have several Ss tell the class about a situation that could make their partner react in each way listed in Before You Begin.

Extra activity PAIRS / GROUPS

Pairs choose one of the pictures and write a paragraph describing the events that came before and after the picture. Pairs read the paragraph in a group. The group chooses a paragraph to read to the class.

Lesson A Reactions

1 Getting started

- **Set the scene** Write on the board: *telemarketer.* Ask the Ss if they know what a telemarketer is [someone who calls you at home to try to sell you something]. Ask, "Do you ever get calls from telemarketers? How often do you get them? What time of day do they usually call? How do you respond?" Have a short class discussion.

Culture note

In the United States, people can limit their calls from telemarketers. Individuals can put their phone numbers on a national registry, and commercial telemarketers are not allowed to call their numbers.

A

- **Preview the task** Read the instructions and the example response aloud. Have Ss call out the various calls they might get (e.g., *calls from: politicians / political parties, charities, salespeople*). Ask a few Ss to report what they say.

B 3.10

- **Preview the task** Read the instructions aloud. Books closed. Say, "Listen. Why did Amelia lose her temper? How did she behave toward the caller? Write your answers."
- **Play the recording** Ss listen and write.
- **Play the recording again** Books open. Ss listen, read along, and review their answers. Check for vocabulary questions. Check answers with the class [He was the fourth caller, and it was after 10:00 at night. She yelled at him, and then she hung up on him.].

Figure it out

C

- **Preview the task** Say, "This activity asks you to write what Amelia says, and what you think about it." Ask, "Do you think Amelia regrets losing her temper?" [Yes] Ask, "What does she say about losing her temper?" Write on the board: *I shouldn't have lost my temper.* Ask, "What does she say she should or could have done?" Write on the board: *I could have asked him to put me on their "do not call" list.* Ask, "What modals do you see in these sentences?" [shouldn't, could] Ask, "What verb follows the modals?" [have] Ask, "What's the main verb in the first sentence?" [lost] Ask, "And in the second?" [asked] Ask, "What form of the verbs are these?" [past participle]
- Write on the board: *I would* ____ Ask, "What do you think you would have done?" Elicit responses, and write one on the board (e.g., *I would have been more polite.*). Ask, "What's the modal in this sentence?" [would] Ask, "What verbs come after *would*?" [*have* + past participle]
- Say, "We can use modals to talk about what we think was the right or wrong thing to do in a situation in the past and imagine our own reactions."
- Read the instructions aloud. Explain that in sentences 4–6, Ss are giving their own reactions.
- **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class: Call on a few Ss to read their answers for each sentence.

Possible answers

1. I shouldn't have lost my temper.
2. I could have apologized. / I could have asked him to put me on their "do not call" list.
3. What would you have done?
4.–6. Answers will vary.

- **Focus on the form and the use** Write on the board: *hypothetical.* Ask, "What does *hypothetical* mean?" [imaginary, not real] Say, "You learned how to talk about hypothetical situations in the present or future by using *if* + simple past and *would*. You can talk about hypothetical situations in the past with a past modal." Tell Ss to look at the sentences on the board. Ask, "What's the pattern for past modals?" [modal + *have* + past participle]
- Write on the board:

  would have *could have* *should have*

- Say, "You can use *I would have* to imagine your behavior in the past. Use *I could have* to say, 'This was a possibility, but I didn't do it.' *I should have* means, 'This was a good idea, but I didn't do it'."
- **Try it out** Say, "Review what Amelia told her friends. Find and underline the verb phrases with past modals." Have Ss complete the task. Check answers with the class [would have been (more polite); would have just said no and then hung up; couldn't have done (much else); shouldn't have lost (my temper); would you have done; could have apologized; could have asked (him to put me); should have done].

2 Speaking naturally

A 3.11

- **Preview the task** Say, "The pronunciation of *have* with past modals is the same as, for example, the pronunciation of *have* with the present perfect. It is reduced. When you reduce *have*, what word does it sound like? [of] Notice that *have* and its contraction, *'ve* are in maroon to indicate that they are unstressed." Read the instructions aloud.
- **Play the recording** Ss listen and repeat.

About you

B

- **Preview and do the task** Read the instructions aloud. Have two Ss read the example conversation. As Ss complete the task, go around the class listening for the reduction of *have*. If necessary, replay Exercise 2A, and have Ss repeat.

Extra activity PAIRS

Pairs take turns reading Amelia's story to each other, being sure to reduce *have*.

3 Grammar

3.12

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Have Ss look at the first set of questions and answers in the chart. Say, "Look at the information questions with *would have, should have,* and *could have.* What's the pattern for these information questions with past modals?" Write the answer on the board [information question word + *would / should / could* + subject + *have* + past participle].
- Have Ss look at the answers to the information questions. Ask, "What's the pattern for affirmative statements?" [subject + *would / should / could* + *have* + past participle] Write the pattern on the board. Ask, "What's the pattern for negative answers?" [subject + *would / should / could* + *not* + *have* + past participle] Write the pattern on the board.
- Have Ss look at the column on the right. Say, "Look at the *yes-no* questions. What's the pattern for *yes-no* questions with past modals?" [*would / could / should* + subject + *have* + past participle] Write the pattern on the board.
- Have Ss look at the answers to the *yes-no* questions. Ask, "What's the pattern for short answers?" [*Yes / No,* + subject + *would / could / should* + *have*] Write the pattern on the board. (For more information, see Language Notes at the beginning of this unit.)
- **Present *In Conversation*** Books closed. Write on the board:

  I would have been mad.

  I'd have been mad.

- Say, "The contraction of *I would* in the phrase *I would have* is *I'd have.* Which form with *would* on the board do you think is more common in spoken English with past modals? Write your guess." Books open. Ask a S to read the information aloud.

About you

A

- **Preview the task** Say, "Read the situations and complete the questions. Then write your own answers." Point out that the first question has been completed. Ask a S to read the completed question aloud. Ask a few Ss how they would complete the answer.
- **Do the task** Have Ss complete the task. Check answers with the class: Ask individual Ss to each read a situation and its questions. Have a few Ss read their answers.

Answers

1. Should he have thrown it back in? What else could he have done?
2. What other excuses could she have made? Should she have told the truth?
3. What could Dan have said? What should the driver have done?
4. Should she have hung up? How else could she have reacted?
5. Should he have lost his temper? How else could he have responded?
6. Could she have offered to clean it up? Should she have apologized?

B

- **Preview and do the task** Read the instructions and the example aloud. Remind Ss to use the reduced form of *have* in their answers. Have Ss complete the task.

Recycle a conversation strategy Remind Ss that they can use *just* to strengthen or soften their suggestions (see Unit 6, Lesson C). To model, say, "For example, Amelia should have just said she wasn't interested."

- **Follow-up** For each situation, ask Ss who agreed to raise their hands and tell their solutions. Then ask a few pairs to report other possible solutions.

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.)

4 Talk about it

- **Preview and do the task** Read the instructions aloud.
- Have Ss complete the task. For each situation, the person telling the story decides which suggestion would have been the best thing to do.
- **Follow-up** Each group chooses one of the situations they talked about and tells the class what happened and how the person reacted. A few Ss say what they think the person could have done differently.

Extra activity GROUPS

Write on the board:

The waiter spilled coffee on your jacket.

Your brother crashed your computer.

Your neighbor's dog dug up your garden.

A friend told a few people one of your secrets.

Each group member imagines these things happened to him or her and writes a sentence saying what they would have done. For each situation, group members take turns reading their sentence aloud. Group members see how many of them would have done the same thing.

Workbook

Assign Workbook pp. 58 and 59. (The answer key begins on p. T-182.)

Lesson B Emotional intelligence

1 Building vocabulary

- **Set the scene** Read the lesson title aloud. Ask a S to read aloud the explanation of emotional intelligence at the top of the article.

A

- **Preview the task** Have Ss read the article. Ask Ss to call out any vocabulary they do not understand. Have other Ss try to provide definitions. Help with definitions as needed. Say, "Read the article again. Are these statements true for you? If they are, check *Agree*. If they aren't, check *Disagree*."
- **Do the task** Have Ss complete the task. Check answers with the class: Have individual Ss each read a statement aloud. After each statement, have Ss who agree with the statement raise their hands. Tell Ss to turn their book upside down. Ask a S to read the quiz results information aloud.

About you

B

- **Preview the task** Read the instructions aloud. Ask a S to read the example. Ask, "How does this answer compare to the statement in the chart?" [The answer includes a frequency adverb (*usually*) and a "softening" expression (*pretty*). They make the answer less definite.]
- **Do the task** Have Ss complete the task. When Ss finish, have a few Ss report a fact about their partner.

Word sort

C

- **Preview the task** Say, "Complete the chart with nouns and adjectives from the article."
- **Do the task** Have Ss complete the chart and then compare their answers in pairs. Check answers with the class: Have individual Ss read a noun and the related adjective.

Answers

Noun	Adjective	Noun	Adjective
aggression	aggressive	intelligence	intelligent
anger	angry	jealousy	jealous
confidence	confident	motivation	motivated
depression	depressed	realism	realistic
determination	determined	sadness	sad
flexibility	flexible	self-discipline	self-disciplined
guilt	guilty	sensitivity	sensitive
happiness	happy	shame	ashamed
honesty	honest	sympathy	sympathetic

Recycle a conversation strategy The task recycles softening comments (see *Touchstone* Student's Book 3, Unit 7, Lesson C). Ask, "If you're using a word in the chart to describe some behavior that's negative, what expressions can you use to soften it?" Write Ss' suggestions on the board (e.g., *kind of, sort of, a bit, in a way*).

- Say, "Now choose five words from the chart, and make true sentences about people you know." Tell Ss not to use real names with negative comments. Tell them to use expressions such as, 'A friend of mine' or 'my cousin' instead.
- Have Ss complete the task. Have pairs take turns reading their sentences to their partner.

Extra activity PAIRS

Pairs each choose two of their sentences from Exercise 1C and tell a short anecdote to illustrate the personality trait (e.g., My parents aren't flexible at all. Most of my friends can stay out until midnight on the weekends, but I have to be home by 11:00. I've asked and asked, but they won't change their minds.).

Vocabulary notebook

Tell Ss to turn to Vocabulary Notebook on p. 84 of their Student's Books. Have Ss do the task in class, or assign it for homework. (See the teaching notes on p. T-84.)

2 Building language

- **Set the scene** Have Ss look at the picture. Ask, "How do these people look to you?" Have a few Ss respond (e.g., *upset, worried*). Say, "Paul and Ella are waiting for friends who are late for a movie. Think of a time you were late to meet someone." Ask a few Ss, "What was the reason?"

A 3.13

- **Preview the task** Books closed. Say, "What guesses do Paul and Ella make about why their friends are late? Just listen the first time. Then listen again and write their guesses."
- **Play the recording** Ss listen only. Replay the recording. Ss listen and write.
- **Play the recording again** Books open. Ss listen, read along, and review their answers. Check answers with the class [Paul thinks his friends have forgotten. Or they have had a fight. Or Alexis has forgotten her cell phone. Ella thinks they have gotten tied up in traffic.].

Figure it out

B

- **Preview the task** Say, "Look at the conversation again. Why do Paul and Ella think Alexis and Sam are late?" Ask a S to read the reasons aloud. Write them on the board, underlined as follows:

  They might have forgotten.

  They must have gotten tied up in traffic.

  They might have had another one of their fights.
- Ask, "Does Ella think it's possible that Alexis tried to call?" [yes] Ask, "What exactly does Ella say?" Write the answer on the board, underlined as follows:

  So she could have tried to call and not gotten through.
- Ask, "What kind of verbs do Paul and Ella use to make their guesses about the past?" [past modals] Ask, "Which past modals do they use?" [must have, might have, could have, may (not) have]
- 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 few Ss read their completed sentence.

Possible answers

1. They must not have found a place to park.
2. They could have decided to stay home instead.
3. They may have gone to the wrong theater.

- **Focus on the use** Say, "The past modals *must have, may have, might have,* and *could have* can be used to speculate, or guess, about the past."

3 Grammar

3.14

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Have Ss look at the chart. Ask a S to read the first example sentence. Say, "When you use *must have* to speculate about the past, you feel pretty certain."
- Ask a S to read the second example sentence. Say, "*Could have* states a possibility or a guess."
- Ask a S to read the third example sentence. Say, "When you use *may have* or *might have* to speculate, you're also stating a possibility, but the guess sounds less certain."
- Have Ss look at the fourth example sentence. Say, "When you use *may/might not have* remembered, it means it's possible the person didn't remember." Point out the bottom of the chart. Read the example sentence aloud. Say, "Use *couldn't have* when you feel very strongly that something did *not* happen in the past." (For more information, see Language Notes at the beginning of this unit.)
- **Present *Common Errors*** Read the information aloud.
- **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 each read a situation and its possible explanations.

Answers

1. have forgotten, have gotten
2. not have received, have died
3. have lost it, not have finished
4. not have seen, have had
5. have broken, not have remembered

B

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task. For each situation, elicit other explanations from the class.

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.)

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. 60 and 61. (The answer key begins on p. T-182.)

Lesson C I had that happen to me.

Lesson C recycles expressions with *get*.

1 Conversation strategy

- **Set the scene** Have Ss look at the picture. Ask, "Why do these people look annoyed?" [The man bumped into / pushed / shoved them when he got off the elevator. He probably didn't apologize.] Ask, "Would you be annoyed? Would you say anything?" Elicit reactions from the class.

A

- **Preview and do the task** Read the instructions aloud. Ss call out their answers. (Note: If there is no subway in the city / town, ask about buses.)

B 3.15

- **Preview the task** Books closed. If *block the door* wasn't mentioned in Exercise 1A, check that Ss understand the phrase. Say, "Listen to Mara and Hal's conversation. What annoys them? Listen and write the answers."
- **Play the recording** Ss listen and write. Have Ss compare their answers in pairs.
- **Play the recording again** Ss listen, read along, and review their answer. Check the answer with the class [Mara and Hal get annoyed when people are rude and pushy or block the doors.].

C

- **Present *Notice*** Read the information aloud. Say, "Listeners often respond by relating similar anecdotes or experiences. This keeps the conversation going and shows that the listener understands." (For more information, see Language Notes at the beginning of this unit.) Ask a S to read the examples aloud. Have Ss find the examples in the conversation. Check answers with the class [Mara: Yeah, and speaking of rude people, how about the people who stand right in front of the subway doors and won't let you get off?; Hal: Oh, I had that happen to me just last night.; Mara: That reminds me of the time I got on the subway with my grandfather, and all these people pushed ahead of him to get seats.].
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role.

D

- **Preview the task** Say, "Match the comments and the responses. Remember to read all the comments and all the responses before you begin."
- **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class: Ask individual Ss to each call out the letter of the correct response.

Answers

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

- **Practice** Have Ss practice the comments and responses in pairs and then switch roles and practice again.

Extra activity PAIRS

Ss work together to write a new response to each comment in Exercise 1D. Pairs then read the comments and their responses aloud to another pair. Pairs see if they have any similar responses.

About you

E

- **Preview the task** Read aloud the instructions and the example. Ask if anyone in the class has a parking experience to tell the class. Elicit a few examples. If no S has a story to relate, tell one of your own. Tell Ss to think of experiences for the places and situations in Exercise 1D. Call on a few Ss for ideas for each situation.
- **Do the task** Have Ss complete the task. Go around the class, and help as needed.
- **Follow-up** A few Ss report their unpleasant experiences to the class.

Extra activity GROUPS

Ss take turns telling one of their unpleasant experiences to the group. Group members respond by saying what they would have done or what they think the speaker should have done.

2 Strategy plus

- **Present *Strategy Plus*** Tell Ss to look back at the conversation on p. 80 and find examples of *like* [Hal: He acted like we were in his way.; Mara: I get so annoyed with people like that.; Hal: Like, I get upset when people push on the subway.; These guys were like totally blocking the doors.; And when I tried to get past them, they were like, "What's your problem?"; Isn't he like 80 years old?].
- Read aloud the information and the examples in Strategy Plus. (For more information, see Language Notes at the beginning of this unit.) Have Ss identify which uses of *like* should never be used in formal writing. [The ones with an asterisk.]
- **Present *In Conversation*** Books closed. Write on the board: *Is like in the top 15, 20, or 25 words?* Say, "Write your guess." Books open. Have a S read the information aloud.

3 Listening and strategies

A 3.17

- **Preview and do the task** Say, "Listen to two people talk about their experiences with taxicabs. Number the incidents 1 to 5 in the order that they talk about them." Check the following vocabulary from the conversation. Write on the board:

1. *to fiddle with*	*a. the cost to take a bus, taxi, plane, etc.*
2. *fare*	*b. to change direction suddenly*
3. *to swerve*	*c. to touch something to adjust it*

- Read expressions 1 to 3 aloud and say, "You'll hear these in the conversation. Can you guess the correct definition for each one?" Have the class call out their guesses [1. c; 2. a; 3. b].
- **Play the recording *Audio script p. T-174*** Say, "First, just listen. Then listen again and number the experiences." Ss number the experiences and compare their answers with a partner.
- **Play the recording again** Say, "Listen again and check your answers." Check answers with the class.

Answers

[3] The cab driver wanted a tip.

[5] The cab driver scratched another vehicle.

[4] The cab driver nearly caused an accident.

[2] The cab driver got lost.

[1] The cab driver was having an argument on his phone.

B 3.17

- **Preview and do the task** Read the instructions aloud. Say, "When you answer the questions, just write brief notes to help you remember. You can write a full sentence later."
- **Play the recording *Audio script p. T-174*** Ss listen and write. Have Ss compare their answers with a partner.

3.16

- **Preview and do the task** Say, "Read the comment below. Use *like* to replace the underlined words, and add other words you need." Have Ss complete the task.
- **Play the recording *Audio script p. T-174*** Have Ss listen, read along, and check their answers. Check answers with the class.

Answers

One of my friends is kind of sensitive. Like, she thinks I'm criticizing her all the time when I'm just — like — trying to make a suggestion. She's like, "Stop telling me what to do all the time." I guess I'm just more decisive than she is. I know I annoy her sometimes, but otherwise we get along really well. I guess we've been friends for like ten years. It's funny. In other ways we're just like each other.

- **Play the recording again** Ss listen and review their answers. Play the recording again if required. Have Ss write complete answers. Check answers with the class.

Possible answers

1. on the train (A woman was having a loud personal conversation on her cell phone.)
2. from a party (The cab driver said they had given him the wrong directions. / The cab driver was lost.)
3. drive too fast (They speed down those small side streets.)
4. hit a car (The cab driver scratched another car and just kept driving.)

Extra activity PAIRS

Pairs write a conversation similar to Mara and Hal's. Ss can use ideas from the lesson or their own experiences. Pairs present their conversation to another pair.

About you

C

- **Preview and do the task** Ask, "Have you had any similar experiences with taxicabs? How about with cyclists or pedestrians who don't obey traffic rules? Discuss with a partner." Have Ss complete the task.
- **Follow-up** Ask a few Ss to share their experiences with the class.

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. 62 and 63. (The answer key begins on p. T-182.)

Lesson D Saying you're sorry

1 Reading

- **Set the scene** Read the lesson title aloud. Ask "How easy is it for you to say you're sorry about something?" Get ideas from Ss (e.g., *It's pretty easy for me to apologize. If I've done something wrong, I take responsibility.; It's hard for me to apologize. I don't like to be wrong.*).

A

Prereading

- **Preview the task** Say, "Think of a time when you apologized to someone. How did you do it? Elicit answers from the class (e.g., *I just said I was sorry. I emailed an apology. I apologized and explained the circumstances. I bought the person a little gift.*). Ask, "What advice do you have for someone making an apology?" Read the two examples aloud. Say, "Make a list of 'dos and don'ts'."
- **Do the task** Have Ss work with a partner to make their list. When Ss finish, call on a few to share some of the ideas on their lists (e.g., *Do it in person. Don't do it by email or on a social networking site.*). Write ideas on the board.

B

During reading

- **Preview the reading** Read the title of the article aloud. Ask, "What do you think the article will be about?" Elicit ideas from the class (e.g., *If you don't apologize or if you apologize badly, it can hurt or destroy a friendship.*). Read the instructions aloud.
- **Do the reading** Have Ss read the article and then compare the ideas in each paragraph to the ideas on the board. Have Ss call out any ideas that are the same, and circle them.
- Ask, "Do you do the things the article advises?" Get ideas from Ss (e.g., *I use good timing. I always apologize for things right away.*).
- Have Ss skim through the article and underline any words they don't know. Have Ss call out the words and get other Ss to explain the meanings.

C

Postreading

- **Present *Reading Tip*** Read the tip aloud. Ask, "What idea and advice do you think is in the paragraph with the subheading, 1. Apologize right away?" Write the answer on the board (e.g., *Don't wait too long.*).
- **Preview and do the task** Read the instructions aloud. Ask a S to read the subheadings aloud. Check that Ss understand the meanings of the words or expressions in each one. Have Ss complete the task and compare their answers in pairs. Check answers with the class.

Answers

1. b. Apologize right away.
2. e. Admit you did something wrong.
3. d. Acknowledge any damage caused.
4. a. Offer to make things right.
5. c. Promise to act differently in the future.

Extra activity PAIRS

Pairs write four questions about the information in the article (e.g., *Why don't we see how our actions make others feel? What's the first step in apologizing? Why is it important to show your regret?*). Each pair then joins another pair. Pairs take turns quizzing each other. Tell Ss not to look in their books. Find out which pair got the most answers right.

Extra activity CLASS / PAIRS

The class brainstorms a list of situations that require apologies (e.g., *posting photos on the Internet without permission, not repaying a loan, sharing someone else's private information.*). Pairs choose a situation and role-play an apology. S1 apologizes to S2 using the ideas from the article. Ss then switch roles. After Ss finish practicing their conversations, call on a few Ss to act them out for the class.

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D

- **Preview the task** Read the instructions aloud. Say, "The expressions to use are listed in the same order as they appear in the article. When you come to an expression that you think has a similar meaning, try it in the sentence."
- **Do the task** Have Ss write the questions using expressions from the article and then compare their answers in pairs. Check answers with the class. Have Ss read aloud each question.

Answers

1. preoccupied
2. deep down
3. awkward
4. get in the way of
5. make this up to you

Extra activity PAIRS

Ss work together to write a response to each comment in Exercise 1D. Pairs read the comments and responses to another pair. Pairs see if they have any similar responses.

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2 Speaking and listening

- **Set the scene** Ask a S to read aloud the list of reasons to apologize. Ask, "Are you ever guilty of doing any of these things?" Call on a few Ss to answer (e.g., *Yes. I've completely forgotten that I was supposed to meet someone somewhere.*).

A 3.18

- **Preview and do the task** Read the instructions aloud.
- **Play the recording** ***Audio script p. T-174*** Ss listen and match.
- **Play the recording again** Ss listen and review their answers. Check answers with the class.

Answers

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

B 3.18

- **Preview the task** Read the instructions aloud.
- **Play the recording** ***Audio script p. T-174*** Ss listen and write their answers. Pause the recording after each conversation to give the Ss time to write.
- **Play the recording again** Ss listen and review their answers. Check answers with the class.

Answers

1. Alex: Yes. He said he was sorry for being late and putting her to extra trouble, and he said it wouldn't happen again.
2. Nora: No. She didn't apologize right away, and she was reluctant to pay her friend for the unused ticket.
3. Gregory: No. He doesn't sound like he believes he did anything wrong. / He wasn't very sincere.
4. Adriana: Yes. She apologized even though it wasn't all her fault.

About you

C

- **Preview and do the task** Read the instructions aloud. Have pairs decide on an effective apology for each situation.
- **Follow-up** For each situation, pairs tell the class about their apology. The class decides if it is effective.

3 Writing

A

- **Preview and do the task** Read the instructions aloud. Have Ss do the task. Have Ss call out the underlined expressions.

Answers

Dear Angela,

I just wanted to say that I'm truly sorry for getting into an argument with John at your party last night. The argument was totally my fault. You warned me before the party that I shouldn't discuss politics with him, and I did it anyway! I could see that you were very upset, and I feel really terrible about it. I promise never to get into an argument at your house again, and I will always listen to your advice in the future. I just hope that you can forgive me for this.

- Ask, "Does Jason's email follow the advice from the article on page 82? Raise your hand if you think it does." Count the raised hands. [Yes: Jason's email follows the advice.]
- **Present** ***Help Note*** Read the apology expressions aloud. Have Ss complete them with things they need to apologize for. Write these steps on the board to help guide them:
  1. *Express your apology.*
  2. *Accept responsibility.*
  3. *State exactly what you did wrong.*
  4. *Repair the damage and promise not to do it again.*

About you

B

- **Preview and do the task** Say, "Think of a time when you apologized or should have apologized to someone. Write an email to apologize." Have Ss complete the task.
- Say, "Read your classmates' emails. Are the apologies effective?" Ask a few Ss to choose an apology note that they consider both effective and sincere and read it to the class. Have Ss share their notes in groups. When Ss finish, find the most sincere apologies.

Workbook

Assign Workbook pp. 64 and 65. (The answer key begins on p. T-182.)

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, "Real-life associations and connections help make vocabulary real in a way that makes it easier to remember."
- **Present** ***In Conversation*** Books closed. Write on the board: *happy, sad, unhappy.* Ask Ss to guess the one that people use least frequently. Books open. Have Ss check their guess. Ask them whether they are surprised by the information.

These tasks recycle nouns and adjectives for talking about emotions and personality traits.

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 completed statement aloud.

Answers

Answers will vary.

2

- **Preview and do the task** Read the instructions aloud. Ask a S to read the example answer aloud. Have Ss complete the task. Check answers with the class: Have individual Ss each read a sentence aloud.

Answers

Answers will vary.

3

- **Preview the Word Builder task** Say, "This Word Builder task introduces new expressions for describing emotions and behavior."
- **Do the task** Have Ss complete the task. Check answers with the class: Have individual Ss each read an answer.

Possible answers

be / feel down in the dumps: be depressed / sad
be full of yourself: be selfish / arrogant
be / turn green with envy: be jealous
be heartless: be cruel / mean
be set on doing something: be determined
go nuts / bananas: go crazy / wild / be / get excited

On your own

- **Present** ***On Your Own*** Read the instructions aloud. Point out the example in the picture.
- **Follow-up** At the start of the next class, Ss form small groups and read their notes about people.

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 9

Material world

Language notes

Lesson A Possessions

Grammar Reported speech

(See Student's Book p. 87.)

The lesson teaches how to report things people have said without quoting the other person directly. Reported speech is sometimes called "indirect speech." The lesson focuses on the reporting of statements; the next lesson covers questions.

Form

In reported speech, the verb tense often, but not always, "shifts back." In addition, subject and object pronouns and possessive adjectives may change.

- Simple present → simple past

  ***Michael**: "My goal **is** to destroy all **my** possessions."*

  ***He** said (that) **his** goal **was** to destroy all **his** possessions.*

  ***Michael**: "**I want** to bury them underground."*

  ***He** said (that) **he wanted** to bury them underground.*

- Simple past → past perfect

  ***Michael**: "My father **gave me** a sheepskin coat."*

  ***He** said (that) **his** father **had given him** a sheepskin coat.*

- Present perfect → past perfect

  ***Michael**: "**I haven't found** the right shopping center."*

  ***He** said (that) **he hadn't found** the right shopping center.*

- Present perfect continuous → past perfect continuous

  ***Michael**: "**I have been making** an inventory."*

  *He said (that) **he had been making** an inventory.*

- Modals

  The modals *will*, *can*, and *may* often change to *would*, *could*, and *might*.

  ***Ginny**: "**I can't** throw anything away."*

  ***She** said (that) **she couldn't** throw anything away.*

Use

- When people report things another person has said, there are differences between the original or direct speech and the reported or indirect speech. These differences occur in verb tense, modals, pronouns, and possessive adjectives.

- References to time and place may need to change if the original speaker's and the reporter's time and place are different; for example, *"I'm working here tomorrow." → She said she was working there the next day.* (This point is not taught in the lesson.)

- The verb tense in the reported speech is often different from the tense in the direct speech. It often "shifts back." (See Form above.) However, when people report information that is still true, or if the time is the same for the person reporting as for the original speaker, the verb tense is often the same in the reported speech and the direct speech.

  *Someone explained to me that this **is** "performance art."*

  For this reason, simple past verbs in direct speech are often reported as simple past in reported speech.

- The main reporting verbs used in this lesson are *say*, *tell*, and *explain*. Notice the different complementation patterns: *tell* requires an indirect object; *say* and *explain* do not.

  say / explain (that); say / explain + *to* + object *(that)*

  *He said (**that**) his goal was to destroy all his possessions.*

  *Someone explained **to me** that this is performance art.*

  tell + object *(that)*

  *Someone at work told **me** (that) her closets were full.*

  NOT: Someone at work told (that) her closets were full.

Corpus information *That*

After *he said* and *she said*, the word *that* can be used before the reported speech, but it is optional. For example, reporting forms such as *He said he . . .* and *She said she . . .* are about five times more frequent than *He said that he . . .* or *She said that she . . .*.

Common errors with reporting verbs

Ss often use an indirect object after *said* or may omit the indirect object after *told*. *(She said (that) she couldn't throw things away.* NOT ~~*She said me (that) she couldn't throw things away.*~~ AND *She told me (that) she couldn't throw things away.* NOT ~~*She told (that) she couldn't throw things away.*~~)

Lesson B Money

Vocabulary Money and money management

(See Student's Book p. 88.)

The lesson teaches some common expressions for talking about money and financial matters, focusing on verb phrases, such as *stick to a budget* and *get into / out of debt*.

Grammar Reported questions

(See Student's Book p. 89.)

The lesson teaches how to report questions people have asked. It reviews the indirect question word order taught in *Touchstone* Student's Book 3, Unit 9, Lesson A, and the backshifting of tenses taught in Lesson A of this unit.

Form

- *Yes-no* questions

  The question within a statement in *yes-no* questions begins with *if* or *whether*.

  ***Researcher**: "Are you a spender or a saver?"*

  *She asked me **if / whether** I was a spender or a saver.*

- Information questions

  The question within a statement in information questions begins with a question word.

  Researcher: "How do you usually pay for things?"

  *She asked me **how** I usually paid for things.*

Use

- Reported or indirect questions can be introduced by verbs such as *ask* and *want to know*, but not usually *say* or *tell*. *Ask* can be followed by an indirect object, but it is optional.

  She asked (me) whether I was a spender or a saver.
- Direct questions generally have question word order.

  auxiliary verb + subject + main verb + object?

  Have you used a credit card before?
- Reported or indirect questions have statement word order.

  subject + auxiliary verb + main verb + object

  She asked if I had used a credit card before.
- The chart on p. 89 of the Student's Book shows the reported questions with the tense backshift. However, these reported questions could also have the same verb tense as the direct questions because the information is still true.

  *She asked me **how** I usually **paid** for things.*

  OR *She asked me **how** I usually **pay** for things.*

Corpus information

Common errors with reported questions

Ss sometimes use question word order in reported questions. Statement word order, not question word order, should be used. *(She asked how **I usually paid** for things* NOT ~~*She asked how did I usually pay for things.)*~~

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Lesson C He was telling me . . .

Conversation strategy Reporting the content of a conversation

(See Student's Book p. 90.)

The lesson shows another aspect of reported speech with past continuous reporting verbs. In conversation, people often use the past continuous to report things people have said. The use of the past continuous takes the focus from the actual words someone used and puts it on the general theme. It is used either to focus on a new topic or to report important news that the speaker has heard.

Strategy plus Quoting information

(See Student's Book p. 91.)

This section introduces expressions for quoting identified and unidentified sources of information.

- To identify the source of information, you can use the source name with verbs such as *say* and *tell*: *As Max was saying / was telling me . . .* . Slightly more formal is the expression *According to* (e.g., *According to Max . . .*, *According to the news on TV last night . . .*). The expression should not be used with *me* to mean "in my opinion": NOT — *According to me, it's not right.* This is a common mistake of learners.
- When speakers do not know or do not want to identify the source of information, they can use the adverbs *apparently* and, increasingly, *evidently* (which also has the meaning of "obviously" or "according to the evidence"). Also used are phrases such as *I was told, I ('ve) heard,* or the more general *They say,* which means "People in general say." In formal writing, the passive might be more likely, as in *It is said that . . .* .

Corpus information *Apparently* and *evidently*

Apparently is in the top 1,000 words in conversation, and *evidently* is in the top 5,000.

Speaking naturally Finished and unfinished ideas

(See Student's Book p. 91.)

- The lesson reviews how intonation can show whether the speaker has completed telling his or her idea. This was introduced in saying lists in *Touchstone* Student's Book 2, Unit 2, Lesson B, and reviewed in *Touchstone* Student's Book 3, Unit 8, Lesson B, for long questions. Here, it is reviewed in statements and in the context of telling news.
- When the intonation falls in a statement, it can signal that the speaker has finished telling an idea. It suggests the idea is complete. When it rises, it can show that the speaker will continue and say more.

Lesson D Do I really need that?

Reading tip

(See Student's Book p. 92.)

The Reading Tip tells Ss that feature articles and blogs sometimes "speak" to the reader, but that they shouldn't do this in academic writing.

Help note Reporting verbs for direct and reported speech

(See Student's Book p. 93.)

The Help Note gives Ss some common verbs that can be used to report speech, especially in writing. The verbs can all be used without an object, with the exception of *tell*.

- Saying and explaining

  Say

  Tell (me)

  Explain
- Remembering

  Remember

  Recall
- Adding and finishing

  Add

  Conclude

Material world

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

Introduce the theme of the unit Write on the board: *Material world.* Say, "When people say we live in a material world, they're talking about the importance that people put on money and their possessions — the things that they can buy. In this unit, we'll talk about whether or not it's important to have a lot of possessions, and about how different people manage the money they have."

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.

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Extra activity PAIRS

Ss look through the unit and find an activity they are looking forward to doing. Ss report back to class.

Before you begin . . .

- **Introduce the possessions** Say, "Look at picture 1. What kind of things do you think these people like to buy?" [athletic shoes] Say, "Work with a partner. What kinds of possessions are represented in the other three pictures?" Ask individual Ss to give the answers [Picture 2: electronic gadgets; Picture 3: cars and sports equipment; Picture 4: expensive jewelry].
- Tell Ss to look at Before You Begin. Ask, "What are your most important possessions? They might or might not be expensive." Call on several Ss (e.g., *my car, a stuffed animal I've had since childhood, my cell phone, a ring from my grandfather*).

Recycle a conversation strategy This part of the task recycles expressions for responding to other people's opinions to show that someone has a valid argument (see Unit 5, Lesson C). Have Ss form small groups. Ask, "Is having a lot of possessions a good thing or a bad thing? Discuss with your group. Use expressions to show you see the other group members' points of view" (e.g., *S1: I think having a lot of possessions is a bad thing. A lot of people have huge debts because of all the things they buy. S2: That's a good point, but that won't happen if you're careful.*).

- Have groups discuss the question and then report the group's opinion(s) to the class. Find out if most groups think having a lot of possessions is a good thing or a bad thing.
- Read aloud the third question in Before You Begin. Say, "If you describe someone as *materialistic,* it has a negative meaning. It means that you are critical of them for thinking that money and material possessions are extremely important." Have groups discuss the question and then report to the class.

Extra activity PAIRS

Pairs make a list of the five possessions that they think are most important to the average family. Have one pair read their list to the class. Assign a S to write the items on the board and to put a check (✓) beside an item each time it is mentioned by a pair. The class makes a final list of the five most important possessions.

Extra activity GROUPS

Groups discuss the questions, "What makes people materialistic? Why do we want to have so many possessions?" Groups prepare a list of reasons (e.g., *Advertisers make us feel like we have to have them. We want to have the same things as our friends.*). Groups present their ideas to the class.

Lesson A Possessions

1 Getting started

- **Set the scene** Ask, "When you think of creating art, what do you think of? Elicit ideas (e.g., *painting, drawing, photography*). Ask, "Have you ever thought of destroying something as an art form?" Get opinions from the class.

A

- **Preview and do the task** Read the instructions and the example aloud. Tell Ss to make their lists. Ask Ss to call out the art from their list. Write it on the board. Find out if any other Ss know the art. If so, do they like it?

B

- **Preview the task** Say, "This man is Michael Landy, an artist. Read what he says about one of his projects."
- **Do the task** Have Ss read the article. Tell Ss to underline any new vocabulary and then call out the words they do not know. Write them on the board. Say, "Read the article again and use the context to help you guess the meaning of the new words." For each word on the board, ask the class to help provide a definition.
- Ask, "What is the project?" [His project is to destroy all his possessions.]

Recycle grammar This task recycles talking about imaginary situations. (See *Touchstone* Student's Book 3, Unit 8, Lesson A.) Ask a few Ss, "Could you do the same thing with all your possessions? What are some things you have that you could destroy? What are some things you have that you could never destroy? Discuss with a partner." When Ss finish, have a few Ss tell the class their answers. Then say, "At the beginning of the unit, you talked about your most important possessions. What would you do if something happened to them? Discuss the question with a partner." Have a few Ss tell the class their answers to the question.

C 3.19

- **Preview the task** Read the instructions aloud. Say, "Make a note of any facts Ginny doesn't get right."
- **Play the recording** Have Ss cover the text of what Ginny says. Ss listen and make notes of any incorrect facts. Have Ss compare their answers in pairs.
- **Play the recording again** Tell Ss to uncover the text. Ss listen again, read along, and review their answers. Check answers with the class [He wants to bury everything underground in a shopping center, not in a parking lot. He owns 7,006 items, not 17,000.].
- Ask, "Do you agree with her opinion?" Have a short class discussion.

Figure it out

D

- **Preview the task** Say, "Read Michael Landy's first sentence again. Then read how Ginny reports it. What happened to the verb?" [*is* changed to *was*; the present tense changed to the past tense]
- Say, "Read Michael Landy's second sentence again. Then read how Ginny reports it in lines 3 and 4. What happened to the present perfect continuous verb?" [It became past perfect continuous.] "How about the simple present verb — *comes?*" [It became the simple past — *came*]
- Read the instructions aloud. Say, "Use the article and what Ginny says about it to complete the sentences."
- **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. Landy said his goal was to destroy all his possessions.
2. He explained some things were hard to part with.
3. He said his inventory came to 7,006 items.
4. He said he had made a decision to bury them, but he hadn't found the right place yet.

- **Focus on the form and the use** Say, "There is a difference between quoting a person and reporting what a person said. When Ginny talks about the article, she often reports what Michael Landy said. When you report what someone says without quoting the person exactly or directly, you are using reported speech."
- Write on the board and underline the verbs in the sentences on the board as shown:
  1. *Michael: "I have been making an inventory of everything I own, and it comes to 7,006 items."*
  2. *Ginny: "He explained that he had been making a list of everything he owned, and that it came to 7,006 items!"*
- Say, "When you use reported speech, the verb tense that the original speaker used often moves or shifts back. For example, the present changes to the past. The past changes to past perfect. When you use reported speech, the pronouns may also change." Point out that Ginny had to change *I* to *he*.
- **Try it out** Ask Ss to find all the examples in Ginny's article where she reports what Michael Landy said. Have Ss call out the sentences. Write them on the board. Have Ss convert them back to direct quotes. [Ginny: He said his goal was to destroy all his possessions and that he wanted to bury them in a parking lot! ("My goal is to destroy all my possessions. I want to bury them in a parking lot."); Ginny: He explained that he had been making a list of everything he owned and that it came to 17,000 items! ("I have been making a list of everything I own. It comes to 17,000 items!"); Ginny: And that he had made an artistic decision to shred and granulate everything. ("I have made an artistic decision to shred and granulate everything.") Ginny: Someone explained to me that this is 'performance art'. ("This is 'performance art'.")]

Extra activity PAIRS

Pairs have five minutes to write a list of questions they would like to ask Michael Landy (e.g., *After you destroyed your things, what did you wear? How do you manage without a phone?*). Several pairs read their questions to the class.

2 Grammar

3.20

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Have Ss look at the column on the left. Say, "When you repeat someone's words exactly as they were said, you're quoting them directly. In written English, direct speech has quotation marks."
- Have Ss look at the column on the right. Say, "Reported speech is common in conversation because speakers often don't remember people's exact words, or they may just want to give a summary of what someone said." Write on the board: *He said (that) . . .* . Say, "*Said* is called a 'reporting verb.' What other reporting verb did Ginny use?" [explain] Say, "*Tell* is also a common reporting verb. If you use *tell*, it must be followed by an indirect object — that is, you must say who was told. For example, *He told me that . . .* or *She told us that . . .*" Point out that *that* after a reporting verb is optional.
- Say, "Look at the first three sentences in each column. What happened to the possessive adjectives and pronouns?" [*My* changed to *his.*; *I* changed to *he.*; *Me* changed to *him.*] Say, "When you change direct speech to reported speech, pay attention to other words that may have to change."
- Remind Ss that when they use reported speech, the verb tense often shifts back. Write on the board: *Direct Speech, Reported Speech.* Have Ss write the names of the verb forms in the sets of sentences. Write the answers on the board:

Direct Speech		*Reported Speech*
simple present (be)	→	*simple past (be)*
simple present	→	*simple past*
simple past	→	*past perfect*
present perfect	→	*past perfect*
present perfect continuous	→	*past perfect continuous*

- Say, "The modals *can* and *will* also change. *Can* changes to *could* and *will* changes to *would*."
- Read aloud the information at the bottom of the chart. Say, "The verb tense can remain the same if the information is still true, for example when something is repeated soon after it was said" (e.g., *S1: What did the teacher just say? S2: She said we don't have any homework.*). (For more information, see Language Notes at the beginning of this unit.)
- **Preview the task** Say, "Here are some things people said about their possessions. Complete the sentences to report what they said. Read all the sentences before you begin." Check for any vocabulary questions.
- **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class.

Answers

1. wasn't materialistic; had very few possessions.
2. were all full, but she couldn't stop buying new clothes.
3. was always throwing things away; had thrown out an antique vase by mistake.
4. were in debt because they had spent too much money on stuff for their apartment.
5. had a huge collection of comic books that he just didn't have room for.
6. would have to have a yard sale to get rid of all the junk they'd been buying at yard sales.
7. never threw things away. He just left things in the garage.

- Ask, "Do you know any people like these? Tell a partner." Ss discuss with a partner. Ss report to the class.

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

About you

A

- **Preview and do the task** Read the instructions aloud. Tell Ss to read the questions. Check that Ss understand the word *thrifty* [careful with how money is spent]. Have Ss complete the task.
- **Follow-up** For each question, elicit answers from a few Ss [Answers will vary.].

B 3.21

- **Preview the task** Read the instructions aloud. Check that Ss understand *piggy bank* and *impulse buyer.* Tell Ss to just listen first.
- **Play the recording** ***Audio script p. T-175*** Ss listen only. Replay the recording. Ss listen again and make notes.
- **Play the recording again** Ss listen, add to, and review their answers. Have Ss work in pairs, putting the details together into complete sentences. Have a S read the example aloud. Tell Ss to use reported speech in their answers. Check answers with the class.

Possible answers

1. Howard said that he wasn't interested in gadgets at all. He said he didn't even have a smartphone until recently.
2. He said that he was pretty thrifty. He compares prices and shops around.
3. He said he had some artwork, gifts from friends, and souvenirs and he would be really upset if anything happened to them. Other things he wouldn't care about.
4. He said that he had lost his watch in Puerto Rico. He said that it had been his father's watch and that he was upset.
5. He said that he didn't like a lot of clutter, and he wasn't a collector. He said he didn't buy things he didn't need.

Workbook

Assign Workbook pp. 66 and 67. (The answer key begins on p. T-182.)

Lesson B Money

1 Building vocabulary

- **Set the scene** Books closed. Write on the board: *Managing money.* Ask a few Ss, "Who manages the money in your house?" Ask, "What are some things people do to manage their money successfully?" Write Ss' answers on the board (e.g., *They make a budget. They don't buy things they can't afford. They save up money to buy things they want.*).

A 3.22

- **Preview the task** Books open. Say, "Listen and read the questionnaire from a money magazine. First, listen, read along, and circle any new vocabulary."
- **Play the recording** Ss listen, read along, and circle. Have Ss call out the vocabulary they need help with. Write the words on the board. Classmates help with vocabulary they know. Help with remaining vocabulary.
- **Do the task** Say, "This time, answer the questions. Check *Yes* or *No*."
- **Play the recording** Ss listen and check (✓) the boxes.
- **Play the recording again** Ss listen again and review their choices. Have Ss tally their answers. Have a S read aloud the scoring information below the questionnaire. Ask, "Who had 7 to 12 *Yes* answers? Raise your hand." Ask, "Do you think you are good at managing your money?" Have several Ss give ideas. Ask, "Is anyone surprised by their result?"
- Say, "Look at the ideas we brainstormed at the beginning of the lesson about how to manage money. Which ideas are in the questionnaire?" As Ss call out any matching items, circle them on the board.
- Say, "Work in pairs and take turns asking and answering the questions in the questionnaire. Say more than yes or no when you answer."

Extra activity PAIRS

Partners give each other advice for their *no* answers from the questionnaire (e.g., *S1: I don't pay my bills on time. S2: You should look at the dates of the bills you get every month and decide on a certain day of the month to pay them all.*). Several Ss tell one of the pieces of advice they received.

Word sort

B

- **Preview the task** Say, "What are your money habits? Complete the chart with sentences. Use ideas from the questionnaire, and add your own ideas or habits." Ask a S to read the example aloud.
- **Do the task** Have Ss complete the task and then compare their answers in pairs.

Answers

Answers will vary.

- **Follow-up** Several Ss read their lists aloud.

Extra vocabulary MONEY MANAGEMENT

Present or have Ss suggest extra vocabulary for talking about money management, such as *to balance a checkbook, to declare bankruptcy, chip card, debit card, to endorse a check, to make a deposit / withdrawal, to take out / get / apply for a mortgage, online banking, overdraft, spending limit, to withdraw or take money from an account.*

Extra activity PAIRS

Ss work together to try and brainstorm the expressions they have learned in the lesson, without looking back at their books. Ss see how many they can remember, and then check against the questionnaire.

Vocabulary notebook

Tell Ss to turn to Vocabulary Notebook on p. 94 of their Student's Books. Have Ss do the task in class, or assign it for homework. (See the teaching notes on p. T-94.)

2 Building language

- **Set the scene** Ask, "Has a credit card company ever asked you to apply for a credit card?" Ask, "How do some credit card companies contact people?" [by mail, by phone, over the Internet, in person in stores and malls]

A 3.23

- **Preview the task** Say, "John is telling his mother about a conversation he had with a market researcher. Listen. What did the market researcher ask John? Underline what she asked."
- **Play the recording** Ss listen, read along, and underline. Check answers with the class [The market researcher asked John if he was a spender or a saver, how he usually paid for things, how many times he had used a credit card in the last month, if he wanted to apply for one, and if a parent could sign his application.].
- **Practice** Have Ss practice the conversation in pairs, taking turns playing each role.

Figure it out

B

- **Preview the task** Say, "Look at the conversation. Find an information question within a sentence that starts with 'She asked . . .'" Write it on the board: *Anyway, then she asked me how many times I'd used a credit card in the past month.* Say, "Now find a *yes-no* question within a sentence that starts with 'She asked.'" Write it on the board: *She asked if I wanted to apply for one!* or *She asked if a parent could sign it.* Read the instructions aloud. Say, "Some of the reported questions in the conversation start with *'She wanted to know.'*"
- **Do the task** Have Ss complete the task and then compare answers in pairs. Check answers with the class.

Answers

1. She asked me if / whether I was a regular saver.
2. She asked me if / whether I wanted a credit card.
3. She asked me how many times I had spent too much.
4. She asked me if / whether I could sign this / a form.

- **Focus on the form and the use** Say, "Besides reporting statements that another person has made, you can also report questions." Underline the questions within sentences (indirect questions) already on the board as shown: *Anyway, then she asked me how many times I'd used a credit card in the past month. She asked if I wanted to apply for one.* Say, "The underlined sections are questions within sentences." Remind Ss that the verb comes after the subject instead of before it in such indirect questions. Say, "In these sentences, John is reporting a question that someone else asked him."

3 Grammar

3.24

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Have Ss look at the two columns of questions. Say, "Reported questions have the same word order as statements, and they don't use *do, does,* or *did.* The verb often shifts back in time as for reported statements." (For more information, see Language Notes at the beginning of this unit.)
- Have Ss look at the column for reported questions. Ask, "What two words can introduce a reported *yes-no* question?" [if, whether]
- **Present *Common Errors*** Read the information aloud.

A

- **Preview and do the task** Read the instructions and the first question aloud. Ask a S to read the example answer aloud. Have Ss complete the task. Check answers with the class.

Answers

1. She asked me what my main source of income was.
2. She asked me if / whether I was relaxed about. . . .
3. She asked me if / whether I usually paid in cash, or if / whether I often charged things. . . .
4. She asked me if / whether I could stick to. . . .
5. She asked me if / whether I had taken anything. . . .
6. She asked me how many times I had borrowed. . . .
7. She asked me how much money I could spend. . . .
8. She asked me if / whether I had any loans and if / whether I was paying them off. . . .

Note: "Wanted to know" can be used in place of "asked" for all six reported questions, and the tense can shift back or not.

About you

B

- **Preview and do the task** Read the instructions aloud. Ask a S to read the example answer aloud. Have Ss complete the task. Check answers with the class: For each question, ask a few Ss to give their answers.

Extra activity PAIRS

Pairs prepare a monthly budget for a family of four. Brainstorm items to be included (e.g., *rent, food, utility bills, clothes*). Choose an average monthly income as a starting point. Several pairs present their budgets to the class.

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.)

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. 68 and 69. (The answer key begins on p. T-182.)

Lesson C He was telling me . . .

Lesson C recycles reported speech and the past continuous.

1 Conversation strategy

- **Set the scene** Ask, "What are some reasons that people repeat conversations they've had with other people?" Get Ss' opinions (e.g., *to pass along instructions, to pass along a helpful tip, to give information about other people*).

A

- **Preview and do the task** Ask, "What does the expression 'Money can't buy happiness' mean?" Get ideas from the class [Just because you have money, it doesn't mean you'll be happy.]. Ask, "Do you think it's true?" Have a short class discussion.

B 3.25

- **Preview the task** Books closed. Say, "Listen to Lucy and Omar's conversation. What does Lucy know about Jeff and Lee? 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** Books open. Ss listen, read along, and review their answers. Check answers with the class [They aren't getting along very well. They've only been married six months, and they're having money problems. They paid for the diamond ring and honeymoon on a credit card. Lee didn't know they were in debt.].

C

- **Present *Notice*** Read the information and the example aloud. Add, "People often use past continuous reporting verbs to report personal news." (For more information, see Language Notes at the beginning of this unit.) Have Ss find more examples in the conversation. Ask individual Ss to each read an example from the conversation aloud [Lucy: Max was telling me that Lee had no idea they were in debt.; Yeah, that's what Max was saying.; He went to see them, and he was saying how much stuff they have in their house.].
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role.

D

- **Preview the task** Say, "Imagine people you know said the things below. Rewrite the sentences to report what they said. Use past continuous reporting verbs." Read the first item aloud. Ask a S to read the example answer. Ask Ss how they would complete the second part [She was saying she wants a little two-seater sports car.].
- **Do the task** Have Ss complete the task and compare their answers with a partner. Check answers with the class: For each item, ask a S to read his or her answer.

Answers

1. A friend of mine was telling me she's saving up to buy a car. She was saying that she wants a little two-seater sports car.
2. My classmate was telling me that his fiancée and he are going to have a small wedding because they decided big weddings are a waste of money. He was saying that they'd rather have a nice honeymoon, so they've set aside some money for a trip to Sydney.
3. My neighbors were telling me they want to put in a new kitchen, but they're going to have to take out a loan to pay for it. They were saying that it's expensive.
4. My co-worker was telling me he's thinking of leaving his job and going back to school. He was saying that he wants to become a teacher because he thinks he'll be happier in that kind of job than he is now.

About you

E

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task.
- **Follow-up** Ask a few Ss to report the story their partner told them.

Extra activity PAIRS

Pairs choose one of the situations from Exercise 1D and write a conversation similar to Lucy and Omar's. Pairs present their conversation to another pair.

2 Strategy plus

- **Present *Strategy Plus*** Tell Ss to look back at the conversation on p. 90. Have Ss find expressions that Lucy uses to identify the source of her information. Ask a S to read them aloud [I ran into Max last week. He was telling me . . . ; Max was telling me . . .; Yeah, that's what Max was saying.; He went to see them, and he was saying . . . ; But as he said, . . .]. Have Ss find expressions that Lucy and Omar use that do not identify the source of their information [Lucy: Apparently, . . . ; Omar: But I heard . . . ; Or so someone was telling me; Lucy: . . . evidently . . .]. (Note: Omar says, "I heard . . .", not identifying his source. Adding "Or so someone was telling me," seem less vague.) (For more information, see Language Notes at the beginning of this Unit.)
- Read the information and the examples in Strategy Plus.
- **Preview the task** Read the instructions aloud. Read the first discussion question aloud, and 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.
- **Follow-up** Read each of the discussion questions aloud one at a time. For each one, a few pairs tell the class their answer.

3 Speaking naturally

A 3.26

- **Preview the task** Say, "Sometimes when you're speaking, you need to pause for a moment. You might be deciding what to say next, or you might be waiting for a reaction. You can use intonation to let the listener know if your idea is finished or not." Read the instructions aloud.
- **Play the recording** Ss listen and repeat.

B 3.27

- **Preview the task** Read the instructions aloud.
- **Play the recording** Ss listen and write *F* or *U*. (Note: Answers will be checked following Exercise 3C.)

C 3.28

- **Preview the task** Read the instructions aloud.
- **Play the recording** ***Audio script p. T-176*** Ss listen and review their answers to Exercise 3B. Check answers with the class: Have individual Ss each give an answer.

Answers

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

- Ask, "Do you think Dan's situation is risky?" Have a short discussion. End the discussion by having the Ss vote *yes* or *no*.

About you

D

- **Preview the task** Read the instructions aloud. Tell Ss to discuss the questions. Ask a S to read the example aloud. As they discuss, tell them to make two lists of jobs: ones they think pay well and ones they think do not pay well.
- **Do the task** Have Ss complete the task. Go around the class, and help as needed.
- **Follow-up** Groups report their answers to the first two questions. Then a member of each group writes their job lists on the board. Ss decide which jobs the class thinks are the highest-paid and the lowest-paid.

Extra activity PAIRS

Write on the board:

My friend has a well-paying job that he / she doesn't enjoy.

My friend really enjoys his / her job, but it doesn't pay very well.

Pairs write a conversation discussing the pros and cons of one of the situations on the board. Remind Ss to include both of the conversation strategies from the lesson. Several pairs of Ss present their conversations to the class. The class votes on which situation they think is preferable.

Workbook

Assign Workbook pp. 70 and 71. (The answer key begins on p. T-182.)

Lesson D Do I really need that?

1 Reading

- **Set the scene** Read the lesson title aloud. Write on the board: *hoarder, impulse buyer.* Ask, "What is a hoarder?" Elicit ideas (e.g., *A person who has trouble throwing things away, usually because the person thinks the item will be useful again some day.*). Ask, "What is an impulse buyer?" Elicit ideas (e.g., *Someone who buys something just because he or she wants it at the time.*).

A

Prereading

- **Preview and do the task** Ask, "Have you ever bought things that you don't use?" Have Ss raise their hands if they have. Ask a few Ss who raised their hands, "What are they?" Call on Ss for ideas (e.g., *I once bought an exercise bike to use indoors in bad weather. I bought an expensive dress, but I never go to places that are fancy enough to wear it.*). Say, "Make a list of things you've bought, but don't use." Have Ss complete the task.
- Have Ss call out the items from their list.

B

During reading

- **Present *Reading Tip*** Read the tip aloud. Say, "This is useful with this type of writing because it engages the reader on a personal level as a real conversation would. Just make sure you don't do it in a formal essay."
- **Preview and do the reading** Read the instructions aloud. Say, "Before you read carefully, quickly look through the article. Write the answers to the questions." When Ss finish, have a few Ss read their answers [Her apartment was full of things she didn't use. Her friend, Willow, helped her get rid of it. She donated, recycled, trashed (threw away), and sold things.].
- **Do the reading again** Ask, "What kinds of items are mentioned? [clothes, books, electronics, and small appliances (coffee pots)]. Ask, "What is clutter?" [Things that take up a lot of space, but that are not used.]

Culture note

Hoarding is a serious problem for some people. In addition to things like clothes, books, and memorabilia, some people save years' worth of things like old newspapers, magazines, elastic bands, or even string. It becomes almost impossible to walk through any room in their home. When people reach this stage, they may need psychological counseling.

C

Postreading

- **Preview the task** Read the instructions aloud. Ask a S to read the sentences aloud.
- **Do the task** Have Ss choose true or false. Say, "Write the sentences that support your answers." Have Ss complete the task. Check answers with the class: individual Ss read their answer aloud.

Answers

1. False. (Apparently, we only use 20% of the stuff we own on a regular basis.)
2. True. (. . . they were full of junk that I "could never live without.")
3. False. (I had closets overflowing with clothes I didn't wear . . .)
4. True. (She said that I should go through all of my belongings and make an inventory.)
5. False. (She then told me I needed to give away or sell anything I had more than one of . . .)
6. True. (She explained that she keeps her home clutter-free by getting rid of anything that she hasn't worn or used in the last year. She added that I could keep things that had sentimental value, as long as they were *really* important and special.)
7. True. (Decluttering has been an enormous task, it has felt great to reclaim the space in my home again.)
8. True. (The cash I earned helped me pay off my credit card debt — something I had, no doubt, because I had bought too much stuff in the first place.)

- **Follow-up** Ss read the article 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 INDIVIDUALS / GROUPS

Ss each make a list of things they have, but don't really need or want anymore. (Each item should include a basic description.)

Ss form a group and share their lists. Group members offer to "buy" the items they want. If more than one group member wants the same item, they can try to outbid each other. Group members then decide which of the remaining items are still usable enough to donate, which can be recycled, and which must be put in the trash. Groups report their results to the class.

About you

D

- **Preview and do the task** Say, "Find expressions in the article that are similar to the underlined expressions in the questions." Have Ss complete the task. Check answers with the class.

Answers

1. on a regular basis
2. crammed with
3. attached to
4. sentimental value
5. declutter; task

Say, "Now ask and answer the questions with a partner. Use the expressions you found in the article."

Extra activity GROUPS / CLASS

Ss answer the question "Do you think it is a good idea to sell or get rid of most of your possessions at regular intervals?" Ss who answer *yes* and those who answer *no* form different groups and think of reasons to support their opinions. Groups share their ideas with the class.

2 Listening and writing

A 3.29

- **Preview the task** Read the instructions aloud.
- **Play the recording** ***Audio script p. T-176*** Ss listen and write the things the people could not live without. Check answers with the class.
- **Play the recording again** Ss listen and write one reason for each person. Pause the recording between speakers to give Ss time to write. Replay the recording. Ss listen and review their answers. Have Ss write the answers as complete sentences. Check answers with the class.

Possible answers

1. He couldn't live without his car because it's so convenient / public transportation isn't very good.
2. She couldn't live without her gym membership because exercise is important to her / she uses her gym pass almost every day. / Exercise is good for reducing your stress levels and she has a stressful job.
3. She couldn't live without fresh flowers because her mother used to buy them / she loves their smell and color / they remind her of when she was little / it's good to treat yourself to something special.
4. He couldn't live without his music collection because music makes him happy / life wouldn't be fun without music.

About you

B 3.30

- **Preview the task** Read the instructions aloud. Say, "You will hear opinions from the listening in Exercise 2A. Listen and then write your response."
- **Play the recording** ***Audio script p. T-176*** Ss listen and write their responses. Pause the recording between after each speaker to give Ss time to write.
- **Play the recording again** Ss review their responses.
- **Follow-up** Ss work in pairs and discuss their responses. Tell them to note how their opinions are the same or different. Ss report some of their discussions (e.g., *I told Maria that I thought cars weren't convenient. They're always breaking down. But Maria said . . .*).

C

- **Preview and do the task** Read the instructions aloud. Say, "Make a chart like the one in Exercise 2A." Have Ss walk around the class, ask the questions, and make notes of the answers they find interesting and the names of Ss who gave them.

Recycle grammar Have Ss report the most interesting responses to the class using reported speech.

D

- **Present *Help Note*** Read the information aloud.
- **Preview the task** Say, "Read the Help note and the article below and underline the verbs used for reporting speech." Have Ss read and underline. Note the usual American English pronunciation of the name Mieko /miyéykow/ or /miyćkow/. Have Ss complete the task. Check answers with the class.

Answers

One of my classmates, Mieko, said she couldn't live without her violin. "It's my most valuable possession," she explained. She got her first violin at the age of 6. "I was so excited," she recalled. She took lessons in school and practiced every day. She is now an accomplished violinist. "I couldn't live without it," she concluded.

- Call on Ss to give information from Exercise 2C using the reporting verbs, and write them on the board (e.g., *Keiko explained that she couldn't live without her cell phone. She remembered that she got her first one from her father.*). Work with the class to rewrite the sentences as direct speech (e.g., *Keiko explained, "I can't live without my cell phone." She remembered, "I got my first one from my father."*).
- **Do the task** Say, "Now write an article about your classmates. Use both direct speech and reported speech." Have Ss complete the task.

E

- **Preview and do the task** Read the instructions aloud. Have Ss read their partner's article. Ss report one thing their partner couldn't live without. They also report the most interesting or unusual thing.

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-182.)

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 and the example aloud. Say, "When you see vocabulary about money or money management, notice the words that go together, for example, verbs and nouns such as *take out a loan.*"
- **Present *In Conversation*** Books closed. Ask Ss to work in pairs and list verbs people commonly use with the word *money.* Books open. Have a S read the information.

These tasks recycle vocabulary for talking about money.

1

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

Answers

make ~~*a credit card*~~
apply for ~~*a bill*~~
open ~~*a debt*~~
pay off ~~*a budget*~~
invest in ~~*loans*~~

2

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

Possible answers

verb + noun
get / give / receive *an allowance*
open / close / have / put money (in) *a bank account*
pay / get *a bill*
create / make / plan / follow / have / stick to *a budget*
pay / carry / spend / use *cash*
get / ask (for) *a discount*
earn / make / spend / save / invest / set aside / waste *money*

adjective + noun
weekly / monthly / regular *allowance*
savings / checking / personal / joint *account*
weekly / monthly / annual / household *budget*
weekly / living / household *expense*
full-time / part-time / high-paid / low-paid *job*

3

- **Preview the Word Builder task** Say, "This Word Builder task will help you learn and remember expressions for talking about money." Read the instructions aloud.
- **Do the task** Have Ss complete the task. Check answers with the class: Ask a few Ss to each read a sentence.

Answers

credit limit: maximum amount a bank will allow someone to borrow or put on a credit card
due date: the date something is expected to happen
interest rate: percentage that a bank charges / pays on an amount of money
nest egg: money kept / saved for a special purpose
overdrawn account: bank account which has more money taken out than was originally there
Example sentences will vary.

On your own

- **Present *On Your Own*** Read the instructions aloud. Ask, "What are the woman's financial goals?" Have Ss answer (e.g., *She'd like to have a house and car.*).
- **Follow-up** At the start of the next class, Ss work in small groups and read their financial goals.

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.

Checkpoint Units 7–9

Before you begin the Checkpoint, write on the board: *Grammar, Vocabulary, Conversation Strategies.* Tell Ss to think about Units 7–9 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 What would you have done?

This task recycles past modals to talk hypothetically and speculate. It also recycles vocabulary for possessions and money, and the conversation strategies of quoting sources of information and sharing similar experiences.

- **Set the scene** Tell Ss to look at the picture. Say, "This is Andrew. What do you think his attitude towards money is?" Get ideas from Ss (e.g., *He looks like he's pretty materialistic. It seems like he might be pretty irresponsible about his spending.*).

A

- **Preview and do the task** Read the instructions and the example aloud. Have Ss complete the story. Tell Ss to use each expression only once. Check answers with the class: Have individual Ss each read a sentence aloud.

Answers

When Andrew was growing up, he was careful with his money. He got an allowance every week from his parents, and because he wanted to go to college, he set aside money every month. He opened a savings account that paid good interest, so his savings grew. When he started college, he didn't have much money, but he had a budget and stuck to it. He kept track of the money he spent, and when he bought things, he always paid in cash.

But then, Andrew won $1 million in a lottery, and everything changed. He didn't invest money in stocks and bonds. Instead, he went on a spending spree. He bought a house, a car, designer clothes, and a laptop, and he spent a lot on travel and entertainment. Soon he had nothing left, so he applied for a credit card and started charging his everyday expenses. To pay his college tuition fees, he took out a loan, which he is still paying off. Andrew has a good job now, but he still hasn't gotten out of debt.

B

- **Preview and do the task** Read the instructions aloud. Have individual Ss each read a question aloud. Have Ss read the story again and write answers to the questions. Then have Ss work in pairs and discuss their ideas.
- **Follow-up** Read each question aloud, and call on a few Ss to tell the class about their ideas and reasons.

C

- **Preview the task** Read the instructions aloud. Have Ss read the story again and underline the main events.
- **Do the task** Have Ss work in pairs and take turns retelling the story and responding with similar experiences.
- **Follow-up** A few Ss share examples of similar experiences. Ask, "Does the story remind you of someone you know?" Get ideas from Ss (e.g., *The story sort of reminds me of my cousin. She didn't win the lottery, but she did get into a lot of debt.*).

Extra activity INDIVIDUALS / GROUPS

Ss choose six expressions from the box in Exercise 1A and write a paragraph about themselves. Ss form groups and take turns reading their paragraphs. Groups come up with a list of attitudes about money they agree on, and report back to the class (e.g., *We all think it's important to open a savings account.*).

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2 How many words can you remember?

This task recycles the vocabulary for emotions and personal qualities.

- **Preview and do the task** Ask, "How many words to describe personal qualities or emotions can you remember?" Read aloud the instructions and the examples in the chart. Have Ss complete the charts with their own ideas.
- Have Ss compare their answers in pairs. Then have several Ss take turns calling out their words for each category. Tell Ss to add new words to their charts.

Possible answers

Nouns: honesty, aggression, anger, confidence, depression, determination, flexibility, guilt, happiness, intelligence, jealousy, motivation, realism, sadness, self-discipline, sensitivity, shame, sympathy

Adjectives: happy, aggressive, angry, ashamed, confident, decisive, depressed, determined, flexible, guilty, honest, impulsive, intelligent, jealous, motivated, realistic, sad, self-disciplined, sensitive, sympathetic

- Read the example questions aloud. Tell Ss to write at least four questions using the words from their charts.
- Model the activity by asking a few Ss the example questions. Then ask follow-up questions. Have Ss work in pairs and take turns asking and answering their questions.
- **Follow-up** Pairs report to the class about a few things they have in common (e.g., *We both think honesty is very important. We're always honest with people.*).

3 So what were they saying?

This task recycles the vocabulary for household problems, causative *get* and *have*, and *need* + passive infinitive and *need* + verb + *-ing*. It also recycles reported speech and questions, and the conversation strategy of reporting the content of conversations.

A

- **Preview and do the task** Read the instructions and the example aloud. Have Ss complete the sentences. Check answers with the class: Call on individual Ss to read their answers aloud, and ask if other Ss have different answers.

Answers

1. *John:* "I went rock climbing, and I got this really big hole / tear in my backpack. It needs to be sewn / sewing. . . ."
2. *Alice:* "My kitchen faucet keeps dripping, and I can't turn it off. It needs to be fixed / fixing, but I can't afford to get a plumber to do it right now. . . ."
3. *Robert:* "I have this big oil stain on my good jacket. I have to have it cleaned before my job interview next week. . . ."
4. *Maria:* "My watch has been running slow. I've never had the battery changed, so it probably needs to be replaced / replacing. . . ."
5. *Hilary:* "I had a car accident, and one of my doors got a big dent in it. I've been looking for a place to get it fixed. . . ."

- **Follow-up** Ss report similar experiences.

B

- **Preview and do the task** Read the instructions and the example aloud. Have Ss write the reported sentences. Check answers with the class: Call on a S to read an item in Exercise 3A and another S to read their reported sentences.

Possible answers

1. John was saying that he got a hole in his backpack when he went rock climbing. He said that it needed to be sewn / sewing, and then he asked if I was good at sewing!
2. Alice was saying that her kitchen faucet kept dripping and that she couldn't turn it off. She said that it needed to be fixed / fixing, but that she couldn't afford to get a plumber right then. She asked me if I could take a look at it.
3. Robert was saying that he has a big stain on his jacket. He said that he has / had to have it cleaned before his job interview next week, and he wanted to know which dry cleaner had / has the fastest service.
4. Maria was telling me that her watch had been running slow. She said she'd never had the battery changed, so it probably needed to be replaced / replacing. She wanted to know how much a new battery would cost.
5. Hilary was saying that she'd had a car accident and one of her doors had gotten a big dent in it. She said she'd been looking for a place to get it fixed, and she asked me who had fixed my car after my accident.

Extra activity INDIVIDUALS / PAIRS

Ss look back at Units 7–9 and write one question about a topic from each unit (e.g., *Unit 7: Have you ever gotten a friend to fix something for you?*). Ss work in pairs and take turns asking and answering the questions. Ss then switch partners and report the things they discussed with their first partners.

4 Want some help?

This task recycles the conversation strategies of speaking informally in "shorter sentences" and using expressions such as *Oops!* and *Uh-oh!*

A

- **Preview and do the task** Read the instructions and the example aloud. Have Ss do the task. Check answers with the class: Call on pairs to each read a conversation aloud, and ask if other Ss have different answers.

Possible answers

1. *A* Ow! I just got an electric shock. I should get that iron fixed.
   B Ooh! I bet that hurt. Are you OK?
2. *A* Shoot! My computer just crashed again. I can't understand it. It keeps happening.
   B Uh-oh! Maybe you have a virus. Do you want me to look at it?
3. *A* Ooh! I'm hungry. Do you want a snack?
   B Sure. Let's see. Do you want some scrambled eggs?
   A Ugh! / Yuck! I can't stand eggs.
   B Oops! I just dropped them. Oh, well, never mind.
4. *A* Shoot! I forgot to hand in my homework today.
   B Uh-oh! Will your teacher be mad?
   A Probably. Ugh, look, it's all messed up. And oh yuck. There's chewing gum stuck to it.

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

B

- **Preview and do the task** Books closed. Write the first conversation from Exercise 4A on the board. Say, "Work in pairs. Rewrite this conversation with shorter sentences." When Ss finish, have them open their books and compare their versions with the example in Exercise 4B.
- Have pairs rewrite the other conversations with shorter sentences and practice them. Tell them to try and continue their conversations.
- **Follow-up** A few pairs present their conversations to the class.

UNIT 10 Fame

Language notes

Lesson A The rise to fame

Grammar Talking hypothetically about the past

(See Student's Book p. 99.)

The lesson teaches Ss how to use conditional sentences with *if* clauses (with verbs in the past perfect) and past modals in the main clause to talk hypothetically about the past. It reviews the past modal structures taught in Unit 8, Lessons A and B.

Form

- *if* + subject + past perfect form, subject + past modal form

  Note: The *if* clause, the main clause, or both clauses can be affirmative or negative.

  If he had stayed in school, his life would have been different.

  If he had stayed in school, he might not have had a singing career.

  If he hadn't won the contest, he probably would have kept his job.

  If he hadn't won the contest, he might not have had the confidence to become a singer.

Use

The conditional sentences above are used to talk about hypothetical events and situations in the past, that is, things that did not happen. They describe how things might have been different in different circumstances.

- The *if* clause describes the hypothetical conditions or circumstances.

  If Watson had stayed in school, (= He didn't stay in school, but imagine this was true.)

- The past modal structures describe the possible consequences of the imagined conditions.

  . . . *his life* ***would*** *have been different.* (= I'm sure about this.)

  . . . *his life* ***might*** *have been different.* (= I'm less than 100 percent sure, but it's a possibility.)

  . . . *his life* ***could*** *have been different.* (= This was a possible outcome.)

Corpus information *If* clauses

If clauses can come first or last in sentences, but they are approximately twice as likely to come first. In conversation, people very often use the past modal structure in the *if* clause rather than the past perfect; for example, *If I would have done that* rather than *If I had done that.* However, this is not considered to be correct in writing, and many people feel it is incorrect in speaking too, even though it is extremely common.

Common errors with *if* clauses

Ss often use *if* + simple past instead of *if* + past perfect (*If he* ***hadn't quit*** *his job, he wouldn't have become a singer.* NOT ~~*If he didn't quit his job . . .*~~)

Lesson B In the public eye

Vocabulary Idiomatic expressions about celebrity

(See Student's Book p. 100.)

The vocabulary section teaches a number of idiomatic expressions to use when talking about celebrities' careers.

Speaking naturally Intonation of tag questions

(See Student's Book p. 100.)

The meaning of tag questions depends on the intonation the speaker uses. For this reason, Speaking Naturally comes before the grammar chart, and the practice in this section is limited to having Ss repeat the examples and the conversation.

- When the speaker is not sure about something and wants to check information, the intonation on the tag rises.
- When the speaker is sure about something and wants the other person to agree or confirm that information, the intonation on the tag falls. Tag questions with falling intonation strongly signal that the speaker expects the other person to agree.

Grammar Tag questions

(See Student's Book p. 101.)

The structure taught in the lesson is tag questions. The two most common patterns are taught: (1) affirmative statement + negative tag; and (2) negative statement + affirmative tag.

Form

Tags presented in this lesson consist of *be* or an auxiliary verb + *(not)* + pronoun.

- Affirmative statement + negative tag

  I'm out of touch, aren't I?

  It's amazing, isn't it?

  She won the talent show, didn't she?

  That was a dumb thing to do, wasn't it?

  He's dropped out of sight, hasn't he?

- Negative statement + affirmative tag

  I'm not really in touch, am I?

  It's not easy to become famous, is it?

  She didn't have connections, did she?

  That wasn't too smart, was it?

  His career hasn't taken off, has it?

- Use an affirmative tag after a statement with a negative word.

  It's never easy, is it?

  There are no easy answers, are there?
- Pronouns in tags

  When some pronouns are the subject of the main clause, the pronoun in the tag question may change. Here are some examples:

  This / that → it

  That's good, isn't it?

  These / those → they

  These are the winners, aren't they?

  Something / nothing / everything, etc. → it

  Nothing's that easy, is it?

  Everyone / someone / nobody, etc. → they

  Everyone knows her, don't they?

  BUT There + be → there

  There's no problem, is there?
- The responses to tag questions are covered in the chart. To agree to or confirm a negative statement with an affirmative tag, the answer is negative.

  She didn't have connections, did she?

  No, she didn't. (= I confirm that: she didn't have connections.)

Use

Tag questions are an interactive way of involving the other speaker in a conversation. Speakers use tag questions either to check information or to ask someone to agree to or confirm what is said. The meaning changes depending on the intonation. (See Speaking Naturally above.)

Corpus information Tags

Negative question tags are much more frequent than affirmative tags.

Lesson C Good question!

Conversation strategy Giving encouraging advice

(See Student's Book p. 102.)

- One common function of tag questions is to involve the other speakers in a conversation by appearing to ask questions. In the context of giving advice, adding a tag question has the effect of softening the advice because the speaker appears to be asking the listener to agree rather than simply "telling." As a result, it makes the advice sound less direct and more encouraging.
- The lesson recycles tag questions, this time with the modals *would, could,* and *should.*

  It would be good to talk with her, wouldn't it?

  You could look for another class, couldn't you?

  You should at least give it a chance, shouldn't you?
- The tag questions for advice in the lesson have rising intonation.

Strategy plus *It's hard to say.*

(See Student's Book p. 103.)

When people are asked questions they cannot immediately think of answers to, they often use expressions such as *It's hard to say.* or *That's a good question.* These give the speaker some time to think of an answer and to show the listener that the question does not have an easy answer.

Corpus information *It's hard to say.*

Expressions with *It's / That's hard to say* are the most frequent, followed closely by expressions with *(That's a) Good question.*

Lesson D Rising stars

Reading tip

(See Student's Book p. 104.)

The Reading Tip tells Ss that writers often use words like *some, others,* and *many* to avoid repeating the same noun. Understanding how these pronouns are used to refer back to nouns that appear earlier can help Ss follow the text more easily.

Help note Topic and supporting sentences

(See Student's Book p. 105.)

The Help Note shows how paragraphs can be structured around topic and supporting sentences. *Topic sentences* typically state a main idea or theme and are followed by *supporting sentences* that add more information to, or give examples of, the idea in the topic sentence.

- The article on p. 104 has two very clear examples of this structure of topic sentences followed by supporting sentences.
- In the paragraph, "Child Star Syndrome": *So many child actors . . . end up in the headlines as they lose control of their lives* is followed by examples of problems that child actors have trouble overcoming.
- In the paragraph, "Natalie Portman": *The support of her parents helped her keep her life stable* is followed by examples of the positive effect her parents had.

Fame

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

Introduce the theme of the unit Say, "When you think of famous people, what kinds of people do you think of?" Ask Ss for their ideas (e.g., *actors, singers, musicians, athletes, artists, politicians*). Ask the following questions: "Do you think it's easy to become famous? After a person becomes famous, is it easy to stay famous? Do famous people have easy lives?" Say, "In this unit, we're going to talk about some different aspects of fame."

In Unit 10, 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. *In Lesson A, find Russell Watson's career.*
2. *In Lesson B, find an expression that describes an entertainer's career*
3. *In Lesson C, find a tag question that gives advice.*
4. *In Lesson D, find the name of the film that earned Natalie Portman her Academy Award.*

Ss look through the unit and find the answers. A few Ss report their answers for each item (e.g., *1. a singer 2. up-and-coming 3. Well, you could look for another class, couldn't you? 4.* Black Swan).

Before you begin . . .

- **Introduce the celebrities** Read the names aloud. Note the usual American English pronunciation of the names: J.K. Rowling /ráwliŋ/.
- Say, "Look at these celebrities. What do you know about them?" Call on Ss to tell what they know.
- Have Ss look at Before You Begin. Ask, "What are some ways that people become famous?" Ask Ss for their ideas (e.g., *They have a hit song or movie. They marry someone famous. They're the best at a sport they play. They write a best-selling book.*).

Recycle a conversation strategy This task recycles language for giving different opinions (see *Touchstone* Student's Book 3, Unit 9, Lesson C). Ask, "What are some expressions you can use to give an opinion different from your partner's?" (e.g., *I know what you mean, but . . . ; I don't know. Don't you think . . .?*) Write them on the board. Have a S read the last two questions from Before You Begin. Say, "Use expressions like these to talk with your partner about the best and worst things about being famous."

- Have pairs discuss the last two questions from Before You Begin (e.g., *S1: I think the best thing about being famous is that there are always people to get you what you want. S2: Maybe, but don't you think there are always people around who want something from you?*). Tell Ss to make a list of ideas about the best and worst things.
- **Follow-up** Several pairs read their lists to the class. Write Ss' ideas on the board. Say, "Think about all these things. Raise your hand if you would like to be famous one day."

Extra activity PAIRS

Make a list of occupations (e.g., *singer, male actor, female actor, writer, musician, baseball player, politician*) and call them out one at a time. Pairs have one minute to write the names of as many famous people as they can for each occupation. Pairs then get one point for every famous person they mention that no other pair has. At the end of the list of occupations, the pair with the most points wins.

Culture note

The Duke and Duchess of Cambridge: Prince William is the grandson of Queen Elizabeth II, and may one day succeed her as king. He and the Duchess (formerly Catherine Middleton) married in 2011.

Usain Bolt is a Jamaican sprinter. He won gold medals at both the 2008 and 2012 Olympics. In addition, he holds several world records. He is known as "the fastest man in the world."

Javier Bardem is an award-winning actor from Spain. He has won an Academy Award and several awards from the film industry in Spain. He is married to the actress Penelope Cruz.

Ang Lee was born in Taiwan, where he studied Chinese culture and the arts. He went to the United States to study theater and became an influential director and screenwriter. His work has received awards world-wide.

J.K. Rowling is the author of the Harry Potter books for young readers. They have sold over 300 million copies and have made Rowling the first person to earn over a billion dollars as a writer.

Lesson A The rise to fame

1 Getting started

- **Set the scene** Read the lesson title aloud and write it on the board. Say, "The 'rise to fame' is the process by which a person becomes famous." Ask the class if they know of any celebrities who became famous quickly, or in an unusual way. Have Ss tell the class any stories they know.

A

- **Preview the task** Ask, "What kinds of talent contests can you enter?" Have Ss call out their ideas and write them on the board (e.g., *singing, dancing, cooking, piano*). Ask, "Would you enter one?" Have Ss who would enter one raise their hand. Ask a few Ss who raise their hand what type of contest they would enter.

B

- **Preview the task** Read the instructions aloud. Say, "Read the article and write the answer."
- **Do the task** Have Ss complete the task. Check the answer with the class [Russell Watson got his start as a professional singer by winning a radio talent contest.].
- Tell Ss to read the article again, underlining any new vocabulary. Have Ss call out the underlined words, and write them on the board. Have Ss supply any definitions they know for the words on the board. Help with any remaining vocabulary.

C 4.01

- **Preview the task** Read the instructions aloud. Tell Ss to look at the posts. Say, "Put a check (✓) next to the comments you agree with."
- **Play the recording** Ss listen, read along, and check (✓) the comments they agree with. Check answers with the class: Ask a S to read Dennis's post aloud. Tell Ss who agree with any part of his comment to raise their hands. Ask a few Ss which part of the comment they agreed with. Repeat with the remaining two comments.

Figure it out

D

- **Preview the task** Say, "Look at Anne's comment. Find the first *if* clause and underline the verbs. What are they?" [hadn't quit; (hadn't) gotten] Ask, "What verb forms are they?" [past perfect] Say, "Look at the article. In fact, did Russell Watson quit his job and get a manager?" [yes]
- Say, "Look at the sentence again. Find the verb phrase in the main clause and underline it twice. What is it?" [might not have had] Ask, "What kind of verb phrase is this?" [past modal]. Ask, "In fact, does Russell Watson have a singing career?" [yes]
- Read the instructions aloud. Tell Ss to look at the article 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 read the answers.

Answers

1. If Russell Watson had stayed in school, maybe he would have had a very different career.
2. If he hadn't won that talent contest, he might not have become a singer.
3. If he had only sung pop songs, he wouldn't have known people loved his opera voice.
4. What would have happened if he had only sung pop songs?

- **Focus on the form and the use** Say, "Sometimes we look at events or situations in the past and talk about how things could have been different." Write on the board:

  True situation: Russell Watson quit his job and got a manager.

  Result: He has a singing career.

- Say, "Now imagine that Russell Watson didn't quit his job after he won that contest. What would have been different?" Write on the board:

  If clause: If Russell Watson hadn't quit his job and gotten a manager,

  Result: he might not have had a singing career.

- Say, "*If* + past perfect indicates that you are talking hypothetically about an event in the past. When you give a result for a hypothetical situation in the past, use a past modal to talk about that result."
- **Try it out** Have Ss find and underline a sentence in each comment that talks hypothetically about the past. Ask Ss to call out the modals that each speaker used in the result clauses [Dennis: might, would; Anne: might, would(n't)]

Extra activity PAIRS

Pairs think of something they did in the past or something that happened to them that made a difference in their lives. Write on the board:

I came to this class.

If I hadn't come to this class, I wouldn't have learned English so well.

Using the example on the board, a few Ss tell something that would or would not have happened if they had not taken this English class. Then write on the board:

If I hadn't met my best friend, . . .

If I had moved to a different country, . . .

If I hadn't continued school, . . .

Partners then choose two of the situations on the board and complete sentences for them. Partners share their sentences.

2 Grammar

4.02

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Say, "When you talk hypothetically about a situation or an event in the past, you are talking about something that didn't happen." Ask Ss to look at the first *if* clause on the left side of the chart. Say, "*If Watson had stayed in school . . .* means 'Watson didn't stay in school, but imagine that he did.'" Have Ss look at the second example. Say, "*If he hadn't won the talent contest . . .* means 'In fact, he won the talent contest, but imagine that he didn't.'" Ask Ss to look at the third *if* clause. Ask, "Did he continue his education?" [no]
- Say, "Look at the section about main clauses on the right side of the chart. In the main clause, or result clause, you use a past modal to talk about the possible consequences of the past situation that you're imagining. What past modals do you see in these main clauses?" [would have, might not have, could have]
- Say, "*Would have* in the main clause means 'I'm sure about this.' *Might have* means 'I'm less than 100 percent sure, but it's a possibility.' *Could have* means 'This was one possibility.'"
- Have Ss look at the bottom of the chart. Ask, "What's the pattern for hypothetical questions about the past, as in the first example?" Write the answer on the board [question word + past modal form, *if* + subject + past perfect form]. Point out that the subject often comes after the modal and before *have*, as in *What would Watson have studied?*
- Ask, "What's the pattern for hypothetical *yes-no* questions about the past?" Write the answer on the board [modal + subject + *have* + past participle]. (For more information, see Language Notes at the beginning of this unit.)
- **Present *Common Errors*** Books closed. Write on the board:

  If he didn't quit his job, he wouldn't have become a singer.
- Ask, "Is this sentence correct?" [no] "How do we correct it?" [Change *didn't* to *hadn't*.] Books open. Read the information aloud.
- **Present *In Conversation*** Read the information aloud.

A

- **Preview the task** Say, "Read the extract about a woman who became famous through the Internet. Circle any new vocabulary." Have Ss call out their vocabulary questions and write them on the board. Ask the class to give any definitions they know. Help with remaining vocabulary. Say, "Now complete the sentences using the verbs given."
- **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. If Rebecca's mother hadn't paid the record company, they wouldn't have produced the video, and they wouldn't have uploaded it.
2. If the record company hadn't uploaded the video, millions of people wouldn't have watched it, and Rebecca might not have become a viral star.
3. What would have happened if the song had gotten good reviews? Would Black have become famous if more people had liked the song? It's hard to tell, but it might have received less media attention.
4. If Black hadn't had all the bad publicity, her music career might not have taken off. She might have missed out if she had listened to all the critics.

Extra activity PAIRS

Books closed. Pairs retell the story of Rebecca Black, using sentences that begin with *If she had . . .* or *If she hadn't . . .*.

About you

B

- **Preview and do the task** Read the instructions aloud. Ask a S to read the four ideas aloud. Direct Ss' attention to the example paragraph beginning for "a job you got." Ask a S to read it aloud. Have Ss write their paragraphs.

C

- **Preview and do the task** Say, "Take turns reading your paragraphs aloud. Ask each other questions about them." Have Ss complete the task.

Recycle a conversation strategy This follow-up task recycles expressions for sharing experiences (see Unit 8, Lesson C, p. 80). Review the expressions (e.g., *I had a similar experience.; That reminds me (of) . . . ; That happened to me.*). Say, "If you and your partner have had a similar experience, tell the class about it" (e.g., *Paolo and I had a similar experience . . .*).

Extra activity PAIRS

Ss find a new partner and retell their previous partner's story.

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.)

Workbook

Assign Workbook pp. 74 and 75. (The answer key begins on p. T-182.)

Lesson B In the public eye

1 Building vocabulary and grammar

- **Set the scene** Read the lesson title aloud. Say, "When people are 'in the public eye,' the events in their lives are constantly reported by the media. Name some people in the public eye. Why are they in the news?"

A 4.03

- **Preview the task** Books closed. Say, "Listen. How did Lana become famous? Write your answer."
- **Play the recording** Ss listen and write.
- **Play the recording again** Books open. Ss listen, read along, and review their answer. Check the answer with the class [She got discovered in a karaoke club by the producer of a talent show. Later, she entered the talent show and won.].
- **Practice** Have Ss practice the conversation in pairs, taking turns playing each role.

Word sort

B

- **Preview the task** Ask a S to read the column headings in the chart aloud. Say, "Complete the chart using expressions from the conversation. Use the context of the conversation to help you."
- **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class.

Answers

Ways to become famous

You get discovered by someone.
You're just in the right place at the right time.
You have connections.

When you're becoming famous

Your career takes off.
You make headlines.
You're in the headlines a lot.
You're an up-and-coming star.

When things don't work out

Your career goes downhill.
You get bad press.
You drop out of sight.

- Say, "Now tell your partner about someone famous. How did that person become famous? What do you know about him or her?"

Vocabulary notebook

Tell Ss to turn to Vocabulary Notebook on p. 106 of their Student's Books. Have Ss do the task in class, or assign it for homework. (See the teaching notes on p. T-106.)

Figure it out

C

- **Preview the task** Say, "Look at the conversation again. Underline the sentences you see that have a short question added at the end of a statement." [You haven't seen her show yet, have you?; She's a blues singer, isn't she?; I guess I'm a little out of touch, aren't I?; She won the show this year, didn't she?; It's amazing, isn't it?; He's kind of dropped out of sight, hasn't he?; That wasn't too smart, was it?]
- Say, "Compare the statement and short question sections of each sentence you underlined. What do you notice about the tenses?" [They're the same.] Ask, "What do you notice about the question section when the statement section is affirmative?" [It's negative.] Ask, "What do you notice about the question section when the statement section is negative?" [It's affirmative.] 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. Lana's a singer, isn't she?
2. She won a talent show, didn't she?
3. Java Thomas wasn't too smart, was he?
4. His career hasn't taken off, has it?

- **Focus on the form and the use** Say, "The short questions added to the end of the statements are called *tags*. Tags change a statement into a kind of question called a *tag question*. People use tag questions to check information or to ask someone to agree or confirm information."
- Say, "A tag has the same tense as the statement it follows. When the statement is affirmative, the tag is negative. When the statement is negative, the tag is affirmative."

2 Speaking naturally

4.04

- **Preview the task** Say, "When you use a tag question when you're not sure, the intonation rises on the verb in the tag. When you use a tag question when you're sure and think someone will agree, the intonation falls on the verb in the tag." (For more information, see Language Notes at the beginning of this unit.) Read the instructions aloud.
- **Play the recording** Remind Ss that the red color in the examples means that words receive heavier stress. Ss listen, repeat, and then practice the conversation in Exercise 1A again. Walk around the class and listen for the correct intonation on the tags. If necessary, replay the recording and have Ss repeat.

Extra activity PAIRS

Each pair looks at the questions from Exercise 1C, again and marks each one either with *S* for "sure" or *NS* for "not sure." S1 reads his or her questions, using falling intonation for questions with *S* and rising intonation for ones with *NS*. S2 responds with, "You're sure, aren't you?" or "You're not sure, are you?" depending on the intonation. Partners switch roles and repeat the activity.

3 Grammar

4.05

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Say, "The tag in these tag questions consists of *be* or an auxiliary verb, a pronoun, and *not* if the tag is negative. The pronoun usually agrees with the subject. For example, *Peter and John saw the movie, didn't they? They* is used with the third-person plural subject — *Peter and John.*"
- Have Ss look at the left side of the chart. Point out that tag questions with an affirmative statement get a negative tag. Have Ss look at the right side of the chart. Point out that tag questions with a negative statement get an affirmative tag.
- Say, "Look at the first example in each column. What's the verb in the statement sections of these tag questions?" [*be* in the simple present] Ask, "What verb is in the tag?" [*be* in the simple present] "Look at the second example in each column. What's the verb in the statement sections?" [*be* in the simple past] Ask, "What verb is in the tag?" [*be* in the simple past] Say, "Look at the third example in each column. What's the verb form in the statement sections of these tag questions?" [simple past] Ask, "What kind of verb is in the tag?" [the auxiliary *did*] Say, "Look at the last example in each column. If the verb in the affirmative statement is the present perfect, what do you use in the tag?" [the auxiliary *has* or *have*] Ask Ss to look at the example sentences again. Say, "When *that* is the subject, the pronoun used in the tag is *it.*"
- Have Ss look at the bottom sections of the chart. Say, "Answer *yes* to agree with an affirmative statement with a negative tag. Answer *no* to agree with a negative statement with an affirmative tag." (For more information, see Language Notes at the beginning of this unit.)
- **Present** *In Conversation* Have a S 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: Ask two Ss to each read a conversation.

Answers

1. *A* You've heard of Chris Martin, haven't you?
   B I think so. He sings with Coldplay, doesn't he?
   A Yeah. He's their lead singer.
   B Right. They're not American, are they?
   A No, they're British. I love their music. They're a great band, aren't they?
   B Oh, yeah. They've raised a lot of money for charity, too, haven't they? I mean, they do a lot of charity concerts and stuff, don't they?
2. *A* When was Marilyn Monroe famous? It was in the 1950s, wasn't it?
   B Yeah, but she made a movie in the 1960s, too, didn't she?
   A I think you're right. She was mainly a movie star, wasn't she? I mean, she wasn't a singer, was she?
   B Well, she sang in some of her movies, but she was basically an actress. You've seen her movies, haven't you?
   A No, but I'd like to. It's amazing, isn't it? She died years ago, but she's still famous.

B

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task. As Ss complete the task, go around the class listening for rising and falling intonation. If necessary, replay Exercise 2 on p. 100.

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.)

4 Talk about it

- **Preview and do the task** Read the instructions aloud. Have individual Ss each read a discussion question aloud. Remind Ss to use tag questions where possible as they do the task (e.g., *S1: I guess most people look on the Internet, don't they? S2: Yeah. And the tabloids. They're still in a lot of grocery and convenience stores, aren't they? S3: Right. And there are a lot of celebrity news shows on TV, aren't there?).*
- **Follow-up** Several groups report to the class on their discussion.

Extra activity PAIRS

Pairs talk hypothetically about a sports star or a star from another field who has dropped out of sight and whose career has gone downhill (e.g., *If (name) hadn't had so many injuries last season, he would have won the championship / title.*). Have several pairs tell the class about the star they discussed.

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-182.)

Lesson C Good question!

Lesson C recycles expressions for giving advice and tag questions.

1 Conversation strategy

- **Set the scene** Ask, "What are some things that people take lessons or classes to learn how to do?" Ask a few Ss (e.g., *sing, dance, play an instrument, play a sport, cook*). Say, "Think of a time that you were trying to learn to do something new. Did you ever feel discouraged and want to quit? What did you do?" Ask Ss to answer.

A

- **Preview the task** Read the instructions aloud. Elicit one or two ideas (e.g., *You should talk to the other students / the teacher. You could ask a friend for help.*). Tell Ss to make their list of ideas. Ask several Ss to tell the class.

B 4.06

- **Preview the task** Say, "Listen to Steve and Nela's conversation. Why is Nela thinking of dropping out of her acting class? Listen and write the answer." Note the usual American English pronunciation of the name: Nela: /nɛ́lə/.
- **Play the recording** Books closed. Have Ss listen once, then listen again and write. Tell Ss to 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 [Nela's teacher doesn't give her any feedback. Steve told her to talk to the teacher.].

C

- **Present *Notice*** Say, " When people give advice, tag questions can make the advice sound softer because the speaker appears to be asking a question rather than directly telling the listener to take the advice." Read the information and the example aloud. Have Ss find the examples in the conversation. Ask individual Ss to each read an example aloud. Write the answers on the board [Steve: Well, you could look for another class, couldn't you?; Well, before you do that, it would be good to talk with her, wouldn't it?; You should at least give it a chance, shouldn't you?].
- Say, "Look at the tag questions on the board. Which part of the statement appears in the tag?" [the modal] Underline the modals in the statements and their tags.
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role. Tell Ss to use rising intonation for the tags.

D

- **Preview the task** Tell Ss to match the problems in the first column with the advice in the second column. Tell Ss to read all the problems and all the advice first. Help with new vocabulary as needed.
- **Do the task** Have Ss complete the task. Check answers with the class.

Answers

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

- Have Ss practice the conversations, taking turns playing each role.
- Have Ss role-play the conversations again, taking turns giving their own advice. Remind Ss to use rising intonation for the tags.
- **Follow-up** Ss form small groups. For each problem, group members report the advice they received. The group decides which advice was best. Groups then report to the class. The class decides the best advice for each problem.

Extra activity PAIRS

Write on the board:

I'm learning to ski / skate, but I keep falling.

I have to give a presentation in class, but I'm really nervous.

I want to ask my boss for a raise, but I don't know what to say.

Ss brainstorm and suggest other situations similar to these and call them out. Write them on the board. Partners take turns reading the problems and giving advice using tag questions. Remind Ss to vary their choice of modal.

2 Strategy plus

- **Present *Strategy Plus*** Say, "Some questions are difficult to answer. Starting an answer with expressions such as *It's hard to say* gives you time to think of what you want to say. It also shows the other person that the question is hard to answer and that you are giving serious consideration to possible answers." Tell Ss to look back at the conversation on p. 102. Have Ss find and underline the expressions that Steve and Nela use to show that the question they are answering is a difficult one. Ask a S to read the expressions aloud [Nela: It's hard to say.; Good question. I wish I knew.; Steve: That's a tough one.].
- Read the information and the examples in Strategy Plus.

About you

- **Preview and do the task** Read the instructions aloud. Have a S read the questions aloud. Ask two Ss to read the example conversation aloud. Have Ss complete the task.
- **Follow-up** For each question, have a few Ss report to the class.

Extra activity PAIRS

Working with the same partner, pairs discuss the questions from Exercise 2 to which it was easy for them to answer *no*. S1 asks the question again, and S2 answers, giving a reason. S1 responds with a tag question with a modal. (e.g., *S1: Would you like to perform on stage in front of a lot of people? S2: Absolutely not! I'd be terrified! S1: Well, you could always practice in front of groups of friends first, couldn't you?*).

3 Listening and strategies

A 4.07

- **Preview the task** Say, "Look at some advice for making a band successful." Tell Ss to read through the advice. Check that Ss understand the meaning of *gig* [performance by a pop / rock band] and *catchy* [easy to remember]. Ask, "What else could you do?" Say, "Listen to Tom talk to George about his band. Check (✓) the things Tom needs to do."
- **Play the recording** ***Audio script p. T-177*** Ss listen and check (✓). Replay the recording if required.
- **Play the recording again** Ss listen again and review their answers. Check answers with the class: Have individual Ss each give an answer.

Answers

Checked:

✓ play more "gigs"
✓ contact the local radio station
✓ record music and put it online
✓ get a manager
✓ choose a catchy name for the band

B 4.07

- **Preview the task** Read the instructions aloud.
- **Play the recording** ***Audio script p. T-177*** Ss listen and circle *a* or *b*. Have Ss compare their answers with a partner. Check answers with the class.

Answers

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

About you

C

- **Preview and do the task** Read the instructions aloud. Ask a S to read the ideas aloud. Say, "Make notes about what you would like to achieve and about the problems you would face." Have Ss complete the task.

D

- **Preview and do the task** Read the instructions aloud. Ask two Ss to read the example conversation aloud. Have Ss complete the task.
- **Follow-up** Several Ss tell the class what they would like to achieve, one of the problems they would face, and the advice they received from their partner for solving the problem.

Extra activity GROUPS

Group members each present what they would like to achieve and name some problems they would face. Other group members take turns giving advice, using tag questions.

Workbook

Assign Workbook pp. 78 and 79. (The answer key begins on p. T-182.)

Lesson D Rising stars

1 Reading

- **Set the scene** Read the lesson title aloud. Ask, "Can you guess what *a rising star* is?" Get ideas from Ss (e.g., *Someone who is up-and-coming in their profession.*). Ask, "Who are some actors who are rising stars?"

A

Prereading

- **Preview and do the task** Ask, "What is a child star?" Get ideas from the class (e.g., a *successful child actor, probably under the age of 16*). Say, "*Child star* usually refers to an actor who began his or her career at a young age." Ask, "What child stars can you think of?" Write the names on the board. Ask, "How do you think their lives are different from other children's lives?" Get ideas from Ss and write them on the board (e.g., *They have a lot of money.; They don't usually attend a school. They have private tutors instead.; They get recognized wherever they go.; They don't have much privacy.; Older people might take advantage of them.*).

Recycle a conversation strategy Ask "Do you think child stars have happy lives? Why or why not?" Encourage Ss to give ideas using expressions to quote information (e.g., *Evidently, . . . he / she still hangs around with the same friends and does the same things, like play baseball with them.; I've heard that . . . he / she suffers from depression now.*). (See Unit 9, Lesson C.)

B

During reading

- **Present *Reading Tip*** Read the tip aloud. Say, "Writers rarely repeat the same word over and over. Learn to recognize that when a writer uses pronouns like these, you sometimes have to go back to see what noun they refer to. This can help you understand the text better."
- **Preview the reading** Have Ss read the title of the article and look at the photos. Ask, "Who are the actors in the photos?" [Natalie Portman, Daniel Radcliffe, and Emma Watson] Ask, "What movies with these stars do you know? (e.g., *Natalie Portman: Star Wars, Black Swan; Daniel Radcliffe: Harry Potter, The Woman in Black; Emma Watson: Harry Potter, The Perks of Being a Wallflower*)
- Read the instructions aloud. Say, "As you read, write down a definition for "Child Star Syndrome". Write two ways each actor in the article coped with it."
- **Do the reading** Tell Ss to read the article and make their notes. After Ss finish, have them work in pairs and compare their ideas. Ask Ss what "Child Star Syndrome" is ["Child Star Syndrome" happens when child actors reach their teens and end up out of control.]. Ask, "How have some actors coped with it?" [Some actors have coped with it by having supportive families and focusing on education. They didn't get into the "glamorous lifestyle." They had a down-to-earth attitude.]
- **Follow-up** Ask, "What was the most interesting thing you learned about these stars?" Have a short class discussion.

C

Postreading

- **Preview the task** Say, "Find words and expressions in the article to replace the underlined words in the questions. The words and expressions are in the same order as they appear in the article. 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 that fit the meanings. Check answers with the class.

Answers

1. under the scrutiny of the media (paragraph 1)
2. balance (paragraph 1)
3. blockbuster (paragraph 2)
4. focus (paragraph 2)
5. barely (paragraph 3)
6. roles; secured (paragraph 3)

- Say, "Now ask and answer the questions with a partner." Have pairs discuss and answer. Check answers with the class.

Answers

1. They can lose control of their lives, be unable to manage the money and attention, or fail under the pressure.
2. Yes. Portman, Watson, and Radcliffe have all achieved this.
3. She's starred in *Star Wars* and *Black Swan*.
4. She decided to concentrate on a degree in psychology / her education.
5. They were only just 11.
6. They have secured roles in the movies and in theater.

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Extra activity CLASS

Play "Celebrity." Ss take turns presenting clues. One S thinks of the name of a celebrity and gives clues, perhaps including some movies the celebrity made. The other Ss try to guess the celebrity.

D

- **Preview and do the task** Read aloud the instructions. Have a S read aloud the list of ideas. Tell Ss to read through the article again and see if it suggests any of the ideas in the list. Have Ss check (✓) the ideas.
- Check answers with the class: Have Ss call out the sentences they checked.

Answers

Checked:

✓ It is possible to be both a successful child and adult actor.
✓ Radcliffe and Watson were both good students.
✓ As adults, all these former child actors are still successful.

2 Speaking and listening

A

- **Preview and do the task** Read aloud the instructions and the list of ideas. Have pairs write their own ideas. Then ask Ss to call out their ideas. Write them on the board.
- Have Ss discuss the definitions for success in the book and on the board. Have a S read the example aloud.
- **Follow-up** A few Ss give their top definition of success and a reason why.

B 4.08

- **Preview the task** Read the instructions aloud.
- **Play the recording** ***Audio script p. T-177*** Ss listen and write their answers. Check answers with the class.

Answers

1. finding something to enjoy about everything you do
2. doing something that's worthwhile
3. being known as a musician
4. having more money than you need

C 4.08

- **Preview the task** Read the instructions aloud. Say, "First check *yes* or *no*. Then write a couple of words to help you remember the reasons."
- **Play the recording** ***Audio script p. T-177*** Ss listen, check *yes* or *no*, and make notes. Pause the recording after each conversation to give the Ss time to write.
- **Play the recording again** Ss listen and review their answers. Then have Ss write the reasons as complete sentences. Check answers with the class.

Answers

1. Yes. She finds something to enjoy about everything she does.
2. Yes. She thinks teaching school is useful.
3. No. He isn't famous as a musician yet.
4. No. She can't afford luxuries yet.

3 Writing

A

- **Preview the task** Tell Ss to read the example profile. Ask some comprehension questions (e.g., *How has Alexis become successful? What challenges did she face?*).
- **Present *Help Note*** Read the information aloud. Ask, "What do you think the paragraph will be about after reading the topic sentence?" [about her success, the obstacles she overcame]
- Write on the board sentences from the article on p. 104 such as the following:

  1. The support of Portman's parents helped keep her life stable.
  2. Others are unable to manage all the money, attention, and the glamorous lifestyle as they get older.

- Have Ss look back and identify whether they are topic sentences or supporting sentences. [1. T; 2. S]
- **Do the task** Have Ss write their stories. Write these questions on the board to help guide Ss:

  In what way is the person successful?
  What challenges did he or she face along the way?
  How did he or she handle the challenges?
  How did the challenges change or inspire this person?

Extra activity CLASS

After Ss begin writing, Ss call out some of their topic sentences. Write them on the board. The class works together to say if they are good topic sentences or not, and suggests how to improve them if necessary.

B

- **Preview and do the task** Ss work in small groups and read their articles. Group members decide which people faced the biggest challenges and which stories they find inspiring.
- **Follow-up** Each group chooses one or two stories to read aloud to the class. Ask, "What kind of story do you find inspiring?" Have a short class discussion.

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-133.)

Workbook

Assign Workbook pp. 80 and 81. (The answer key begins on p. T-182.)

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, "The meaning of idioms is not obvious from the individual words that make them up. Writing sentences meaningful to you that include idioms will help you learn and review them."
- **Present** ***In Conversation*** Books closed. Ask Ss to work in pairs and list words that are often used with the word *fame*, such as verbs that precede it. Books open. Have a S read the list aloud. Ask pairs to raise their hands if they guessed any correctly and to say which ones.

These tasks recycle vocabulary for describing celebrity careers.

1

- **Preview the task** Read the instructions aloud. Have two Ss read the example sentence and its explanation aloud.
- **Do the task** Have Ss complete the task. Check answers with the class.

Answers

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

2

- **Preview the Word Builder task** Say, "This Word Builder task will help you learn more ways to talk about celebrities and will give you practice writing sentences that explain idioms." Read the instructions aloud.
- **Do the task** Have Ss complete the task. Check answers with the class: For each sentence, ask a S to read his or her answer. Have Ss with different answers read their explanations aloud.

Possible answers

1. They respect and admire pop stars.
2. She's going to be extremely successful in her career.
3. Some rock bands are still making a lot of good music and have a large number of fans after 20 or 30 years.
4. That young actor is going to be famous one day.
5. She had connections to the people that make the decisions about who to hire, so she got the part.
6. He came to the city to try and get a job in the movie / entertainment industry.

On your own

- **Present** ***On Your Own*** Read the instructions aloud. Ask a S to explain the example in the picture.
- **Follow-up** At the start of the next class, Ss form small groups and read their lists of people and the idiomatic expressions they choose. Each group member shares one of their names and expressions with the class.

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 11

Trends

Language notes

Lesson A Trends in society

Grammar The passive

(See Student's Book p. 109.)

Ss have already learned the passive of the simple past and the simple present, as well as the passive of modal verbs. In the lesson, they learn how to form and use the passive of the present continuous and the present perfect.

Form

- Present continuous passive

  subject + *am / is / are* (+ *not*) + *being* + past participle

  Internet access is (not) being made available.

  Workers are (not) being recruited overseas.
- Present perfect passive

  subject + *has / have* (+ *not*) + *been* + past participle

  A lot of people have (not) been laid off.

  The problem has (not) been solved.

Use

- The present continuous can be used to talk about ongoing, dynamic, and therefore changing situations and events in the present. The continuous form can also suggest that the speaker sees these events as temporary.
- The present perfect is used to talk about events and situations at an unspecified time within a time period up to and including now. It is useful for talking about recent changes because it connects the past with the present.
- The passive focuses on the "receiver" of the action rather than the "doer." The passive is generally used when the "doer" or cause of an action is not known, not important, or obvious from the context. The "doer" can be introduced with the word *by* if needed.

Speaking naturally Reducing auxiliary verbs

(See Student's Book p. 109.)

This section gives practice in hearing and saying the reduction of auxiliary verbs in the passive verb phrases taught in the lesson. In natural speech, *are* is often reduced to /ə/, and *have* is often reduced to /əv/. *Is* and *has* are usually both reduced to *'s*, the pronunciation of which follows the rules for noun plural endings (/s/, /z/, or /əz/). (See *Touchstone* Student's Book 1, Unit 2, Lesson B.)

Lesson B Environmental matters

Vocabulary Environmental issues

(See Student's Book p. 110.)

This section teaches a number of common expressions that are useful in talking about environmental issues, such as *air pollution* and *global warming*.

Grammar Linking ideas

(See Student's Book p. 111.)

The lesson reviews and extends a number of conjunctions, prepositions, and the phrase *in order to* to link ideas in sentences.

Form

- Preposition + noun or verb + *-ing*

  in spite of, despite, due to, because of, as a result of, instead of

  Some people water their lawns despite / in spite of the drought.

  Take a shower instead of (taking) a bath.
- Conjunction + clause

  although, even though, because, so, so that

  Although the problems seem overwhelming, there is hope.

  Recycle garbage so it doesn't end up in a landfill.
- *in order to* + verb

  Turn down the air conditioning in order to save electricity.

Use

The prepositions and conjunctions taught in the lesson are used to contrast ideas (*although, even though*); to give reasons (*because [of], as a result of*); to state purpose (*[in order] to, so [that]*), and to present alternatives (*instead of*).

- Conjunctions

  The conjunctions in the lesson are *although, even though, because,* and *so that.* Conjunctions are followed by clauses. They can either start a sentence or introduce a second (or later) clause.
- Prepositions

  The prepositions taught in the lesson are *in spite of, despite, due to, because of, as a result of,* and *instead of.* Prepositions are followed by nouns, pronouns, or gerunds (verb + *-ing*). *In spite of, despite,* and *due to* can also be used in expressions with *the fact that,* which enables them to be followed by a clause: *Some people water their lawns daily despite the fact that there have been drought warnings.* Clauses with *the fact that* are not taught in the lesson, but this information may be useful to some Ss.
- *In order to*

  In order to is a more formal way of expressing the infinitive of purpose that Ss learned in *Touchstone* Student's Book 2, Unit 7, Lesson A. It is followed by a verb.

Corpus information Placement of conjunctions

- In written English, *although* is more likely at the beginning of a sentence; in conversation, it is about twice as likely to be in the middle, introducing the second clause in the sentence. *Even though* is more likely in the middle of a sentence in both spoken and written English.
- In formal written English, such as newspaper texts, *because* can start a sentence, but it is over 12 times more likely to be used in the middle.

Common errors with *even though* and *in spite*

Ss often write *even though* or *in spite of* as one word.

(***Even though*** *fuel is expensive, I drive my car a lot.* NOT ~~*Eventhough fuel is expensive, I drive my car a lot.*~~)

Lesson C As I was saying, . . .

Conversation strategy Referring back in the conversation

(See Student's Book p. 112.)

The lesson teaches Ss a number of expressions to "refer back" to earlier parts of a conversation. It includes ways speakers refer back to things they said (e.g., *As I was saying*, etc.) and also to things that other speakers said (e.g., *As you said*, etc.).

- Expressions such as *As I / you said* or *As I was / you were saying* are often used to refer back to something mentioned earlier in the conversation in order to restate a point or to agree with another speaker.
- Expressions such as *Going back to what I was / you were saying earlier* can be used when speakers want to revive a topic in a conversation in order to say more about it.

Strategy plus *and so forth*

(See Student's Book p. 113.)

Ss learned "vague" expressions such as *and things / stuff like that* and *and everything* for informal conversations in *Touchstone* Student's Book 2, Unit 4, Lesson C. Here they learn slightly more formal expressions such as *and so forth*, which are useful in discussions. "Vague" expressions such as these are a way of saying to the listener, "I don't need to specify all of this in detail because I'm sure you understand what I mean." They can help create a friendly atmosphere in the conversation because they signal that the speaker and listener share a common understanding of the world.

Corpus information "Vague" expressions

- Informal vague expressions such as *and things / stuff like that* are the most common. *And so forth* is in the top 3,500 words and expressions in conversation.
- When speakers want to suggest that there is a lot more that could be said, they occasionally say *and so forth* and *and so on* together in either order (*and so on and so forth* or *and so forth and so on*.) *Etcetera* is often repeated (*etcetera, etcetera*).

Lesson D Technological change

Reading tip

(See Student's Book p. 114.)

The Reading Tip tells Ss to ask themselves questions as they read, such as "Is this true?" and "So, what does this mean?" This helps the reader engage with the text and activate background knowledge.

Help note Describing trends

(See Student's Book p. 115.)

The Help Note gives some useful expressions for describing trends. These include determiners *more, fewer* (which are often repeated as in *more and more* or *fewer and fewer*), verbs such as *increase* and *decline*, and the adverb *increasingly*.

Trends

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

Introduce the theme of the unit Write on the board: *Clothes, Technology, Political Issues.* Say, "Things change. With clothes, you may notice that more and more people are wearing a similar style. With technology, you may notice that more and more people feel they have to own a certain gadget. With political issues, more and more people may start putting pressure on the government to make new laws or change old ones. When something catches the public's interest and society starts to move in a new or different direction, then you can say there is a new trend. The title of this unit is 'Trends'."

In Unit 11, 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. Write on the board:

Find:

1. *One area of social change*
2. *One way to protect the environment*
3. *One change we see in the workplace*
4. *One Internet celebrity*

A few Ss report their answers (e.g., *1. eating healthy food [p. 108] 2. consume less energy [p. 110] 3. paternity leave [p. 113] 4. Justin Beiber / Darcie Chan / Michelle Phan [p. 114]*)

Before you begin . . .

- **Introduce the issues** Say, "Cover Before You Begin and look at picture 1. What kind of issue or issues do you think this picture includes?" Ask Ss for their opinion (e.g., *single working parents, day-care needs, costs of raising children*). Say, "Discuss the other three pictures with a partner. What issues can you think of for each one?"
- For each picture, call on a pair to give their ideas. Have Ss with other ideas tell the class what they think [Picture 2: heavy traffic in our cities, pollution and health problems, use of gasoline as a fuel, global warming; Picture 3: overcrowded cities, lack of green space; Picture 4: seniors' issues: health care, financial help, social activities]
- Have Ss look at Before You Begin. Read each issue aloud. Have Ss look at the pictures and identify any picture that shows a listed issue. Have Ss call out the number [traffic congestion: Picture 2; work / life balance: Picture 1; pollution: Picture 2; an aging population: Picture 4; urban development: Picture 3; high unemployment: none].
- Ask, "Do any of these issues affect your city or country? How do they do so?" Have groups report their ideas to the class.

Recycle conversation strategies This task recycles expressions for giving opinions and agreeing with opinions (see *Touchstone* Student's Book 3, Unit 4, Lesson C), as well as giving different opinions (see *Touchstone* Student's Book 3, Unit 9, Lesson C). 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 . . .*" Review the expressions. Ask Ss to say some expressions they can use to agree with an opinion (e.g., *Absolutely.; You're right.; That's for sure.*). Ask Ss for some expressions they can use to disagree with an opinion (e.g., *I know what you mean, but . . . ; Maybe; On the other hand, . . .*).

- Say, "Look again at the list of issues. Is the situation changing for each? What's the trend? Discuss these questions in your group." Have Ss give ideas (e.g., *S1: If you ask me, traffic congestion is getting worse. S2: That's for sure. More and more people are driving to work from way out in the suburbs because they can't afford a place to live downtown where they work. S3: That's true, but the city is working hard to get people to carpool, and they have special carpool and bus lanes now, so I think things will change.*).

Extra activity PAIRS

Pairs make a list of other issues that affect their city or country (e.g., *housing, food, fuel prices, crime, homelessness, poverty, education costs, high taxes, security*). Pairs read their lists to the class. The class then describes the specific nature of the issues that are mentioned most frequently.

Lesson A Trends in society

1 Getting started

- **Set the scene** Read the interview aloud. Ask Ss to say what changes in society they have noticed (e.g., *more recreational facilities, better transportation in the city, improved day care for children*).

A

- **Preview and do the task** Read the instructions aloud. Read the issues aloud. Check that Ss understand each one. Have a short class discussion on each issue.

B 4.09

- **Preview the task** Ask Ss to cover the interviews. Write the names on the board: *1. Jake, 2. Letitia, 3. Daniela, 4. Somchai, 5. Oliver, 6. Ivan.* Note the usual American English pronunciation of the names: Letitia /lɛ'ti:ʃə/, Daniela /dæn'yɛlə/ Somchai /sə'mtfay/. Say, "These are the names and the order of the speakers."
- Read the instructions aloud. Say, "First, just listen."
- **Play the recording** Ss listen only. Replay the recording. Ss listen and number.
- **Play the recording again** Ss uncover the interviews. Ss listen again, read along, and review their answers. Help with new vocabulary as needed. Check answers with the class.

Answers

5 college tuition fees
3 new technology
1 obesity
2 outsourcing jobs
6 shortage of skilled workers
4 traffic congestion

Figure It out

C

- **Preview the task** Write on the board underlined as shown:
  1. *Every year many skilled workers are recruited overseas.*
  2. *Last year many skilled workers were recruited overseas.*
- Ask, "What type of verbs are these?" [1. simple present passive; 2. simple past passive] Ask, "What's the pattern for passive verbs?" Write the answer on the board: *be + past participle.*
- Write on the board, underlined as shown: *Skilled workers are being recruited overseas.* Ask, "In this passive sentence, what form is the verb *be*?" [present continuous]
- Write on the board, underlined as shown: *A lot of highways have been built.* Ask, "In this passive sentence, what form is the verb *be*?" [present perfect] Say, "The lesson focuses on the passive of the present continuous and the present perfect."
- Read the instructions aloud. Remind Ss to look at the article 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. Young people are being encouraged to go to college.
2. We're not being given enough financial support.
3. Fast-food chains have been forced to change their menus.
4. The problem hasn't been completely solved.

- **Focus on the form and the use** Say, "The present continuous and the present perfect can be used in passive sentences. Their use is the same as in active sentences."
- Say, "Present continuous passive sentences talk about ongoing situations or events that are in progress now. The continuous form suggests that the situations or events could be temporary ones."
- Say, "Present perfect passive sentences talk about situations or events that happened in a time period that began in the past and continue until now. The present perfect connects the past with the present."
- **Try it out** Have Ss look through the opinions, find sentences with the present continuous passive, and underline the verbs. Call on individual Ss to each read a sentence aloud [Letitia: And that's partly because their jobs are being outsourced to workers in other countries.; Daniela: . . . and wireless Internet access is being made available in more and more places.; Oliver: Well, young people are still being encouraged to go to college . . ., and we're not being given enough financial support. Ivan: . . . skilled workers are being recruited overseas, and then they're being brought in to fill the jobs.].
- Have Ss find sentences with the present perfect passive and underline the verbs twice. Call on individual Ss to each read a sentence aloud [Jake: So the fast-food chains have been forced to change their menus.; Letitia: In many places, . . . , and a lot of people have been laid off.; Somchai: a lot of new highways have been built, . . . but the problem hasn't been completely solved.; Oliver: . . . , because tuition fees have just been increased . . .].

Extra activity PAIRS

Pairs go through the sentences they found in Try It Out and say if they are true for their city or country. Then they make the sentences true by making the negative ones affirmative or by making the affirmative ones negative.

2 Grammar

4.10

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Have Ss compare the examples with the present continuous on the two sides of the chart. Ask, "What's the pattern for present continuous active sentences?" Write the answer on the board:

  subject + be (+ not) + verb + -ing
- Ask, "What's the pattern for present continuous passive sentences?" Write the answer on the board:

  subject + be (+ not) + being + past participle
- Ask, "What's the pattern for present perfect active sentences?" Write the answer on the board:

  subject + has / have (+ not) + past participle
- Ask, "What's the pattern for present perfect passive sentences?" Write the answer on the board:

  subject + has / have (+ not) + been + past participle
- Ask, "In passive sentences, is the subject the doer of the action?" [no – the receiver] "Why are the doers not mentioned here?" (They're not important; you can guess who they are.)
  (For more information, see Language Notes at the beginning of this unit.)

A

- **Preview the task** Read the instructions aloud. Tell Ss to read through the comments before they begin. Help with vocabulary as needed. Ask a S to read the example answer aloud.
- **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. . . . That problem hasn't been solved yet. However, tracking devices are being advertised. Devices to track speed have been developed . . . , a lot of lives have been saved.
2. Healthier lunches are being provided . . . Junk food hasn't been taken off menus . . . processed food is not being used . . . organic foods are being served.
3. The city center is being developed. A lot of older buildings have been knocked down, and a lot of . . . have been built. The housing shortage is not being solved, though. Too few homes are being built.

About you

B

- **Preview and do the task** Read the instructions aloud. Ask a S to read the example aloud. Tell groups to make brief notes of the main points of their discussions.
- **Follow-up** Each group reports one trend they think is good and one trend they think is not good, giving reasons.

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.)

3 Speaking naturally

A 4.11

- **Preview the task** Have Ss look at the example sentences. Ask, "What are the verb forms in the sentences in the box?" [present continuous passive and present perfect passive] Ask, "What are the auxiliary verbs in the present continuous passive sentences?" [is, are] Ask, "What are the auxiliary verbs in the present perfect passive sentences?" [has, have] Say, "Auxiliary verbs are often reduced in fast spoken English." Read the instructions aloud.
- **Play the recording** Ss listen and repeat.

About you

B 4.12

- **Preview the task** Say, "Listen and complete the sentences."
- **Play the recording** *Audio script p. T-178* Ss listen and complete the sentences. Check answers with the class.

Answers

1. are being encouraged
2. are being offered
3. are being required
4. has been given
5. has been introduced
6. are being made

- Ask, "Are these sentences true in your country? Are they good ideas? Discuss your views with a partner." As Ss discuss the statements, go around the class and listen for the reduction of the auxiliary verbs. If necessary, replay Exercise 3B and have Ss repeat.
- **Follow-up** Several pairs each choose one statement and report key ideas in their discussion.

Extra activity INDIVIDUALS / GROUPS

Using the answer key for Exercise 3B, write the verb phrases on the board: *are being encouraged, are being offered,* etc. Ss write a new sentence for each verb phrase (e.g., *More construction workers have been employed because a lot of new houses are being built.*). Ss compare their sentences in groups.

Workbook

Assign Workbook pp. 82 and 83. (The answer key begins on p. T-182.)

Lesson B Environmental matters

1 Building vocabulary and grammar

- **Set the scene** Books closed. Read the lesson title aloud. Say, "The environment is something that is important to us all. What environmental problems can you think of?" Ask a few Ss (e.g., *global warming, holes in the ozone layer, pollution, water shortages*).

A

- **Preview the task** Books open. Say, "Look at the words and expressions in the box." Read each one aloud, and have Ss repeat. Have Ss call out any vocabulary they do not understand. Ask other Ss to explain any vocabulary they know. Help with any remaining vocabulary. Say, "Complete the article with words and expressions from the box."
- **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 paragraph.

Answers

Note: The underlined words not in bold type are for Exercise 1C.

Although environmental problems can seem overwhelming, there is hope if everyone gets involved in protecting our **natural resources**. Here's what you can do:

Consume less energy. Climates are changing and ocean levels are rising because of **global warming**. This growing problem is due to increased levels of carbon dioxide in the atmosphere as a result of the burning of oil, coal, and gas. In order to save electricity, use **energy-saving** lightbulbs, and turn the air conditioning down or off when possible. To conserve gas or oil, turn down the heat by 2°F (1°C). You'll also cut 10 percent off your bill!

Don't use your car if you don't have to, because cars consume energy and also cause **air pollution**. So instead of driving everywhere, use public transportation. Or ride a bicycle — you'll get good exercise and help improve your city's air quality.

Avoid toxic cleaning products. Look for **environment-friendly** brands, even if they're more expensive. This helps cut down on the **toxic chemicals** that contaminate our rivers and oceans and are generally harmful to the environment.

Recycle all of your garbage. Recycle newspapers, magazines, batteries, and all packaging such as cartons, bottles, cans, and plastics so that they don't end up in **a landfill**. Packaging that is not **biodegradable** can take years to decompose. And recycling paper, glass, plastic, and metal saves energy.

Conserve water. Even though 1.2 billion people in the world lack safe drinking water, people in developed countries use 15 bathtubfuls of water a day! You can cut your **water consumption** in half by taking showers instead of baths. And water your lawn only once a week. Some people water lawns daily in spite of water shortages and **drought** warnings.

- Ask, "What did you learn?" Have Ss discuss the article in pairs. Have pairs report to the class.

Word sort

B

- **Preview the task** Read the instructions aloud. Ask a S to read the examples from the chart aloud.
- **Do the task** Have Ss make and complete a chart and then compare their answers in pairs. Check answers with the class: Ask several Ss to read their responses.

Answers

Answers will vary.

Extra activity GROUPS

Groups think of other things they can do to help the environment. Groups report their ideas to the class and receive one point for each idea that no other group has (e.g., *wash clothes in cold water, don't use your electric dryer in the summer, carpool, turn off the lights when you leave the room*).

Vocabulary notebook

Tell Ss to turn to Vocabulary Notebook on p. 116 of their Student's Books. Have Ss do the task in class, or assign it for homework. (See the teaching notes on p. T-116.)

Figure it out

C

- **Preview the task** Write the following on the board: *in order to, so that, in spite of, although, even though, because, because of, instead of.* Say, "Find and underline these in the article. What kind of word or grammar structure follows each of these?" (Note: See the Answer Key for Exercise 1A for the locations of these words and expressions in the article.)
- Call on individual Ss to each say an answer. Write the answers on the board [*in order to* + verb; *so that* + clause; *in spite of* + noun; *although* + clause; *even though* + clause; *because* + clause; *because of* + noun].
- **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. in spite of
2. Because
3. in order to
4. instead of

- Ask, "Are the sentences true for you?" Have individual Ss each read a statement aloud. Ask Ss to raise their hand if their answer is *yes*.
- **Focus on the use** Say, "You can use expressions such as these to link your ideas in a sentence. *In order to* and *so that* are used to show the purpose of an action. *In spite of* and *even though* are used to show the contrast between two ideas. *Because* and *because of* link a reason and a result."

2 Grammar

4.13

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Say, "Ideas in a sentence can be connected, or linked, by conjunctions, prepositions, or the phrase *in order to*. Conjunctions are followed by a clause." Direct Ss' attention to the bottom of the chart. Ask a S to read the list of conjunctions.
- Say, "Prepositions are followed by a noun or a verb + *-ing*." Ask a S to read the list of prepositions at the bottom of the chart.
- Say, "When you link ideas that show a purpose, a contrast, or a reason, you can use the conjunctions or prepositions shown in the chart. When you link ideas that show an alternative, use the preposition *instead of*." Read the headings at the left aloud one at a time, and call on individual Ss to read the related examples aloud.
- Point out the first example sentence for purpose. Say, "When you want to link a purpose to a main idea in an informal way, you can use just *to* for the infinitive. When you want to be more formal, use the phrase *in order to*."
- **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 a sentence.

Answers

1. Even though / Although there are a lot of environmental problems, the situation isn't hopeless.
2. It's better to use everyday items to clean your home instead of buying expensive cleaning products. For example, you can use vinegar to clean your mirrors instead of toxic chemicals.
3. In order to / To cut down on the paper you use, get all your bills delivered online.
4. A lot of vegetables from local areas are being sold in stores as a result of / because of / due to consumer pressure. This is good because it supports local farmers and cuts down on transportation.
5. A lot of areas are being affected by air pollution despite / in spite of efforts to improve air quality. Ride a bicycle or walk instead of using the car. Or, if you buy a new car, get a hybrid vehicle so that / so you can save on gas.
6. If you buy bottled water, make sure the bottle is biodegradable so that / so you can prevent buildup in landfills.
7. There is more solar and wind power now due to / because of / as a result of advances in technology. However, in spite of / despite recent advances, they're not being used as widely as they could be by consumers.
8. Although / Even though we need to preserve our natural resources, we also need to use oil and gas for energy.

About you

B

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task. Walk around the class, and help as needed. Have several pairs tell the class which opinions they agree with.

Extra activity GROUPS

Group members discuss the opinions from Exercise 2A that they disagreed with, giving reasons (e.g., *I don't think taking a shower instead of a bath would help because my husband stays in the shower for 20 minutes.*). Groups report their ideas to the class.

Extra activity GROUPS

Groups think of other things they can do to help the environment and add a reason or additional information (e.g., *It's good to wash clothes in cold water instead of hot water so that you save electricity.; Although it's good to carpool instead of driving everywhere alone, most people don't do it. I guess it's inconvenient.*).

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 the task** Say, "Look at the environmental problems below." Ask individual Ss to each read aloud one of the problems listed and give a brief description of the problem. Ask a S to read the example aloud. Ask, "What ideas can you add to the list?" Have Ss call out their answers and write them on the board. Ask, "Which are the most serious? What is being done to solve the problems? What else could be done?"
- **Do the task** As groups discuss the problems, go around the class, and help as needed.
- For each problem, have a short class discussion.

Recycle a conversation strategy This task can be used to recycle organizing views by using expressions to introduce a list (see Unit 5, Lesson C). Review the expressions (e.g., *First of all; Second; There are several problems / solutions . . .*). Tell Ss to use the expressions as they discuss solutions. For each problem, have a short class discussion.

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-182.)

Lesson C As I was saying, . . .

Lesson C recycles passives with the present continuous and the present perfect.

1 Conversation strategy

- **Set the scene** Say, "If you were looking for a job, in addition to your salary, what job benefits would be important to you?" Ask Ss for ideas (e.g., *vacation, opportunity for promotions, health-care plan, bonuses, sick leave*).

A

- **Preview the task** Read the instructions aloud. Ask a S to read Adam's comment aloud. Tell Ss to write down their ideas. Have the class call out their ideas. Write them on the board.

B 4.14

- **Preview the task** Say, "Listen and read along. What other changes in the workplace do Adam, Celia, and Greg talk about? Underline the answers."
- **Play the recording** Ss listen and underline the answers. Have Ss compare their answers in pairs.
- **Play the recording again** Ss listen, read along, and review their answers. Check the answers with the class [paternity leave, flexible hours, child-care centers, telecommuting, internships].

C

- **Present *Notice*** Say, "Sometimes you may want to return to an earlier point in a conversation. Expressions such as *As you said* are used to go back to a point made earlier by another speaker. You can use *As I was saying* to go back to your own point." (For more information, see Language Notes at the beginning of this unit.) Read the information and the expressions aloud. Have Ss find the examples in the conversation. Ask individual Ss to each read an example aloud [Adam: As I was saying, companies are definitely more family-friendly these days. And like I said, there's more paternity leave . . . .; Greg: And going back to what you were saying about benefits, . . . ; Adam: You mentioned earlier, Celia, about saving on costs].

D 4.15

- **Preview the task** Say, "Listen to more of the conversation. Write the expressions you hear."
- **Play the recording** *Audio script p. T-178* Ss listen and write.
- **Play the recording again** Ss listen and review their answers. Check answers with the class: Have three Ss read the parts of Greg, Celia, and Adam.

Answers

Greg I mean, like you said, Celia, companies want to save on costs.

Celia But as I said, it's good experience. And internships can lead to full-time jobs.

Adam True. And companies can see if someone is a good fit before they hire them. As you were saying earlier, Celia, they need good employees. It's like I was saying, people want good benefits.

Celia Right. And going back to what you were saying, Greg, telecommuting is a kind of benefit.

- Say, "Now discuss the ideas with a partner. Do you agree with any of them?" Remind Ss to use expressions to refer back to things said earlier.
- **Follow-up** Have a few pairs tell the class about a point they agreed with.

Extra activity GROUPS

Groups of three Ss choose a trend in society and write a conversation similar to Adam, Celia, and Greg's. Ss can use ideas from Before You Begin, Lesson A, or Lesson B. Ss should use expressions to refer back to things said earlier. Have several groups present their conversations to the class.

2 Strategy plus

- **Present *Strategy Plus*** Tell Ss to look back at the conversation on p. 112 and find *and so forth*. Ask, "What does *and so forth* refer to?" [technological reasons that telecommuting can work; benefits of an internship] Say, "Find *and so on*. What does it refer to?" [examples of family-friendly benefits] Read the information and the examples in Strategy Plus. Point out the written and spoken forms of *etc.* (For more information, see Language Notes at the beginning of this unit.)
- **Present *In Conversation*** Read the information aloud.

About you

- **Preview the task** Say, "Complete the sentences with the words in the box, and add a vague expression to each one." Read the five items aloud. Ask, "Which of the five items best completes sentence 1?" [less time off] Ask a S to read the completed sentence, including a vague expression. Say, "More than one expression is correct for each sentence."
- **Do the task** Have Ss complete the task. Check answers with the class: Have individual Ss each read a completed sentence.

Answers

Expressions will vary: *and so forth, and so on,* and *etc.* are correct for each opinion.

1. . . . less time off, and so forth.
2. . . . health insurance, and so on.
3. . . . equal pay, etc.
4. . . . improve their résumés, and things like that.
5. . . . restaurants, and so on.

- Say, "Now discuss each opinion with a partner. Do you agree?" Ask a S to read the example. Have Ss compare opinions.
- **Follow-up** Several Ss report which opinions they and their partners agreed on.

3 Listening and strategies

A

- **Preview and do the task** Read the instructions aloud. Ask Ss to read the sentences. Check for vocabulary questions. Have Ss finish the sentences, and then take turns reading their completed sentences to their partner.
- **Follow-up** For each sentence, ask a few Ss how they completed it. (Note: See suggestions in the Answer box for Exercise 3C.).

B 4.16

- **Preview the task** Read the instructions aloud.
- **Play the recording** ***Audio script p. T-178*** Ss listen and number the extracts.
- **Play the recording again** Ss listen and review their answers. Check answers with the class.

Answers

2 As I was saying, working from home . . .

4 Going back to what you were saying about . . .

1 Going back to what you said about working . . .

X I mentioned earlier that calls and email . . .

3 As I said, paternity leave isn't being offered . . .

C 4.16

- **Preview the task** Read the instructions aloud. Say, "Just make brief notes for each trend."
- **Play the recording** ***Audio script p. T-178*** Ss listen and write. Pause the recording to give Ss time to write.
- **Play the recording again** Ss listen and review their answers. Check the answers with the class.

Possible answers

1. Flexible working hours

   Advantages: easier to organize your life (chores / errands / family); people are less stressed

   Disadvantages: You don't always know when someone will be at their desk

2. Telecommuting

   Advantages: people get more done / are more productive; can't always find the right people with the right skills locally

   Disadvantages: easy to get distracted by chores / things that need to be done around the house

3. Paternity leave

   Advantages: new mothers need help at home; leave helps people feel happier / less stressed

   Disadvantages: men might think their bosses see them as less serious about work; could harm their chances of promotion

4. Desk-sharing

   Advantages: saves money for the company

   Disadvantages: employees don't have their personal space at work; employees don't feel connected to the team; hard to build relationships at work

About you

D

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task.
- **Follow-up** Have a class discussion about the trends. Remind Ss to use the strategies from the lesson.

Free talk

Tell Ss to turn to Free Talk 11 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. 86 and 87. (The answer key begins on p. T-182.)

Lesson D Technological change

1 Reading

- **Set the scene** Read the lesson title aloud. Ask, "What recent changes have you noticed in technology? What gadgets do people use now that they didn't a few years ago?" Get ideas from Ss (e.g., *smartphones, tablets*).

A

Prereading

- **Preview the task** Ask, "How do people use the Internet to promote themselves? In this case *to promote* means to advertise themselves or make themselves known to more people." Ask a S to read aloud the three examples. Make sure Ss understand the meaning of each item. Ask, "Has anyone ever used one or more of these three examples? Raise your hand." Ask Ss who raise their hand to say which one they used and for what reason.
- Say, "Now work with a partner and list as many other ways as you can think of."
- **Do the task** Have pairs complete the task. Have Ss call out the different ways from their lists. Write them on the board. Say, "If you're not familiar with any of the ways suggested, ask the classmate who suggested it to describe it to the class." Ask, "Which ones seem interesting to you?" Have a short class discussion.

Extra activity GROUPS

Groups look the ideas on the board for using the Internet. Write on the board:

Which of these have you looked at?
Do you look at any of these regularly?
Which of these do you recommend? Why?

Groups discuss the questions. Each group decides on three recommendations and describes them to the class.

B

During reading

- **Present *Reading Tip*** Read the tip aloud. Add, "Asking yourself questions about what you're reading while you read will keep your interest high. It will help you remember things you may already know about the subject, which will make the reading easier to understand."
- **Preview the reading** Say, "Before you read carefully, skim the article. What are the three people mentioned in the article famous for? How did they use the Internet to promote themselves?" When Ss finish, check answers with the class [Justin Bieber: singing — his mother posted a video of him singing; Darcie Chan: writing — she self-published an e-book; Michelle Phan: beautician / cosmetician — she posted an online video tutorial]
- **Do the reading** Write on the board: *What success has each person achieved?* Have Ss read the article and answer the question. Then have Ss compare their answers in pairs. [Justin Bieber: He became an "overnight sensation," he signed a contract with a major record label, his first album was a huge hit; Darcie Chan: Her novel sold 400,000 copies the first year, major publishers and movie studios want to work with her; Michelle Phan: her 200 videos have had over a billion Internet views, she's been hired by a major cosmetics company.]

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 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.

C

Postreading

- **Preview the task** Say, "Rewrite the questions below, replacing the underlined words with similar expressions from the article. The meanings are listed in the same order as the words and expressions appear in the article. 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 for the meanings. Check answers with the class.

Answers

1. When Justin Bieber was in high school, what was his claim to fame? (He won second place in a local talent show.)
2. Who helped Justin Bieber become an overnight sensation on the Internet? How did it happen? (His mother helped him by posting videos of him singing.)
3. How did the Internet help Darcie Chan gain recognition as an author? What were the results? (She self-published her first novel as an e-book, and it sold 400,000 copies in the first year.)
4. How many video tutorials does Michelle Phan have to her credit? What evidence is there of her success? (She has made more than 200 videos, and they have been viewed more than a billion times. She also got a job with a major cosmetics company.)
5. What are some examples of Internet videos that go viral? (Answers will vary.)

- Say, "Now read the article again, and ask and answer the questions with a partner." Have Ss complete the task. (Note: The answers are in parentheses in the Answers box above.)

D

- **Preview and do the task** Read the instructions aloud. Ask a S to read the four questions aloud. Have Ss discuss the answers with a partner.

2 Listening and writing

- **Set the scene** Ask, "How does technology change your life?" Get ideas from Ss (e.g., *It can change how you spend free time. You can use it to promote a skill. It changes a lot of your social habits.*).

A 4.17

- **Preview the task** Read the instructions aloud. Ask a S to read aloud the four trends. Say, "First, just listen to the four speakers."
- **Play the recording** ***Audio script p. T-179*** Ss listen only. Replay the recording. Ss match the person and the trend and circle *P* or *N*.
- **Play the recording again** Ss listen and review their answers. Check answers with the class.

Answers

1. b (P) 2. d (P) 3. a (N) 4. c (N)

B 4.17

- **Preview the task** Read the instructions aloud. Say, "As you listen, write a few words to help you remember the reason or reasons."
- **Play the recording** ***Audio script p. T-179*** Ss listen and make notes. Pause the recording after each speaker to give the Ss time to write.
- **Play the recording again** Ss listen and review their answers. Then have Ss write the answers as complete sentences. Check answers with the class.

Possible answers

1. Adam thinks it's easier to understand messages when they aren't written in "textese." It's easier to type on the phones now. Mistakes made by the "auto-correct" feature are hilarious.
2. Emily likes online shopping because she saves a lot of time. More and more things are available online.
3. Tyler thinks they are still expensive and bad for the environment. People with these systems don't go out or exercise enough.
4. Madison says people get distracted by their phones and forget to communicate with each other. It's getting more difficult to have interesting, intelligent conversations.

About you

C

- **Preview and do the task** Read the instructions aloud. Have Ss write notes and then discuss their ideas with a partner. Say, "Ask questions to get more information."

D

- **Preview the task** Say, "When people describe trends, they talk about whether something is getting more or less popular. Read the comment on a technology website." Have Ss read the comment. Ask, "Are people using their laptops as often these days?" [No] "What functions have smartphones taken over?" [answering email, watching videos, getting directions, searching the Internet] "Is the writer happy about this change?" [yes]
- **Present** ***Help Note*** Call on Ss to read the information aloud. Explain, "Trends show how something is changing. Comparatives like *more, less,* and *fewer* are often used to show changing situations. Comparative forms can be repeated and joined with *and* to emphasize that a situation is changing — like *more and more* or *less and less.* Verbs such as *increase, decrease, decline,* and *grow* are often used in the continuous to emphasize that a situation is changing. The adverb *increasingly* is used in the same way." (For more information, see Language Notes at the beginning of this unit.)
- Say, "Read the comment again and underline the expressions the writer uses to describe a trend." Have Ss read and underline. Check the answers with the class.

Answers

The trend away from laptops

Recently I've noticed that my friends and I are spending less time on our laptops and more and more time on our smartphones. . . . As people increasingly use their smartphones for these functions, the use of laptops is declining. For me, ...

- **Follow-up** Write on the board: *online shopping* and *shopping at a mall.* Give Ss one minute to write as many sentences as they can with the two expressions to describe current trends. Ask a few Ss to read their sentences aloud.
- **Do the task** Have Ss write an article about a technological trend that they are familiar with. Tell them to use their ideas from the discussion in Exercise 2C and expressions in the Help Note.

About you

E

- **Preview and do the task** Have Ss form small groups. Read the instructions aloud. Group members read and discuss each other's posts. Have groups report to the class about the trends they've noticed.

Extra activity INDIVIDUALS / GROUPS

Ss choose a group member's article that they strongly agree or disagree with. They write a response to the writer's observations. Ss form new groups and take turns reading the original articles and their responses. Other group members offer their reactions.

Workbook

Assign Workbook pp. 88 and 89. (The answer key begins on p. T-182.)

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, "Using your own words to give a definition is helpful because you can write an explanation with vocabulary that you know."
- **Present *In Conversation*** Books closed. Ask, "What kind of pollution do people talk about most? Write your guess." Books open. Read the information aloud. Ask Ss who guessed correctly to raise their hands.

ↄ These tasks recycle vocabulary for talking about the environment.

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1

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

Answers

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

2

- **Preview the task** Read the instructions aloud. Have the class suggest ideas for the first statement.
- **Do the task** Have S complete the task. Check answers with the class.

Possible answers

1. **Air pollution** means that the air is not clean.
2. If something is **biodegradable**, it will decay, or break down into simple elements.
3. A **drought** is a period when there is little or no water.
4. If a product is **environmentally friendly**, that means it doesn't pollute or contaminate.
5. **Global warming** means that the temperature of the Earth is rising a little every year.
6. A **landfill** is a place where cities put the trash they've collected.
7. **Toxic chemicals** are substances that contain poisons that contaminate soil and water.
8. **Water consumption** refers to how much water we use.

3

- **Preview the Word Builder task** Say, "This Word Builder task will help you learn more vocabulary about the environment and give you more practice writing your own definitions." Read the instructions aloud.
- **Do the task** Have Ss complete the task. Check answers with the class: Have a few Ss read their sentences aloud.

Answers

Answers will vary.

On your own

- **Present *On Your Own*** Read the instructions aloud. Ask, "What does the picture show to help save the environment?" [turn off lights; use less water; ride bike to school; recycle paper] Tell Ss to make a list of the notes they write.
- **Follow-up** At the start of the next class, Ss form small groups and read their lists of notes.

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 12

Careers

Language notes

Lesson A Finding a career

Grammar *What* clauses; long noun phrase subjects

(See Student's Book p. 119.)

The lesson teaches how to use two types of long subjects: (1) *What* clauses that form the subject of "*Wh-* cleft sentences," and (2) long noun phrases.

Form

When a *What* clause or long noun phrase is the subject of the verb *be*, the words that come after *be* (the complement) can be a single word, a phrase, or a clause.

What clauses

- *What* clause + *be* + noun phrase
  What you need is (lots of) information.
- *What* clause + *be* + adjective phrase
  What my friend did was (really) interesting.
- *What* clause + *be* + verb phrase
  What I would do is (to) talk to people.
- *What* clause + *be* + (*that*) + clause
  What I'm saying is (that) you need to choose a career you'll like.

Long noun phrases

- Noun phrase + *be* + noun phrase
  The main thing you need is (lots of) information.
- Noun phrase + *be* + adjective phrase
  Something my friend did was (really) interesting.
- Noun phrase + *be* + verb phrase
  The best thing to do is (to) talk to people.
- Noun phrase + *be* + (*that*) + clause
  The good thing about that is (that) you end up with a job you love.

Use

The *What* clauses and long noun phrases as subjects help to highlight or give extra emphasis to the ideas expressed in the complement.

- When a verb phrase follows *be*, the verb is usually the base form, even if the *What* clause or noun phrase contains a modal verb or a verb in a tense such as the simple past (e.g., *The first thing I would do is* ***talk*** *to people.; What my friend did was* ***call*** *some companies.*).

Corpus information Verb forms in the verb phrase complement

In conversation, when the *What* clause or noun phrase subject includes *to* + verb, the verb in the complement is usually the infinitive, or *to* + verb (e.g., *The best thing* ***to do*** *is* ***to talk*** *to people.*).

Speaking naturally Stressing *I* and *you*

(See Student's Book p. 119.)

- *I* and *you* are sometimes stressed in conversation to make it clear who a person is talking about.
  What would ***you*** *do, Cate?*
- Putting extra stress on a pronoun in this way can also add extra emphasis.
  I know what ***I*** *would do. I'd quit immediately.*

Lesson B The world of work

Vocabulary Careers and areas of work

(See Student's Book p. 120.)

Vocabulary for careers and areas of work is presented in the context of people talking about their future career plans.

Grammar The future continuous

(See Student's Book p. 121.)

Form

- Subject + *will ('ll) / won't* + *be* + verb + *-ing*
  I'll be working in health care.
  I won't be working in this job.

Use

- The future continuous is used to talk about events in progress in the future.
  I'll be working in the field of health care.
  I hope I'll be using my languages.
- It can also be used to talk about future events that are planned or expected to happen if all goes according to plan.
  I'll be graduating in two years.
  I'll be starting a degree this fall.
- Other modals such as *might, may, should,* and *could* can also be used instead of *will* to express different degrees of probability.
  I may be working in publishing.

Grammar The future perfect

(See Student's Book p. 121.)

Form

- Subject + *will ('ll) / won't* + *have* + past participle
  My wife will have graduated.
  I probably won't have had much experience.

Use

- The future perfect is used for events that are in the past when you "view" them from the future. It is often used to talk about things you expect to be finished or achieved by a certain future time.

  My wife will have graduated by then.

  I won't have had much experience until I get my first job.

Corpus information

In conversation

The future continuous is much more common than the future perfect.

Common errors with future continuous

Ss often use the present continuous to announce an intention. The future continuous, not the present continuous, is used to do this.

(See you at 6. ***I'll be waiting*** *for you in the lobby.* OR ***I'll wait*** . . . NOT ~~*I'm waiting*~~ . . .)

Lesson C The best part was . . .

Conversation strategy Introducing what you say

(See Student's Book p. 122.)

In *Touchstone* Student's Book 3, Unit 12, Lesson C, Ss learned expressions to introduce news (e.g., *Did I tell you . . . ?; Guess what?*) and key issues (e.g., *The thing is / was . . .*). In this lesson, they learn more expressions for prefacing or introducing information. These include *What* clauses as subjects (*What I heard was*), as well as noun phrase subjects similar to *The . . . thing is . . .* (e.g., *The best part was . . . ; The reason I ask is . . .*).

Strategy plus *I don't know if . . .*

(See Student's Book p. 123.)

People often use the expression *I don't know if (you) . . .* to introduce a statement and, particularly, to involve the other person in the topic of conversation. It is a way of exploring the common ground between the speakers.

Corpus information *I don't know if . . .*

I don't know if . . . is the most frequent four-word expression in conversation. Some of the most frequent expressions that follow it are *you've (ever) heard; you're familiar with;* and *you've (ever) seen.*

Lesson D Job interviews

Reading tip

(See Student's Book p. 124.)

The Reading Tip tells Ss to try to predict the "great answers" to the questions before they read. In the article for this lesson, questions are posed as paragraph headings. By thinking about the answers to the questions, Ss activate their background knowledge. They are encouraged to continue reading to find out if the writer has the same answers.

Help note Writing a cover letter

(See Student's Book p. 125.)

The Help Note shows the layout and structure of a model job application cover letter. The example letter includes the formula required in formal letters of this type. Although this letter is part of a job application, the general structure can be applied to other types of formal letters and emails.

Careers

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

Introduce the theme of the unit Say, "When you start to think seriously about a career, what are some of the questions you might think about?" Ask Ss for their ideas (e.g., *What do I want to do? What am I interested in? Does that job have a good future? What can I do to start preparing for that career now? What would be a good company to apply to?*). Say, "In this unit, we'll talk about some different careers, how to find out about them, and some things you can do to move into the career you want."

In Unit 12, 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

Write on the board:

1. *Find an example of a What clause.*
2. *Find the names of four areas of work.*
3. *Find one expression you can use to introduce what you want to say.*
4. *What's one question a job interviewer might ask?*

Ss look through the lessons and find the answers to the questions. A few Ss report their answers to each item (e.g., *1. What you need is lots of information [p. 119] 2. the construction industry, financial services, media and communications, medicine and health care [p. 120] 3. What I heard was . . . [p. 122] 4. What draws you to this line of work? [p. 124]*).

Before you begin . . .

- **Introduce the areas of work** Have Ss look at the pictures. Say, "Work with a partner. Decide what job or area of work is represented in each picture." Call on individual Ss to give their ideas (e.g., *1. construction worker, carpenter 2. the media, TV reporter, journalist 3. teacher, professor 4. medicine, doctor, nurse*).
- Tell Ss to look at Before You Begin. Read the different areas of work aloud. Help with new vocabulary as needed. Ask Ss to give a few examples of jobs in each area (e.g., *hotel and tourism — tour guide, concierge, desk clerk, hotel manager*).
- Read the four questions aloud.

Recycle a conversation strategy This task recycles expressions that can be used to answer a difficult question (see Unit 10, Lesson C). Say, "You may find these four questions difficult to answer. What expressions can you can use to show that?" Call on a few Ss to answer (e.g., *That's a tough one.; It's hard to say.; Good question.*).

- Have Ss work in groups and discuss the questions.
- As groups discuss the questions, go around the class, and help as needed. Ask several groups to report their answers to the class.

Extra activity GROUPS

Groups decide which three areas of work they think are the hardest to get into, which three are the easiest to get into, and which three are the highest paid. A member of each group writes the group's decisions on the board. The class looks at the lists and tries to agree on the top three answers for each category.

Lesson A Finding a career

1 Getting started

- **Set the scene** Ask, "When you were in elementary school, what did you want to be when you grew up?" Have several Ss call out their answer. Ask, "Has anyone changed their mind? What do you want to do now? Why?" Elicit answers from the class.

A

- **Preview and do the task** Read the instructions and the six options aloud. Have a short class discussion. Have Ss try to agree on the three best ways to choose.

B 4.18

- **Preview the task** Tell Ss to cover the conversation with the four students. Say, "Listen to four students talk about ways to choose a career. Which of the ideas in Exercise 1A do they mention? Check (✓) the ideas."
- **Play the recording** Ss listen and check (✓).
- **Play the recording again** Ss listen, read along, and check their answers. Check the answers with the class.

Answers

Checked:
✓ do an internship (Jenny)
✓ talk to a career counselor (Jason)
✓ do research online (Laura)
✓ take a personality test (Jason)

- Ask, "What other ideas do they suggest?"

Answers

Laura: Decide on an area you're interested in. Talk to people and find out what jobs they do.
Jacob: Think about what you enjoy doing and then see if you can make a career out of it.

Extra activity PAIRS
Pairs look at all the ideas for choosing a career and decide which two ideas they think are the worst. Several pairs tell the class, giving reasons.

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 each read an answer.

Answers

1. What a friend of mine did was interesting. What she did was call up a bunch of companies.
2. I guess what I'm saying is that you need to choose a career you'll really like.
3. I think the first thing to do is to decide on an area you're interested in.
4. And one thing I would do is see a career counselor.

- **Focus on the form and the use** Say, "Clauses beginning with *What* can be the subject of a sentence." Write on the board: *What a friend of mine did was interesting.* Circle *was.* Ask, "What's the subject of *was* in this sentence?" [What a friend of mine did] Underline the *What* clause on the board.
- Write on the board: *The first thing to do is to decide on an area you're interested in.* Circle *is.* Ask, "What's the subject in this sentence?" [The first thing to do] Underline this noun phrase on the board.
- Say, "Using a *What* clause or a long noun clause can be very effective when you want to introduce important information or give extra emphasis to the idea that follows."
- **Try it out** Tell Ss to look through the speakers' suggestions and underline all the long noun phrases used as subjects. Call on individual Ss to each read a sentence aloud [Laura: I think the first thing to do is to decide on an area you're interested in.; The main thing you need is lots of information.; Jacob: The good thing about that is you end up with a job you love.; Jason: And one thing I would do is see a career counselor and take one of those personality tests to find out what your strengths and weaknesses are.; Jenny: Another thing you can do is apply for an internship with a company. The advantage of that is that you get some work experience while you're still in school.].
- Tell Ss to double-underline all of the *What* clauses used as a subject. Call on individual Ss to each read a sentence aloud [Laura: I mean, what I'd do first is talk to people and find out what jobs they do.; Jacob: What you should do is think about what you really enjoy doing with your time.; I guess what I'm saying is that you need to choose a career you'll really like.; Jason: . . . well, what they do is tell you what kinds of jobs you'd be good at.; Jenny: What a friend of mine did was interesting. What she did was call up a bunch of companies and offer to work for free on her vacations.].

2 Grammar

4.19

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Have Ss compare the columns in the chart for *What* clauses and long noun phrases. Ask Ss to look at the four types of complements that can follow *be*. Point out that *be* can be followed by a noun or noun phrase, an adjective or adjective phrase, a verb or verb phrase, or a clause. Have Ss look at the *What* clauses and long noun phrases that are followed by a clause (the last item in each column). Point out that *that* is often used to introduce a clause, but it is optional in these types of sentences.
- Say, "The lesson focuses on *What* clauses and long noun phrases as the subject of *be*. It is possible for these clauses and phrases to be the subject of other verbs."

A

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

Answers

1. Well, the best thing to do is to make contacts and network with people. What I would do is ask all my friends and family if they know anyone who could help me. The good thing about that is it could help you get an interview.
2. What I would do first is get some work experience. The advantage of that is it helps you find out if you'd really like a job in that area. What I'm saying is try it out first.
3. Something my friend did was get an internship. She said the main thing you need is a good reference letter. Then what she did was interesting. She just walked into several different companies and introduced herself.
4. What you need is a good résumé. What my classmate did was good. She got hers done professionally. The best thing about that is you make a really good first impression.

About you

B

- **Preview and do the task** Read the instructions aloud. Have two Ss read the example conversation aloud. Have Ss complete the task. As Ss complete the task, go around the class, and help as needed.
- **Follow-up** Ask each pair to join another pair to form a small group. Each group decides what they think the best plan of action would be. Have a few groups report to the class.

Extra activity GROUPS

Group members make a list of jobs they have had (e.g., *babysitting, dog-walking, a summer job, a part-time job after school, a full-time job*). Ss tell each other how they got the job and whether or not they enjoyed it. Remind Ss to use *What* clauses and long noun phrases as subjects where possible (e.g., *I worked in a mail room last summer. What my dad did was call his friends and see if any of them had summer jobs for students. It was kind of boring, but the people were great.*).

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 4.20

- **Preview the task** Say, "Look at the conversation. What kind of words are in red?" [pronouns] Read the instructions aloud. Remind Ss that red indicates stress. (For more information, see Language Notes at the beginning of this unit.)
- **Play the recording** Ss listen, repeat, and then continue the discussion. As Ss continue the discussion, go around the class, listening for stress on the appropriate pronouns. If necessary, replay the recording, and have Ss repeat.
- **Follow-up** Several Ss say what they would do in the situation described in the conversation.

B

- **Preview and do the task** Read the instructions aloud. Say, "Read the four students' responses on page 118 to get ideas. Ask your partner questions to respond and get more information." Have Ss complete the task.
- **Follow-up** Have several Ss report an interesting idea they discussed with their partner.

Extra activity GROUPS

Write on the board:

My parents want me to . . .
. . . be a doctor / dentist / lawyer / (other).
. . . go into the family business.
. . . get married and have a family.

Group members imagine that these statements are true for them and have a conversation similar to the example conversation in Speaking Naturally, remembering to emphasize *I* and *you*.

Workbook

Assign Workbook pp. 90 and 91. (The answer key begins on p. T-182.)

Lesson B The world of work

1 Building vocabulary and grammar

- **Set the scene** Ask, "What career plans do you have? Have you decided on an area of work that interests you?" Have several Ss tell the class.

A 4.21

- **Preview the task** Read the instructions aloud. Tell Ss to underline each person's career plans. Note the usual American English pronunciation of the names: Simone /siymówn/, Jesse /dʒésiy/, Cheryl /fɛ́rəl/.
- **Play the recording** Ss listen, read along, and underline. Check answers with the class [Ashley: a job in communications; Albert: a psychiatric nurse; Jesse: a job in the construction industry; Simone: a financial analyst in an investment bank; Cheryl: an interpreter, a translator, or something in the travel industry].
- Tell Ss to reread the interviews and call out any new vocabulary. Write the words on the board. Have Ss explain words they know. Help with any remaining vocabulary.

Word sort

B

- **Preview the task** Ask a S to read the areas of work aloud. Say, "Make a word web for each area of work. Use the interviews to help you. Add any more jobs you know." Read aloud the examples for the construction industry.
- **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 occupation for the areas of work. Write the occupations on the board.

Possible answers

Construction industry: architect, civil engineer, contractor, construction worker, draftsperson, tradesperson (electrician, plumber, carpenter, mason)

Financial services: accountant, auditor, banker, financial advisor, financial analyst, mortgage broker, stockbroker, tax advisor / tax preparer

Media and communications: advertising account executive, editor, journalist, interpreter, IT specialist, news photographer, public relations, translator, sportscaster, TV newsperson, writer

Medicine and health care: dentist, lab technician, midwife, nurse, pediatrician, surgeon, ophthalmologist, physical therapist, physician, radiologist, psychiatrist, psychologist

Travel industry: travel agent, tour guide, flight attendant, cruise ship employee, tour operator, interpreter

Sales and marketing: advertising copy writer, sales rep, TV commercial producer / writer, telemarketer, corporate web designer, store clerk

- Ask, "Which jobs do you think would be interesting? fun? well paid? rewarding? Compare your ideas with a partner." Tell Ss to discuss the questions for each category and then for the entire chart.
- **Follow-up** Write on the board as column headings: *Interesting, Fun, Well paid, Rewarding.* For each heading, have Ss call out the jobs they think belong in that category.

Vocabulary notebook

Tell Ss to turn to Vocabulary Notebook on p. 126 of their Student's Books. Have Ss do the task in class, or assign it for homework. (See the teaching notes on p. T-126.)

Extra activity PAIRS

Write on the board:

1. *What do you like doing?*
2. *What are you good at and not very good at?*
3. *What kinds of things are important for you in choosing a career? (e.g., working alone / lots of responsibility)*

Pairs ask and answer the questions. Partners then suggest careers for each other. Partners say whether they like the suggestion (e.g., *S1: Well, I think you should be a music teacher. You can play three instruments, you love going to concerts, and you want your job to be fun and rewarding. S2: Actually, that's a great idea.*).

Figure it out

C

- **Preview the task** Read the instructions aloud. Tell Ss to look back at what the people in Exercise 1A say to help them.
- **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class.

Answers

1. won't be working
2. will be graduating
3. might be working
4. will have finished

- **Focus on the form and the use** Write on the board, underlined as shown:

  Jesse won't be working in telemarketing.
  Albert will be graduating with a degree in nursing.
  Cheryl might be working as a translator.

- Say, "*Will* + *be* + verb + *-ing* is called the future continuous. It is used to talk about events in progress in the future. You can also speculate about events in progress in the future by using a modal such as *might* or *may* instead of *will*."
- Write on the board underlined as shown: *Ashley will have finished her degree by then.* Ask, "Why is the auxiliary *will* used?" [to talk about the future] Circle *have finished* on the board. Ask, "What structure is this like?" [present perfect]
- Say, "The structure formed with *will* + *have* + past participle is called the future perfect. It is often used to talk about things you expect to be finished by a certain time in the future."
- **Try it out** Write on the board: *Six months from now, I'll be . . . , I won't be . . . , I might be . . . , I'll have . . .* Have Ss complete the statements using ideas about their plans for the future. Ask a few Ss to read their completed statements.

2 Grammar

4.22

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Have Ss look at the information about the future continuous on the left side of the chart. Say, "In addition to talking about ongoing activities in the future, you can use this verb form to talk about events you strongly expect to happen in the future if everything goes to plan." Have Ss look at the last section. Say, "If you don't feel very certain about an event, you can use *might* or *may*. You can also use *could* to say something is possible, or *should* to say what is strongly expected or what ought to happen."
- Have Ss look at the information about the future perfect on the right side of the chart. Point out *by then*. Say, "*By* and a reference to a future point in time is often used with the future perfect."
- **Present *In Conversation*** Ask a S to read the information aloud. (For more information, see Language Notes at the beginning of this unit.)

A

- **Preview and do the task** Say, "Complete the conversations using the future continuous or future perfect." Tell Ss to read each conversation before completing it.
- **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class: Have two Ss each read a conversation.

Answers

1. *A* What do you think you'll be doing five years from now?
   B I hope I'll be working as an architect. I'll have finished all the exams by then. How about you?
   A Well, by then I'll have graduated, too — I hope to finish my nursing degree in two years. I might be working in a medical practice.
2. *A* Do you have any idea what your life will be like in ten years?
   B Well, I hope I'll be enjoying life. I think my boyfriend and I will have gotten married by then, and maybe we'll have bought our own home. I'm not sure if we'll have started a family, but if we have kids, I think I'll be taking care of them, and I may be working part-time, too.
3. *A* What do you think you'll be doing when you're 60?
   B Well, I probably won't have stopped working, but I hope I won't be working long hours every day.
   A Me too. Maybe by then I'll have retired, and I'll be living by the ocean.
4. *A* What kinds of jobs do you think people will be doing 20 years from now?
   B I think more people will be working in health care because people will be living longer. Also the retirement age will have risen, too, so people might still be working when they're 70.

- **Practice** 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. As Ss complete the task, go around the class, and help as needed. Have several Ss tell the class any hopes and dreams they have that are similar to their partner's.
- **Present *Common Errors*** Read the information aloud. Say, "This is another use of the future continuous. Imagine you are making an arrangement on the phone to meet a friend." Write on the board: *I ____ outside the movie theater. (stand)* Ask, "How can you tell your friend what you intend to do?" [I'll be standing] Elicit more ideas from the class (e.g., *I'll be bringing a friend; I'll be wearing my red coat.*)

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 Talk about it

- **Preview and do the task** Read the instructions aloud. Ask individual Ss to each read a statement aloud. Have Ss complete the task. Go around the class, and help as needed.
- **Follow-up** For each statement, groups say whether they agreed or not and give their reasons.

Extra activity GROUPS / CLASS

Groups write three predictions of their own about what working lives will be like 20 years from now. Group members walk around the class asking their classmates if they agree or not. Group members share results and then report them 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 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-182.)

Lesson C The best part was . . .

Lesson C recycles long noun phrases and *What* clauses as the subject of *be*.

1 Conversation strategy

- **Set the scene** Say, "Raise your hand if you've ever had a summer job." Have a few of the Ss who raise their hands tell the class what the job was and their opinion of it (e.g., *S1: I was a cashier at a supermarket. It was really tiring, and I wasn't very well paid. S2: I was a lifeguard at the local pool. It didn't pay very well either, but I really loved every minute of it.*). Write the jobs on the board.

A

- **Preview and do the task** Say, "In addition to the jobs on the board, what kinds of summer jobs do students do? Make a list." Have Ss complete the task. Ask Ss to call out the jobs from their lists. Add them to the board.

B 4.23

- **Preview the task** Books closed. Say, "Listen to Jin-Ho and Jenn. What does Jenn say about working at the theme park? Listen, then listen again and write the answers."
- **Play the recording** Ss listen only. Replay 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 [Jenn says that it was a good job because she got a free season pass and saw a lot of concerts.]. Help with new vocabulary as needed.

C

- **Present *Notice*** Read the information and the examples aloud. (For more information, see Language Notes at the beginning of this unit.) Have Ss find the examples in the conversation. Ask individual Ss to each read aloud an example from the conversation [Jin-Ho: The reason I ask is I was wondering about applying for a job there myself.; Jenn: I mean, the best part was that I got to go on all the rides for free.; And what I thought was really good was I got to see a lot of the concerts and meet some of the performers backstage.; Jin-Ho: Now, what I heard was that it's hard to get a job there.; Jenn: What I was going to tell you was that they have a job fair in the spring.].
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role.

D 4.24

- **Preview and do the task** Say, "Listen. Write the expressions Jin-Ho and Jenn use."
- **Play the recording** ***Audio script p. T-180*** Ss listen and write. Replay the recording. Ss listen and review their answers. Check answers with the class.

Answers

1. *Jenn* Have you had any experience? What I was going to say was it helps when you have previous work experience.
   Jin-ho Actually, yeah. I worked in a restaurant one time. The best part was I got good tips.
2. *Jin-ho* So what will you be doing during summer break?
   Jenn I'll be working as a camp counselor this year. My friend did it last year. She said it was great. What I thought was good was that she got to go rafting and everything with the kids *and* she got paid for it.
3. *Jin-ho* How old were you when you got your first job? The reason I ask is my sister wants to work, but she's only 15.
   Jenn What I heard was that you have to be 16 before you can get a job. But I'm not sure.

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

About you

E

- **Preview and do the task** Read the instructions aloud. As pairs ask and answer, go around the room and give help as needed.
- **Follow-up** For each question, have a few Ss share their answer with the class.

Extra activity PAIRS

Pairs write a short conversation similar to Jin-ho and Jenn's, preferably based on a summer job one of them has had. Remind Ss to use expressions to introduce what they say. Pairs of Ss present their conversation to another pair. A few pairs present their conversations to the class.

2 Strategy plus

- **Present *Strategy Plus*** Say, "*I don't know if (you)* . . . is another expression you can use to introduce a statement. It helps you involve the other person in the topic. You can find out if they have any information to share." (For more information, see Language Notes at the beginning of this unit.) Tell Ss to look back at the conversation on p. 122. Have Ss find examples of *I don't know if* . . . [Jenn: I don't know if you know, but you get a free season pass.; Jenn: I don't know if you're familiar with one, but you go around the park and interview for different jobs.].
- Read aloud the information and the example in Strategy Plus.
- **Present *In Conversation*** Ask a S to read the information aloud.

A

- **Preview the task** Say, "Rewrite the sentences. Use *I don't know if* to introduce the topics." Tell Ss to read both parts of all the sentences before writing the new sentence.
- **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class.

Answers

1. I don't know if you've ever worked in a restaurant, but it's really hard work.
2. I don't know if you've ever sent out your résumé, but often companies don't bother to reply.
3. I don't know if you've read about this, but one of the most popular careers is engineering.
4. I don't know if you know this, but the main thing employers want is reliable workers.
5. I don't know if you've heard, but more and more people work while they're on vacation.
6. I don't know if you're familiar with all those jobs websites, but you can post your résumés on them.
7. I don't know if you've read this, but 80% of people are not satisfied with their jobs.
8. I don't know if you've heard this, but on average, people in the U.S. change jobs seven times before they turn 30.

B

- **Preview and do the task** Read the instructions aloud. As Ss complete the task, walk around the class and give help as needed.

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3 Listening and strategies

A 4.25

- **Preview the task** Ask, "Can you answer any of the questions below?" Ask individual Ss to each read a question aloud and elicit an answer from the class. Say, "Now listen to a personal trainer talk about her work. Check (✓) the questions she answers."
- **Play the recording *Audio script p. T-180*** Ss listen and check (✓). Ss compare their answers with a partner.
- **Play the recording again** Ss listen and review their answers. Check answers with the class.

Answers

Checked:

✓ What is a personal trainer's main role?
✓ Why do people hire personal trainers?
✓ Is a personal trainer's job rewarding? Why?
✓ What are the disadvantages of the job?
✓ How much do personal trainers earn?

B 4.25

- **Preview the task** Read the instructions aloud. Add, "Just write brief notes to help you remember."
- **Play the recording *Audio script p. T-180*** Ss listen and write. Replay the recording if required. Have Ss compare their answers with a partner.
- **Play the recording again** Ss listen and review their answers. Tell Ss to write their notes as full sentences. Check answers with the class.

Possible answers

1. A personal trainer's main role is to help people to achieve their personal fitness goals and educate clients about their general health as well as exercise.
2. People hire personal trainers to motivate them and make sure their workout suits their lifestyle.
3. It's rewarding because you build strong personal relationships and you help people become fit.
4. The disadvantages of the job are that clients sometimes cancel appointments, and she can't work if she's sick.
5. Most personal trainers earn $35–40,000 a year, but some make thousands of dollars for each session.

About you

C

- **Preview and do the task** Read the instructions and the example aloud. Have Ss complete the task, then share their answers with the class.

Extra activity INDIVIDUALS / CLASS

Ss write a short report about someone they know whose career they admire. Ss say how that person got the job, what he or she does, why he or she is good at it, what the best / worst thing about it is, etc. Ss take turns presenting their reports to the class (e.g., *My friend is a personal trainer. She graduated with an English degree, but she didn't know what to do. Anyway, she always liked sports so . . . She loves her job. The best thing about it is . . .*).

Workbook

Assign Workbook pp. 94 and 95. (The answer key begins on p. T-182.)

Lesson D Job interviews

1 Reading

- **Set the scene** Read the lesson title aloud. Ask, "Has anyone ever been on a job interview? What was the job for? How did the interview go?" And then ask, "Is anyone going for an interview soon? What's the job for? How confident do you feel?" Get ideas from Ss.

A

- **Preview and do the task** Read the instructions aloud. Write on the board: *What would you do to prepare for a job interview?* Ask a S to read the example aloud. Add the example under the question: *One thing you need to do is research the company.*
- Ask, "What else can you do to prepare?" Have Ss work in pairs and write their own lists. Give Ss two minutes to brainstorm as many ideas as they can. When Ss finish, have pairs read their lists, and add them to the ideas on the board. Find out which pairs thought of the most things.

B

- **Preview the reading** Books closed. Say, "Now imagine you are a job interviewer. What would you want to know about a potential employee? What would you ask?" Have Ss call out their ideas, and write them on the board.
- **Present *Reading Tip*** Read the information aloud. Add, "This will help you start thinking about what you already know. In addition, you'll want to know if the writer is answering the questions the same way you did."
- Books open. Say, "Look at the questions at the beginning of each paragraph in the article. Compare the questions with the ones on the board. Are any similar?" Have Ss call out which questions are similar. Circle them on the board. Leave the questions on the board.
- Say, "Imagine you have an interview for a job you really want. Look at the 'tough' interview questions that begin the paragraphs. How would you answer each one? Write your answers."
- When Ss finish writing their answers, have them work in pairs and share what they wrote. Then read each question in the article, and call on a few Ss to report to the class about how they would answer.
- Say, "Now read the article. How would you change your answers? Write the change, and make notes about why."
- **Do the reading** Have Ss read the article and write the changes for their answers. After Ss finish, read each question in the article again. Call on Ss to say how they changed their answers and why.
- **Do the reading again** Tell Ss to read the article again and underline any new vocabulary. Then have Ss work in pairs to compare new words and help each other with meanings. Tell Ss to use dictionaries if needed.

C

- **Preview the task** Read the instructions aloud. Ask individual Ss to each read a question aloud.
- **Do the task** Have Ss find and write down the answers to the questions. Have Ss discuss their answers in pairs. Check answers with the class.

Answers

1. Some candidates are tripped up by unexpected or difficult questions.
2. They talk about their personal life (e.g., family, hometown etc.).
3. You need to show that you understand what the job involves and give an example of how you acquired the relevant skills.
4. It shows that the candidate is honest, and it gives the candidate an opportunity to show that he or she learned from the mistake.
5. Answers will vary.

Extra activity PAIRS

Ss imagine they are on an interview for their dream job. Pairs take turns interviewing each other for the job they each want, using the questions from the reading and the other questions on the board. When Ss finish, they say whether or not they would hire their partner for the job. A few Ss report their reasons to the class.

2 Listening and writing

- **Set the scene** Say, "When you look at a job listing in the paper or online, what information does the listing usually have?" Have Ss call out their ideas. Write them on the board (e.g., *the job title, the duties, the necessary qualifications and experience, salary and benefits, how to apply*).

A 4.26

- **Preview the task** Say, "This is an advertisement for a local tour guide for a tour company in Montreal. Read the job advertisement. Can you guess the missing words?" Tell Ss to think about the context, guess the missing words, and write them on a separate piece of paper.
- Read the advertisement aloud. Call on Ss to suggest the missing words (e.g., *T: Would you enjoy meeting "blank" from other countries? What words could go here? S1: people / students.*).
- Say, "Now listen to Maria talk about the ad with her friend Alex. Write the correct information."
- **Play the recording** ***Audio script p. T-181*** Ss listen and write the correct information.
- **Play the recording again** Ss listen and review their answers. Check answers with the class. After each answer is given, find out if any Ss guessed it correctly.

Answers

Job summary	Tour Guide
Company	A leading tour company is seeking someone who would enjoy meeting students from other countries. You must be fluent in English and Spanish. You should be interested in the local area and its history. You'll be traveling around the region two days a week. Flexible, fun, and hard-working applicants only. Apply by email, and also send your résumé. Successful applicants will receive excellent pay and a generous benefits package.
Canada Travel	
Location	
Montreal	
Job type	
✓ Part-time	
0 Full time	

B 4.26

- **Preview the task** Read the instructions aloud. Say, "As you listen, write a few words to help you remember the answers to the question. Don't write complete sentences."
- **Play the recording** ***Audio script p. T-181*** Ss listen and make 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.

Possible answers

It's only part-time, so she can still study.

She enjoys meeting people from overseas.

She is fluent in English and her Spanish is pretty good.

She spends her weekends going to museums and visiting historical sites.

C

- **Preview the task** Read the instructions aloud. Explain that a cover letter accompanies your résumé and introduces you to the company.
- **Present** ***Help Note*** Read the information aloud. As you read each bullet point, call on a S to read the paragraph indicated in the example letter.
- Explain, "The beginning and end of an application letter are fairly standard. The most important parts are the opening paragraph and the middle paragraphs. These tell about your experience, strengths, and interests."
- Write on the board: *work and volunteer jobs, personal experiences, strong interests and strengths.* Say, "Make lists of your past work and volunteer jobs, important personal experiences, and strong interests." Have Ss make their lists. When Ss finish, say, "Consider each item on your lists. Decide if each is something that would help you get the job as tour guide. Choose the most significant thing in each of the three categories on the board." Call on a few Ss to share their choices and reasons.
- **Do the task** Have Ss write their letters using the ideas from their lists and the structure outlined in the Help Note.

Extra activity CLASS

Before Ss write their letters, say, "It's important to use positive, persuasive words and expressions in your letter. These types of words will help make a strong positive impression. What words and expressions make a strong impression in the example letter?" Ss scan the letter and call out answers. Write them on the board [strongest qualification, fluent English, enthusiastic, excellent guide, sense of humor, positive attitude, welcome the opportunity]. Ss then look at their experiences and think of ways to express them with positive, persuasive words. Ss call out their ideas. Add them to the board.

D

- **Preview and do the task** Ss form groups, read one another's cover letters, and decide who should get the job. Have each group report to the class who they chose and why.

Free talk

Tell Ss to turn to Free Talk 12 at the back of their Student's Books. Have Ss do the task. (See the teaching notes on p. T-136.)

Workbook

Assign Workbook pp. 96 and 97. (The answer key begins on p. T-182.)

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 and the examples aloud. Say, "When you look up new vocabulary, notice words that have the same root. The name of a job and the title of the person who does the job often have the same root but different endings. Also notice collocations. For example, years ago, a person would have been a nurse, but today there is more specialization, and a person could be a geriatric nurse, a pediatric nurse, or a surgical nurse."
- **Present *In Conversation*** Books closed. Ask, "Which job do you think people talk about most?" Have Ss call out ideas. Books open. Ask a S to read the information to the class.

↻ These tasks recycle vocabulary for talking about occupations.

1

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

Answers

Area of work	Job
accounting	*accountant*
architecture	architect
carpentry	*carpenter*
counseling	counselor
dentistry	*dentist*
design	designer
editing	editor
engineering	*engineer*
financial analysis	financial analyst
interpreting	*interpreter*
law	lawyer
management	*manager*
nursing	*nurse*
pediatrics	pediatrician
photography	*photographer*
physical therapy	physical therapist
plumbing	*plumber*
psychiatry	psychiatrist
psychology	*psychologist*
publishing	*publisher*
sales	salesperson
surgery	*surgeon*
telemarketing	telemarketer
translation	*translator*
zoology	*zoologist*

2

- **Preview and do the Word Builder task** Say, "This Word Builder task will help you recognize collocations used to name specialized occupations." Read the instructions aloud. Have Ss complete the task. Check answers with the class.

Answers

civil engineer, construction worker, laboratory technician, pediatric nurse, psychiatric nurse, social worker, systems analyst / engineer

- Have Ss make other combinations (e.g., *business analyst*) and share them.

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 lists of jobs.

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.

Checkpoint Units 10–12

Before you begin the Checkpoint, write on the board: *Grammar, Vocabulary, Conversation Strategies.* Tell Ss to think about Units 10–12 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 Talking about jobs

This task recycles linking ideas. It also recycles vocabulary for work and the conversation strategy of using expressions such as *and so on.*

- **Preview and do the task** Say, "Match the two parts of each sentence." Have a S read the example sentence aloud. Have Ss match the parts of the sentences. Check answers with the class: Read the first part of each sentence aloud, and call on a S to say the second part.

Answers

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

- Say, "Discuss the sentences with a partner. Add ideas and expressions such as *and so on, and so forth,* and *etc.*" To model the task, read the example sentence, and call on a S to respond with an opinion (e.g., *S: I'm sure it's rewarding, but I don't want to become a surgeon. I don't want the stress and responsibility, and so on.*). Have Ss do the task.
- **Follow-up** A few pairs share their opinions.

2 How many words can you think of?

This task recycles expressions to describe celebrity and vocabulary for environmental problems. It also recycles the conversation strategy of introducing what you say with expressions such as *What I heard was (that)* . . . .

A

- **Preview and do the task** Read aloud the instructions, the category names, and the example in the chart. Have Ss complete the charts and then compare their answers in pairs. Check answers with the class: Have Ss call out ideas. Write them on the board.

B

- **Preview and do the task** Say, "Choose four items from each category. Write a piece of information using each expression." To model the task, choose a few items from each category and call on Ss to use them in sentences. Then have Ss write their sentences.
- Have two Ss read the example conversation aloud. Write on the board: *I don't know if* and *What I heard was.* Ask, "How many other expressions can you remember to introduce what you say?" Write Ss' answers on the board [What I thought was good was; What I was going to tell you / say was; The best part is / was; The reason I ask is].
- Tell Ss to work in pairs, taking turns sharing and responding to the sentences they wrote.

3 What will life be like in 2030?

This task recycles the future continuous and the future perfect. It also recycles the conversation strategy of referring back in a conversation.

A

- **Preview the task** Read the instructions aloud. Ask, "When do you use future continuous? For what kind of activities?" [for ongoing activities in the future] "When do you use future perfect?" [for events that are in the past when you view them from the future]
- **Do the task** Have Ss complete the sentences. Check answers with the class.

Answers

1. . . . , people will be buying . . . we'll be finding . . . we'll be living. . . .
2. Ideally, we'll have slowed. . . . We won't be using . . . countries will have started. . . .
3. . . . people will be eating . . . people will have decreased.
4. . . . we'll be living . . . society will have risen. . . .

B

- **Preview the task** Read the instructions aloud. To guide Ss' discussions, write on the board: *Do you think the predictions are right? Why or why not?*
- To model the task, call on a S to respond with an opinion about sentence 1. Respond and refer back to what the S said (e.g., *T: Do you think we will be living in a cleaner environment in 2030? S: No, I don't. Companies aren't developing a lot of environment-friendly products now, and there's no reason for them to start. T: I agree. As you said, there's no incentive for companies to develop them.*).
- **Do the task** Ss work in groups and discuss the predictions. Ask groups to report their opinions.

Extra activity INDIVIDUALS / PAIRS مرجع زبان ایرانیان

Ss look back at each unit in their Student's Books and write one prediction on its topic. They should use the future continuous or the future perfect (e.g., *Unit 2: By 2030, we'll be buying our clothes from vending machines instead of stores.*). Ss then share their predictions in pairs.

4 What if . . . ?

This task recycles *if* clauses to talk hypothetically about the past. It also recycles the conversation strategy of using expressions such as *Good question* to answer difficult questions.

A

- **Preview the task** Have Ss read about the three people. Ask comprehension questions such as "Why did Alfonso drop out of college?" [He got sick.] "Who has been at the same company for a long time?" [Alice.] "What did Martin's personality tests show?" [They showed that he was creative.]
- Read the instructions and the example aloud. Give Ss two minutes to write as many sentences as they can.
- **Do the task** Ss write their sentences and compare them in pairs.

B

- **Preview the task** Write on the board: *where we live.* Say, "Deciding where we live is a big decision. What are some other areas of life that we make big decisions about?" Get ideas from Ss, and write them on the board (e.g., *career, school, friends, marriage*). Read the instructions aloud.
- **Do the task** Have Ss work in pairs and discuss their three big decisions. To model the task, have a S read you one of their decisions, and ask a hypothetical question (e.g., *S: I recently decided to go back to school to get an MBA. So I applied, and got in! T: What would you have done if you hadn't gotten into a school? S: It's hard to say.*).
- **Follow-up** A few Ss report to the class about one of their partner's big decisions.

5 Check it out.

This task recycles tag questions.

- **Preview and do the task** Read the instructions aloud. Have Ss complete the sentences with guesses about their partner, and add tag questions. Check answers with the class.

Possible answers

1. You live in a large apartment building, don't you?
2. You've studied English for three years, haven't you?
3. You don't like rap music, do you?
4. You're a nurse, aren't you?
5. You went to Paris on vacation once, didn't you?

- Tell Ss to work in pairs, taking turns asking and answering questions to see if their guesses are correct. Have Ss note their correct and incorrect guesses.
- **Follow-up** Find out who got the most correct guesses.

Extra activity CLASS

Ss take turns making guesses about you using tag questions (e.g., *You've taught English for ten years, haven't you?*). Other Ss raise their hands if they agree. Tell Ss if they are correct.

6 Any suggestions?

This task recycles the passive of the present continuous and the present perfect. It also recycles the conversation strategy of using tag questions to soften advice and give encouragement.

- **Preview and do the task** Say, "Complete the sentences with the passive of the present continuous or the present perfect." Have a S read the example sentence aloud. Have Ss do the task. Check answers with the class.

Answers

1. "We're being given too much homework these days."
2. "I've been asked to do volunteer work, but I'm too busy."
3. "I've been promoted at work, but I prefer my old job!"
4. "People have been laid off at work recently. I'm worried because I'm being paid more than my co-workers."

- Ask two Ss to read the example conversation aloud. Write *You could . . .* on the board. Ask, "What other expressions can you use to give advice?" Write Ss' ideas on the board (e.g., *You should . . . ; It would be a good idea to . . .*).
- Have Ss write advice for each problem using the expressions on the board. When Ss finish, say, "Now role-play conversations with a partner. Take turns reading the problems and making suggestions. Use tag questions to soften your advice." Have pairs do the task.
- **Follow-up** A few pairs present role plays to the class.

Extra activity PAIRS

Pairs write two new problems on a piece of paper and exchange papers with another pair. Pairs do the activity again using the new problems. This time they give advice using *what* clauses and long noun phrases as subjects (e.g., *S1: I don't have enough money to go on vacation. S2: What you need is a part-time job. One thing you could do is . . .*).

Free talk

UNIT 1 An interview with . . .

1

- **Preview the task** Tell Ss to turn to the back of their Student's Book and look at Free Talk 1. Read the instructions aloud. Model the task by having Ss look at the first question stem. Say, "Think of ways to complete this question." Have Ss call out ideas. Say, "Think of interesting ways to complete all the questions. Use your own ideas."
- **Do the task** Have Ss complete the questions with their own ideas.

2

- **Preview and do the task** Read the instructions aloud. Ask a pair of Ss to read the example conversation aloud. Have Ss do the task.

Recycle pronunciation Remind Ss to use reductions in their questions (see Lesson A, p. 3).

3

- **Preview and do the task**
- Ss take turns sharing questions and answers they think are the most interesting.
- **Follow-up** Ss talk with a classmate whose answer they found interesting and get more information.

UNIT 2 What's popular?

- **Preview the task** Tell Ss to turn to the back of their Student's Books and look at Free Talk 2. Read the instructions aloud. Ask Ss to look at the *TV* box. Have a S read the first discussion question aloud. Ask a S to read the example answer below the chart.
- **Do the task** Have Ss complete the task.
- **Follow-up** Groups tell the class about an answer they all agreed on and an answer they could not agree on. Groups also report any interesting facts they learned in their discussions.

Free talk

UNIT 3 Traditions

1

- **Preview the task** Tell Ss to turn to the back of their Student's Books and look at Free Talk 3. Read the instructions aloud. Ask a S to read aloud the topics in the *Think of . . .* list. Make sure that Ss remember what these things are.
- **Do the task** Say, "Remember – you only have two minutes. Don't write sentences; just write a word or two for each idea you have." Have Ss write their ideas. Call time after two minutes.

2

- **Preview and do the task** Read the instructions aloud. Ask a pair of Ss to read the example conversation aloud. Have Ss do the task.
- **Follow-up** Have several Ss report on the ideas they guessed correctly.

UNIT 5 Do you agree?

1

- **Preview the task** Tell Ss to turn to the back of their Student's Books and look at Free Talk 5. Read the instructions aloud. Have a S read the issues aloud. Check that Ss understand what each issue is about. Ask a S to read the example aloud. Ask, "What organizing expressions are used in the example?" [*for two reasons* and *First of all*]. Ask, "What response can you give to show your partner has a valid point?" (e.g., *That's true. / You've got a point (there). / I never thought of it that way.*)
- **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. Have Ss walk around the class and complete the task.
- **Follow-up** For each topic, a few Ss each report a classmate who said *no*, and give the reasons.

Free talk

UNIT 4 Pass on the message

- **Preview the task** Tell Ss to turn to the back of their Student's Books and look at Free Talk 4. Say, "You are going to play a "message game." Follow these steps. Ask individual Ss to each read one of the steps aloud. After each step is read, check that Ss understand. Have pairs of Ss each read aloud the examples following steps 3 and 4.
- **Do the task** Have Ss complete the task. Tell Ss that they are not supposed to write down the details when listening at Step 3. After Step 4, Ss say how well their message was passed on, add any missing information, or correct any misinformation.
- **Follow-up** Several Ss say which invitations sound like ones that they would like to accept.

Free talk

UNIT 6 What do you believe in?

- **Preview the task** Tell Ss to turn to the back of their Student's Books and look at Free Talk 6. Read the instructions aloud. Have individual Ss each read one of the topics and its questions aloud. Say, "Listen to an opinion about childhood beliefs. Have a S read the example aloud.
- **Do the task** Have Ss complete the task in groups. Go around the class, and help as needed.
- **Follow-up** For each topic, ask a few Ss to report something interesting they learned about a group member.

UNIT 7 Who gets help wit h something?

- **Preview the task** Tell Ss to turn to the back of their Student's Books and look at Free talk 7. Read the instructions aloud. Ask a S to read the question completions aloud. Check that Ss understand each one.
- **Do the task** Tell Ss to walk around the room asking their classmates the questions. Say, "Be sure to ask for more information when you get a yes answer." Have Ss complete the task.
- **Follow-up** Assign a S to ask each question to the class. Ss who can answer yes raise their hands. Assign a second S to record the total number of yes votes on the board. The class finds out which jobs are most often done by someone else. Have several Ss share their extra information with the class.

Free talk

UNIT 8 How did you react?

1

- **Preview and do the task** Tell Ss to turn to the back of their Student's Books and look at Free Talk 8. Read the instructions for Part 1 aloud. Ask a S to read the six situations aloud. Check that the class understands them. Tell Ss to decide on an incident to use.

2

- **Preview and do the task** Read the instructions aloud. Say, "Don't write complete sentences while you're brainstorming your ideas. Write a few words to remind yourself. Then organize your thoughts and prepare your story." Have Ss complete the task.

3

- **Preview and do the task** Read the instructions aloud. Model the task by asking four Ss to read the example story introduction and comments aloud. Have Ss form small groups to complete the task.
- **Follow-up** Have each group share a story with the class.

UNIT 10 Quotations

1

- **Preview the task** Tell Ss to turn to the back of their Student's Books and look at Free Talk 10. Say, "Look at the quotations." Have individual Ss each read a quotation aloud. Help with new vocabulary as needed. Ask, "Which quotations do you agree with? Which one is your favorite? Why? Discuss them with your group."
- **Do the task** Have Ss complete the task.
- **Follow-up** Several groups report which quotations they agreed with and which one was their favorite, saying why.

Culture note

Bob Dylan (1941–) is one of the most respected modern American singers and songwriters, and his music features a mix of styles including folk and rock. His songs often incorporate social commentary, such as his famous song "Blowin' in the Wind."

Meryl Streep (1949–) is a famous American stage and screen actor. She has won many acting awards including Academy Awards in 1979, 1982, and 2012.

Mark Twain (1835–1910), born Samuel Clemens, was an American author, essayist, and humorist. His writings include *The Adventures of Tom Sawyer* and *The Adventures of Huckleberry Finn*. He was given an honorary doctorate by Oxford University in 1907.

Oprah Winfrey (1954–) is an American media figure and philanthropist. Her career began in radio and moved through network news to tabloid talk and interview show. She now owns her own television network.

Dr. Joyce Brothers (1928–2013) is a psychologist who became famous as a media figure in the United States. She wrote a newspaper advice column from 1960 until her death.

Eric Schmidt (1955–) is an American software engineer and the president of Google. His Schmidt Family Foundation provides funding for the study of ecological issues.

2

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task.

3

- **Preview the task** Tell Ss to write their name beside their definition of success and leave it on their desk where it will be easy for their classmates to read. Say, "Now go around the class and find out your classmates' definitions. Choose the two you like best, and write them down with the names of the students who wrote them."
- **Do the task** Have Ss complete the task.
- Say, "Now share the quotations of success you chose with the class." Have several Ss read the quotations they liked best to the class.

Free talk

UNIT 9 Material things

1

- **Preview the task** Tell Ss to turn to the back of their Student's Books and look at Free Talk 9. Read the instructions aloud. Elicit a few examples of "material things." (e.g., *cars, jewelry, technical gadgets*)
- **Do the task** Have Ss complete the questions.

2

- **Preview and do the task** Read the instructions aloud. Have pairs complete the task.

3

- **Preview the task** Read the instructions aloud. Have a S read aloud the example below the photograph.
- **Do the task** Have Ss report to a new partner.
- **Follow-up** Several Ss report an interesting question and answer that they heard from their partner.

Free talk

UNIT 11 What's trending?

1

- **Preview the task** Tell Ss to turn to the back of their Student's Books and look at Free Talk 11. Read the instructions aloud. Ask a S to read the four topics aloud. Point out the example. Check that Ss understand the term *webinar* [an occasion when Ss go online at the same time to study and discuss something].
- **Do the task** Have Ss complete the task. Walk around the class, and help as needed.

2

- **Preview the task** Read the instructions aloud. Ask three Ss to read the example conversation aloud.
- **Do the task** Have each group discuss the trends. Remind Ss to ask questions for more information.

Recycle a conversation strategy Say, "When you ask or answer questions in your discussions, use the expressions you learned in this unit to refer back to things said earlier." (See Lesson C.)

- **Follow-up** For each topic, groups report their main points on the trends, their impact, and their predictions for future trends.

Free talk

UNIT 12 The best person for the job

1

- **Preview and do the task** Tell Ss to turn to the back of their Student's Books and look at Free Talk 12. Read the instructions and the list of questions aloud. Have individual Ss each read one of the help wanted ads aloud. Help with new vocabulary as needed.
- Have Ss make short notes to help them answer the questions for the job they chose.

2

- **Preview and do the task** Read the instructions aloud. Ask a S to read the example interview question aloud. Have Ss form groups and complete the task. Have groups report which group members were hired for the job they were applying for.
- **Follow-up** Groups tell the class about an answer that impressed them and why.

Sounds right

UNIT 1

4.27

- **Preview the task** Read the instructions aloud. Have Ss look at the chart. Say, "The large dot is the stressed syllable in the word." Model by saying aloud the words *bother, agree,* and *consider.*
- **Play the recording** Ss listen and repeat.
- **Play the recording again** Stop after the first item and point out the example in the chart. Continue to play the recording as Ss write the words in the correct columns. Check answers with the class.

Answers

bother	agree	consider
finish	begin	continue
happen	decide	imagine
offer	expect	remember
	intend	

Extra activity PAIRS

Ss tell their partner one verb from each column. Their partner tells them a sentence that includes the verb.

UNIT 2

4.28

- **Preview the task** Read the instructions aloud.
- **Play the recording** Ss listen and repeat.
- **Play the recording again** Stop after the first item and ask, "Are the sounds the same or different?" [same] Continue to play the recording. Ss write S or D. Ss compare answers with a partner. Check answers with the class.

Answers

1. S 2. D 3. D 4. S 5. S 6. D 7. D 8. D 9. S

- Replay the recording. Tell Ss to listen closely to any pairs they had difficulty with.

Extra activity PAIRS

Ss choose pairs of words from the exercise that have the same sound. They write a sentence with each pair. Ss tell their sentences to their partner, who has to say if the sentence is true or false. (e.g., *S1: Last year I bought some baggy plaid pants. S2: I think that's false.*)

UNIT 3

4.29

- **Preview the task** Read the instructions aloud. Point out that this exercise focuses on vowel sounds and how different spellings can produce the same sound.
- **Play the recording** Ss listen and repeat.
- **Play the recording again** Ss listen again and write the letters on the lines. Have Ss compare answers with a partner. Check answers with the class.

Answers

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

Extra activity PAIRS

Student A covers the list of words 1 to 7 and looks only at the words in the box. Student B reads the words 1 to 7 in random order. Student A says the matching word in the box.

UNIT 4

4.30

- **Preview the task** Read the instructions aloud. Say, "Listen for a *t* sound that's similar to the *t* in *water* and *butter.*" Write the words on the board. Point out the example answer.
- **Play the recording** Ss listen and repeat.
- **Play the recording again** Ss listen and check (✓). Check answers with the class and write them on the board.

Answers

Checked:

1. ✓ get around to 2. ✓ get away with 5. ✓ get off
6. ✓ get out of 7. ✓ get over

- Say, "Look at the expressions on the board. What vowel sound follows *t*?" [A vowel sound.] Say, "When a *t* is followed by a vowel sound, it sounds like a very quick *d.*"

Extra activity PAIRS

Ss work in pairs to make short conversations with the expressions in the exercise. Ss perform their conversations for the class. Ss raise their hand when they hear *get* with the short *d* sound followed by a vowel.

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Sounds right

UNIT 5

4.31

- **Preview the task** Read the instructions aloud. Point out that *kidnapper* is circled.
- **Play the recording** Ss listen and repeat.
- **Play the recording again** Ss listen and circle. Have Ss compare answers with a partner. Play the recording again if necessary. Check answers with the class.

Answers

1. kidnapper 2. invasion 3. violent 4. young 5. legal 6. prison

Extra activity INDIVIDUALS / GROUP

Ss each choose the word with the sound that's different and one other word from each group, and write a sentence that contains both words. In groups, Ss read their sentences aloud. Ss monitor the pronunciation.

UNIT 6

4.32

- **Preview the task** Read the instructions aloud. Say, "You will." Write it on the board, underlining *y* and *w*. Say, "Listen carefully for the sounds /y/ and /w/."
- **Play the recording** Ss listen and repeat.
- **Play the recording again** Point out the first example. Stop and check that Ss heard the /w/. Stop after the second word. Check that Ss heard /y/. Play the rest of the recording. Ss listen and circle. Ss compare answers in pairs. Play the recording again if necessary. Check answers with the class.

Answers

1. /w/ 2. /y/ 3. /y/ 4. /w/ 5. /y/ 6. /y/ 7. /w/ 8. /y/ 9. /w/ 10. /w/ 11. /w/ 12. /y/

- Say, "The sounds /y/ and /w/ are often pronounced before vowels. They are often referred to as "glides" because they help one sound glide into the next."

Extra activity INDIVIDUALS / PAIRS

Ss write a short conversation using as many words from the exercise as possible. Pairs practice the conversations.

UNIT 7

4.33

- **Preview the task** Read the instructions aloud. Say the words *enjoy, choose, done, serviced, straight,* and *there* one at a time and elicit the underlined sound.
- **Play the recording** Ss listen and repeat.
- **Play the recording again** Stop after the first word and check that Ss heard the similar sounds. Continue playing the recording, pausing after each word for Ss to write. Ss compare answers in pairs. Check answers with the class.

Answers

enjoy: noise, oil
choose: routine, screwdriver
done: adjust, flooded
serviced: curtains, emergency
straight: decorate, paint
there: hair, repair

Extra activity PAIRS

Ss ask and answer questions that begin, *When was the last time you . . .* and contain one of the words (e.g., *. . . you adjusted your screen / bought new curtains*)

UNIT 8

4.34

- **Preview the task** Read the instructions aloud. Say *stressed* and *dead*. Ss repeat. Ask, "Are the underlined sounds the same or different?" [the same]
- **Play the recording** Ss listen and repeat.
- **Play the recording again** Ss listen and write *S* or *D*. Have Ss compare answers in pairs. Play the recording again if necessary. Check answers with the class.

Answers

1. S 2. D 3. D 4. S 5. S 6. D 7. D 8. S 9. S

Extra activity PAIRS / GROUPS

Pairs write a sentence for each pair of words. (e.g., *I get stressed when my phone battery is dead.*) Pairs read their sentences to the another pair.

Sounds right

UNIT 9

4.35

- **Preview the task** Read the instructions aloud.
- **Play the recording** Ss listen and repeat.
- **Play the recording again** Stop after the first item and ask, "Could you hear the *w*?" [no] Continue playing the recording as Ss underline. Check answers with the class.

Answers

1. answer
2. budget
3. debt
4. gadget
5. honest
6. should
7. sign
8. walk
9. could
10. might
11. half
12. listen

Extra activity INDIVIDUALS / PAIRS

Ss write questions with six words from the exercise. Ss ask and answer with a partner.

UNIT 10

4.36

- **Preview the task** Read the instructions aloud.
- **Play the recording** Ss listen and repeat.
- **Play the recording again** Stop after the first word and ask, "What syllable is unstressed" [album]. Ss listen and circle the weak vowels. Have Ss compare their answers with a partner. Check answers with the class.

Answers

1. album
2. amazing
3. career
4. confidence
5. connections
6. extra
7. famous
8. happened
9. millionaire
10. recently
11. seminar
12. talent

Extra activity PAIRS

Ss work with a partner to say three true sentences and three false sentences using the words from the list. Partners guess which sentences are true.

UNIT 11

4.37

- **Preview the task** Read the instructions aloud.
- **Play the recording** Ss listen and repeat.
- **Play the recording again** Stop after the first group of words and check that Ss heard the difference. Continue playing the recording. Ss listen and circle. Ss compare answers in pairs. Play the recording again if necessary. Check answers with the class.

Answers

1. natural
2. gas
3. rising
4. carbon
5. change
6. drought

Extra activity PAIRS

Ss take turns using each word to make true sentences about an environmental concern. Ss can use ideas from the article on page 110, or their own ideas (e.g., *We have to stop using our natural resources so carelessly.*).

UNIT 12

4.38

- **Preview the task** Read the instructions aloud. Say the words *analyst, apply, construction, engineer, personality,* and *recruit* one at a time and elicit the underlined sound.
- **Play the recording** Ss listen and repeat.
- **Play the recording again** Pause after each word so Ss can write. Have Ss compare answers with a partner. Check answers with the class.

Answers

analyst: business, civil
apply: advertising, psychiatric
construction: love, publishing
engineer: career, experience
personality: research, surgeon
recruit: choose, school

Extra activity INDIVIDUALS / PAIRS

Ss each write six sentences. Each sentence should include two words from different columns in the chart. Partners read their sentences. Partners monitor each other's pronunciation.

Extra practice

UNIT 1 Lesson A Simple and continuous verbs (review)

If A is done for homework

Briefly preview the tasks 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 and do Exercise B in class.

If done in class

A

- **Preview the task** Read the instructions aloud. Have Ss look at sentence 1. Point out the verb *do* in parentheses. Ask a S to read aloud the time expression [at this time last week]. Have a S read example sentence 1 aloud. Ask, "Why is this the correct answer?" [It's a question about an ongoing, incomplete, or temporary event.]
- **Present *Common Errors*** Tell Ss that some verbs should not be used in continuous form. Read the information aloud.
- **Do the task** Have Ss complete the sentences. Check answers with the class.

Answers

1. What were you doing at this time last week?
2. Did you play a sport last weekend?
3. What kind of music do you like nowadays?
4. How long have you known your best friend?
5. Who do you usually spend time with on weekends?
6. How often do you go to the movies?
7. Did you travel somewhere interesting on your last vacation?
8. How long have you been learning English?

About you

B

- **Preview the task** Read the instructions aloud. Model the activity with a S. Tell the S to use his or her own information (e.g., *I was studying English grammar.*).
- **Do the task** Have pairs ask and answer using their own information. Walk around the class and provide help as needed.
- **Follow-up** Ask a few Ss to report something interesting they learned about their partner.

UNIT 1 Lesson B Verb complements: Verb + *-ing* or *to* + verb

If A is done for homework

Briefly preview the task for Exercise A. Present the Note. 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 and do Exercise B in pairs.

If done in class

- **Present *Note*** Books closed. Say, "You can follow some verbs with *to* + verb or verb + *-ing*, but they have a different meaning." Write the two example sentences on the board. Ask Ss the meaning of each one. Books open. Read the information aloud.

A

- **Preview the task** Read the instructions aloud. Tell Ss to read each conversation before they complete it.
- **Do the task** Tell Ss to complete the conversations. Check answers with the class.

Answers

1. *A* Why did you decide to study English?
   B I'm considering getting into hotel management, and hotels expect you to speak English well.
2. *A* What are you planning on doing tonight?
   B Well, I'm thinking about going to the movies.
   A Well, if you go, remember to call me.
3. *A* Do you remember meeting your best friend for the first time?
   B Let me think . . . I guess I don't remember the exact moment we met, but I know we really liked playing / to play together when we were little kids.
4. *A* What do you intend to do next summer?
   B I'm going to stop working at the beginning of August so I can spend a couple of weeks relaxing at the beach.
5. *A* Are you going to continue taking / to take English classes after you've finished this course?
   B Yes, I definitely want to keep on learning English.
6. *A* Do you remember getting your first-ever job?
   B Yeah. I worked in this new store. Luckily, I remembered to show up early, because they did the training an hour before we started.

About you

B

- **Preview the task** Read the instructions aloud. Model the activity with a S. Ask a S A's question in the first conversation. Tell the S to use his or her own information to answer (e.g., *I'm planning on applying to some American colleges.*).
- **Do the task** Have pairs ask and answer the questions using their own information. Walk around the class and provide help as needed. Have Ss switch roles.
- Have Ss find new partners and ask and answer the questions again.

Extra practice

UNIT 2 Lesson A Comparisons with *(not) as . . . as*

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 and do Exercise B in class.

If done in class

- **Present *Common Errors*** Tell Ss that one common error with this pattern is to use *so* instead of *as* at the beginning of the expression. Read the information aloud.

A

- **Preview the task** Read the instructions aloud. Write *(not) as* ____ *as* on the board. Ask, "What parts of speech can go between *as* and *as*?" [adjectives, nouns, adverbs]
- **Do the task** Have Ss complete the *b* statements. Check answers with the class.

Answers

1. Boots are not as comfortable as sneakers.
2. Men don't usually dress as fashionably as women.
3. I don't like bright colors as much as pastels.
4. Short hair is as stylish as long hair.
5. I spend as little money as possible on clothes.
6. Men have to work as hard as women to look stylish.
7. When I buy shoes, I pay as much as I can afford.
8. Clothes from cheap stores can look as stylish as designer clothes.

About you

B

- **Preview and do the task** Read the instructions aloud. Tell Ss to respond with more than *I (don't) agree with that.*

Extra activity PAIRS

Have Ss write three nouns related to clothes or style on a piece of paper. Ss exchange papers with a partner and write a sentence with *(not) as . . . as* for each noun. Ss take turns reading their sentences aloud to their partner.

UNIT 2 Lesson B Negative questions

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. Check answers in class. Have Ss practice the conversations and do Exercise B in pairs.

If done in class

A

- **Preview the task** Tell Ss to complete the negative questions with *isn't, aren't, don't,* or *doesn't.* Ask, "What word completes the question in 1A?" [Don't] Ask why. ["Love" is in simple present, and the subject is "you."]
- **Do the task** Have Ss complete the negative questions and then compare with a partner. Check answers with the class.

Answers

1. A Don't
   B isn't
2. A Aren't
   B Aren't
3. A Isn't
   B Doesn't
4. A Doesn't
   B Don't

About you

B

- **Preview and do the task** Read the instructions aloud. Say, "Use the pictures on the right to help you decide." Have Ss complete the task.

Extra activity PAIRS

Ss flip through the Student's Book and look for pictures they want to talk about. For each picture they choose, they ask a negative question. Their partner responds with his or her opinion using a negative question. To model the task, have Ss look at picture 1 on page 21. Read the example conversation: (e.g., *S1: Look at picture 1 on page 21. Doesn't that look delicious? S2: Well, not really. Isn't that type of food incredibly spicy?*)

Extra practice

UNIT 3 Lesson A The simple present passive

If done for homework

Briefly preview the task for Exercise A. Make sure Ss understand what they need to do. Have Ss complete the tasks at home, then check answers and do Exercise B in class.

If done in class

- **Preview the task** Say, "In this activity, you have to decide if the verbs are active or passive." Ask, "In an active sentence, does the subject of the sentence do or receive the action?" [do] "In a passive sentence, does the subject of the sentence do or receive the action?" [receive] Read the instructions aloud. Ask, "In 1A, does the subject do or receive the action?" [do]
- **Do the task** Have Ss complete the conversations and then compare answers with a partner. Check answers with the class.

Answers

1. *A* What do people wear during Carnival in Latin America?
   B Lots of people wear costumes.
2. *A* What are Chinese children given by their parents on New Year's?
   B They're / are given red envelopes filled with money.
3. *A* What's the most popular sport that's / is played by men and women?
   B Well, soccer's / is played by both men and women. So I guess it's soccer.
4. *A* What do people eat on Thanksgiving in the United States?
   B Most people eat turkey.
5. *A* In Korea, is Children's Day celebrated in May or in June?
   B It's / is celebrated in May.
6. *A* What kinds of things are bought during the holidays in the U.S.?
   B It depends on the holiday. Like on the Fourth of July, people buy fireworks and stuff.
7. *A* What kinds of events are held during the traditional festivals in Japan?
   B Well, people dance, and lanterns are put in front of the houses. It's really pretty.

About you

B

- **Preview the task** Say, "Write five questions about holidays or festivals in your country. Use the passive." Ask, "What kinds of questions can you write?" Elicit ideas (e.g., *information* (what, when, how) *questions; yes-no questions, negative questions*) "What topics can you ask about?" (e.g., *food, clothes, activities*)
- **Do the task** Ss write their questions. Say, "Now, take turns asking a partner your questions. Can you answer your partner's questions?" To model the task, have a pair of Ss read the example conversation aloud.

Extra activity GROUPS

Using the answers to their questions from Exercise B, Ss present information about holidays and/or festivals to the group.

UNIT 3 Lesson B Verb + *-ing* and *to* + verb; position of *not*

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 and do Exercise B in class.

If done in class

- **Preview the task** Read the instructions aloud. Have two Ss read aloud sentence 1 and the example answer.
- **Do the task** Have Ss complete the task. Check answers with the class.

Answers

1. It's not acceptable to text during class.
2. Texting friends when you're having dinner with someone is impolite. / Texting friends is impolite when you're having dinner with someone.
3. You can offend people by texting too many times in a day. / It can offend people to text too many times in a day.
4. It is acceptable not to respond to a text message immediately.
5. Reading text messages during a business meeting is appropriate.
6. It's not acceptable to let your text messages beep during a meeting.
7. Not spelling words out in full in emails is OK.
8. It's bad manners to send a lot of texts to someone. / It's bad manners to send someone a lot of texts.

Note: In many of these sentences it is also possible to use the more formal *to* + verb as subject (e.g., *To text during class is not acceptable.*) This form has not been presented in the lesson, but allow answers like this if Ss use the form correctly.)

About you

B

- **Preview and do the task** Read the instructions aloud. Have Ss discuss with a partner. Call on Ss to tell the class about a statement they disagreed with.

Extra practice

UNIT 4 Lesson A *be supposed to; was / were going 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 Exercise A at home, then check answers and do Exercise B in class.

If done in class

A

- **Preview the task** Read the instructions aloud. Ask, "When do you use *be supposed to?*" [to refer to things that "'They' say . . ."; to mean "have to" or "should"] Ask, "When do you use *was / were supposed to?*" [to mean something that was expected didn't or won't happen] "What about *was / were going to*?" [intended to]
- **Present *Common Errors*** Books closed. Ask Ss to write *supposed*. Have Ss call out the correct spelling and only write the correct form on the board. Books open. Say, "One mistake people make is to misspell *supposed*." Read the information aloud.
- **Do the task** Ask a S to read sentence 1 aloud. Ask another S to read the example answer. Have Ss complete the sentences. Check answers with the class.

Answers

1. My boyfriend was supposed to arrive at 7:00, but he didn't show up until 9:00.
2. You're supposed to bring a small gift when you go to a friend's house for dinner.
3. There's supposed to be a storm this weekend.
4. I was going to / supposed to send out invitations to my birthday party, but I didn't have time.
5. My sister was going to / was supposed to have a party this weekend, but then she decided not to.
6. I'm supposed to go to a concert tonight. My friend says it's supposed to be fun.

About you

B

- **Preview the task** Read the instructions aloud. Model the activity. Ask a S to say one thing he or she is supposed to do, one thing he or she is not supposed to do, and one thing he or she didn't do.
- **Do the task** Have Ss write their lists.
- **Follow-up** Have Ss form small groups and read their lists. The group finds things they have in common and shares them with the class.

UNIT 4 Lesson B Inseparable phrasal verbs

If A is done for homework

Briefly preview the task for Exercise A and present Note. Make sure Ss understand what they need to do. Have Ss complete Exercise A at home, then check answers and do Exercise B in class.

If done in class

A

- **Preview the task** Read the instructions aloud. Ask a S to read aloud the phrasal verbs in the box.
- **Present *Note*** Say, "Here are three new inseparable phrasal verb + preposition combinations." Read Note aloud. Ask Ss, "What does it mean if you get along with a person?" [You have a good relationship.] Ask, "What does it mean if you are looking forward to something?" [You can't wait because you're going to enjoy it.] "What things do people look forward to?" [vacation, parties, graduation] Ask, "What does it mean if you can't get through to someone?" [You can't make the person understand or accept something.]
- **Do the task** Point out the underlined section of sentence 1 and the phrasal verb that replaced it. Have Ss complete the task. Check answers with the class.

Answers

1. I find work parties boring. I usually try to get out of them.
2. It takes me ages to get around to returning friends' calls. I'm surprised I have any friends.
3. If a friend tells me a lie, I never get over it. I never trust that person again.
4. I'm not good at buying gifts for people, so I usually try to get away with buying gift cards.
5. It annoys me when friends can't get through dinner without looking at their phones.
6. My dad wants a big party for my twenty-first birthday. I hate parties, but he won't listen, and I can't get through to him.
7. My friends are all pretty easygoing. I get along with them all.
8. I like to spend Friday evenings all by myself. I look forward to them.

About you

B

- **Preview and do the task** Read the instructions aloud. Call on a few Ss to each make a sentence from Exercise A true for them. Say, "Make the sentences in Exercise A true for you." Then have Ss read their sentences to a partner.

Extra activity PAIRS

Have Ss write three of the phrasal verbs from the box in Exercise A on a piece of paper and give it to a partner. Ss write a new sentence for each phrasal verb. Then have them find new partners and read their sentences aloud.

Extra practice

UNIT 5 Lesson A The passive of modal 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. Have Ss practice the conversation in pairs. Then have Ss do Exercise B.

If done in class

A

- **Preview the task** Say, "In this activity you have to decide if the verbs are active or passive." Ask, "What's the pattern for an active modal verb in a sentence?" [modal verb + verb] "What's the pattern for a passive modal verb in a sentence?" [modal verb + *be* + past participle] Read the instructions aloud. Model the activity. Ask Ss to look at the first line of conversation 1. Elicit the answer [should be allowed].
- **Do the task** Have Ss complete the conversations. Check answers with the class.

Answers

1. *A* I think 15-year-olds should be allowed to have jobs. They're old enough.
   B Well, I think they should spend their time studying, not working.
   A Yes, but I still think they ought to be given a choice about whether to work. Some kids need to earn money and they should be encouraged to work.
2. *A* People shouldn't be allowed to get credit cards until they're 21. They're not responsible enough.
   B But young people need to learn to manage their money, don't they?
   A Yes, but they don't have to be given credit cards. They could use debit cards instead.
3. *A* Something ought to be done about dangerous drivers who've caused an accident. Maybe their licenses could be taken away for life or something.
   B But people learn from mistakes. They shouldn't lose their licenses forever.
   A Well, maybe they should be required to take a driving test every year, then.

- **Practice** Have Ss practice the conversations with a partner.

About you

B

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task.
- **Follow-up** For each conversation, have a few pairs share their opinions with the class.

UNIT 5 Lesson B *get* passive vs. *be* passive

If A is done for homework

Briefly preview the task for Exercise A and present Note. Make sure Ss understand what they need to do. Have Ss complete Exercise A at home, then check answers and do Exercise B in class.

If done in class

A

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

Answers

1. People who are / get caught speeding in Norway can be / get fined 10 percent of their annual income. Sometimes they get / are sentenced to 18 days in jail, too. That's pretty harsh. I mean, they should just get / be sentenced to community service instead. – *Lars, Norway*
2. Here in Germany, people don't get / aren't arrested for speeding on the freeway because many areas don't have a speed limit. I love to drive fast, so I definitely think these laws shouldn't be / get changed. But you know, people are / get fined for running out of gas on the freeway. I guess it's dangerous, so . . . – *Lena, Germany*
3. It's interesting, but in some European countries, if your car breaks down, and you get out of the car without a visibility vest, you could be / get fined. I really think laws like that shouldn't be / get enforced. Actually, things like that shouldn't be / get made into laws at all. It should be your own choice. – *Jill, United States*

About you

B

- **Preview and do the task** Read the instructions aloud. Have pairs discuss the questions. Have Ss report their answers to the class. (Note: If using the Extra activity below, write the answers on the board.)

Extra activity CLASS

Have Ss working in small groups use the information on the board to make a final list of laws that should be changed. Groups give reasons for their choices. Groups then decide on two new laws that should be passed.

Extra practice

UNIT 6 Lesson A The past perfect

If A is done for homework

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 and do Exercise B in class.

If done in class

A

- **Preview the task** Read the instructions aloud. Tell Ss to read the entire paragraph before they begin.
- **Present** *Common Errors* Read the information aloud. Say, "Be sure to check that you've used the correct form of the verb following *had*."
- **Do the task** Model the task. Tell Ss to read the first three sentences and complete the two blanks with the simple past or past perfect. Ask a S to call out the answers. [had; had met / met] Ask, "Why are these answers correct?" [The time expression talks about a specific time in the past (*my last year of high school*) that isn't connected to another event in the past; this is the main story line. Then you can use *had met* to emphasize that the event happened before the other events, or you can just use the simple past.] Have Ss complete the blog and compare their answers with a partner. Check answers with the class. Tell Ss to raise their hand if they have a different answer as sometimes both forms are possible.

Answers

I have some good news for everyone! It's a long story, but . . . in my last year of high school, in California, I had a girlfriend named Sophia. We had met / met two years earlier when we were both playing on the softball team. After we graduated, she moved to Texas because she had gotten / got a place at a culinary school there. After a few months, she broke up with me because she had met / met someone else. I was very upset, but I accepted it because we hadn't seen each other since graduation. Eventually, I got a job in Chicago. Before I left California, I had tried / tried to contact Sophia and her family, but no one had returned / returned my calls. Then, last month, I went to the grocery store, and there was Sophia, in line at the checkout. It turned out she had gotten a job in Chicago a month earlier, and she had moved into an apartment on my street! It was weird because I had spent / spent a whole year trying to contact her. And the best thing was that Sophia had missed / missed me, too. Anyway, to make a long story short, we're now planning to get married. Maybe it wasn't a coincidence after all!

B

- **Preview and do the task** Read the instructions aloud. Tell Ss to look at the story again after they finish. Say, "If you left out too many details, tell the story again."

UNIT 6 Lesson B Responses with *So* and *Neither*

If A is done for homework

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. Then do Exercise B in class.

If done in class

A

- **Preview and do the task** Ask, "When do you respond with *So?*" [to agree with an affirmative statement] "When do you respond with *Neither?*" [to agree with a negative statement]
- Ask, "When you add *either* to a short response to show something in common, is it an affirmative or negative response?" [negative] Ask, "What do you add to an affirmative response?" [too]
- Read the instructions aloud. Model the activity. Tell Ss to read conversation 1 and choose the correct response. Elicit the answer and the reason it is correct. [*Neither did I* or *I didn't either* because the response is to *never went*, which is negative and simple past.]
- **Do the task** Have Ss complete the task. Check answers with the class.

Answers

1. Neither did I / I didn't either.
2. Neither have I / I haven't either.
3. So do I.
4. So have I.
5. So am I. / I am too.
6. So did I. / I did too.
7. Neither do I. / I don't either.

About you

B

- **Preview and do the task** Read the instructions aloud. Elicit responses from Ss for responses for disagreeing (e.g. *Really? I am / I'm not;. I did / I didn't; I have / I haven't* etc.). Have Ss practice the conversations.

Extra practice

UNIT 7 Lesson A Causative *get* and *have*

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 and do Exercise B in class.

If done in class

A

- **Preview the task** Review the patterns with *get* and *have* and write them on the board. Ask, "What's the pattern with *get* when you want to say who you ask to do something?" [Subject + *get* + person + *to* + verb] "How about with *have*?" [Subject + *have* + person + verb] Ask, "When who you ask is not important, what's the pattern for *get* and *have*?" [Subject + *get* or *have* + thing + past participle] Read the instructions aloud.
- **Do the task** Tell Ss to complete the sentences and then compare answers with a partner. Check answers with the class.

Answers

1. I don't have my clothes cleaned professionally.
2. We usually have my brother repair things around the house.
3. My friends get me to fix their computer problems.
4. I've never had my hair colored.
5. I often get my sister to cook for me.
6. My neighbor gets his windows washed every week.
7. When I throw a party, I get friends to help me.
8. I don't have my car serviced regularly.
9. I always get people to help me when I try to fix anything in the house.
10. I don't buy new shoes very often. I like to get them repaired. In fact, I'm having a pair of boots repaired right now.

About you

B

- **Preview and do the task** Read the instructions aloud. Model the task with a S. (e.g., *T: I wash all my clothes at home, but I get wool jackets and things like that cleaned professionally. S1: So do I . . .*) Have Ss discuss the sentences.

Extra activity PAIRS

Have Ss find a new partner and report the information from Exercise B (e.g., *I have things like wool jackets professionally cleaned and so does (name).*)

UNIT 7 Lesson B *need* + passive infinitive and *need* + verb + *-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 and do Exercise B in class.

If done in class

A

- **Preview and do the task** Read the instructions aloud. Read aloud the first thing that needs doing in Mia's apartment. Have a S read the example aloud as two separate sentences. Tell Ss to write both forms. Have Ss complete the sentences and then compare with a partner. Check answers with the class.

Answers

1. The lock needs to be fixed / fixing.
2. Some bulbs need to be changed / changing.
3. The glass in the window needs to be replaced / replacing.
4. The shelves need to be adjusted / adjusting.
5. The TV needs to be repaired / repairing.
6. The faucet needs to be tightened / tightening.
7. The rug needs to be cleaned / cleaning.
8. The wall needs to be painted / painting.

B

- **Present *In Conversation*** Books closed. Say, "Which pattern do you think is more common: *need* + passive infinitive or *need* + verb + *ing*?" Have the class vote, using a show of hands. Write the results on the board. Books open. Tell Ss to look at the graph, and read the information aloud.

About you

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task. Have several Ss tell the class about something of their partner's that needs to be fixed, replaced, adjusted, and so on.

Extra activity PAIRS

Have Ss work in small groups to talk about things that need to be done in their neighborhood or the town where the school is located. Groups report their ideas to the class. The class decides which of these things need to be done soon.

Extra practice

UNIT 8 Lesson A Past modals *would have, should have, could have*

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 and do Exercise B in class.

If done in class

A

- **Preview and do the task** Books closed. Write on the board: *would have, should have, could have.* Ask, "When do you use *would have*?" [to imagine your behavior in a past situation] "When do you use *should have*?" [to say what was the right thing to do in a past situation] Ask, "How about *could have*?" [to say what other possibilities there were] Ask, "What form of the verb do you add to make a past modal?" [past participle] Books open. Read the instructions aloud. Have Ss complete the task. Check answers with the class. Ss' written answers to the questions will vary. Possible answers are suggested in parentheses below.

Answers

1. could (*He could have taken the day off work.*)
2. could (*She could have refused to pay the bill in full.*)
3. Should (*You should have asked the man to put one back.*)
4. should (*She should have had it cleaned first.*)
5. Should (*He should have told the salesperson.*)
6. Would (*I wouldn't have done that. I would have gone to the meeting.*)

About you

B

- **Present *Common Errors*** Have a S read the information aloud.
- **Preview and do the task** Read the instructions aloud. Model the activity. Tell Ss to look at the first situation in Lesson A again. Ask Ss, "What could Dan have done instead?" Elicit ideas from the class (e.g., *Dan could have stayed home with his daughter. Dan could have tried to find a babysitter.*). Encourage Ss to ask follow-up questions to continue the conversations. Have Ss discuss their answers to the questions in Exercise A.
- **Follow-up** For each situation, have a few Ss share their ideas with the class.

UNIT 8 Lesson B Past modals for speculation

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 and do Exercise B in class.

If done in class

A

- **Preview and do the task** Review the past modals for speculation with the class. Write the meanings (on the left) on the board. Then elicit and write the correct past modal (given in parentheses below) on the board.

  I'm sure (must have).

  It's possible (could have).

  Maybe (may / might have).

  It's possible something didn't happen (may / might not have).

  It's not possible (could not / couldn't have).
- Read the instructions aloud. Ask a S to read aloud the original sentence and the example answer.
- **Do the task** Have Ss write the sentences and compare answers with a partner. Check answers with the class. Say, "Remember that there may be more than one correct answer. Tell the class if your answer is different."

Answers

1. "There must have been an accident."
2. "They may / could / might have had a fight."
3. "I couldn't have left my credit card at the store."
4. "I may / could / might have written down the wrong time."
5. "I must have called the wrong number."
6. "She couldn't have forgotten."

About you

B

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task.
- **Follow-up** Have a few Ss share their story with the class.

C

- **Preview and do the task** Read the instructions and the example aloud. Elicit other ideas from the class (e.g., *I could have dropped it. I may have left it on the subway / in the car.*). Have Ss think of and write down the possible reasons. Tell Ss to read their lists to their partner.

Extra activity PAIRS

Pairs from Exercise B join another pair and put their lists of possible reasons together. Groups present their lists to the class. The group with the most reasons that no other group has is the winner.

Extra practice

UNIT 9 Lesson A Reported speech

If A is done for homework

Briefly preview the task for Exercise A and present Note. Make sure Ss understand what they need to do. Have Ss complete Exercise A at home, then check answers and do Exercise B in class.

If done in class

A

- **Present *Note*** Books closed. Say, "When you report speech, the verb tense often shifts back." Call out several verbs (e.g., *is, have, gave, haven't spoken, have been driving*). After each verb, have the Ss call out the same verb if used in reported speech. Write on the board: *I'm destroying my things.* Ask Ss to write down the sentence as it would be in reported speech after *He said that he. . . .* Books open. Ask a S to read the information aloud. Find out how many Ss wrote the correct verb.
- **Preview and do the task** Read the instructions aloud. Ask Ss to read the first sentence in the paragraph. [I don't think that I'm very materialistic.] Direct Ss' attention to the example answer and ask a S to complete it and read it aloud.
- **Do the task** Tell Ss to complete the sentences and to shift back the verb tenses. Check answers with the class.

Answers

1. Pablo said that he didn't think that he was very materialistic.
2. He said he was moving to a new apartment, and so he'd / had been trying to get rid of the things he didn't want.
3. He said he thought that he was very self-disciplined and said he only spent money on things he really needed.
4. He said that he'd / had kept a few gifts that he'd / had never used – things that close friends had given to him.
5. He said he'd / had kept some old family photos that he couldn't throw away.
6. He said over the years, he'd / had bought a lot of books and that he'd / would probably give most of them away.

About you

B

- **Preview and do the task** Read the instructions aloud. Say, "Ask your partner the two questions. Take a few notes to help you with the next part of the activity." Have Ss interview each other.
- **Present *Common Errors*** Books closed. Write on the board: *She said ____ she wasn't materialistic. She told ____ she wasn't materialistic.* Ask, "Which sentence needs an object like *me* to be correct?" Have a S come to the board to add *me* to the correct sentence. [She told me she wasn't materialistic.] Books open. Ask a S to read the information aloud.
- Have Ss find a new partner and report the answers they received in the first part of the activity. Remind them to use reported speech.
- **Follow-up** Have a few Ss report something interesting they learned from their original partner.

UNIT 9 Lesson B Reported questions

مرجع زبان ایرانیان

If A is done for homework

Briefly preview the task for Exercise A and present In Conversation. Make sure Ss understand what they need to do. Have Ss complete Exercise A at home, then check answers in class. Do Exercise B and present Common Errors in class.

If done in class

A

- **Preview and do the task** Ask, "What's the word order in a reported question?" [statement order] Read the instructions aloud. Say, "You can use *if* or *whether*." Have Ss write the reported questions, shifting back the verb tenses, and then compare their answers with a partner. Check answers with the class.

Answers

1. He asked me if I was saving up for anything special.
2. He wanted to know how much money I had spent today.
3. He asked me what my favorite store was.
4. He wanted to know if / whether I could live without. . . .
5. He asked how I kept track of my money.
6. He wanted to know if / whether my bank account. . . .
7. He wanted to know how often I checked my. . . .
8. He asked me if / whether I ever spent too much. . . .

- **Present *In Conversation*** Books closed. Say, "Look at the reported questions you wrote for questions 4 and 6." Using a show of hands, find out how many Ss used *if* and how many used *whether*. Ask, "Which one do you think is more frequent in conversation? Write your answer." Books open. Have a S read the information aloud.

About you

B

- **Preview the task** Read the instructions aloud. Model the task. Call on a S and ask the first question, then report the question and the S's answer. (e.g., *T: Are you saving up for anything special? S: I'm saving up for a car. T: I asked him if he was saving up for anything and he said he was saving up for a car.*) Tell Ss they can write a few words to help them remember the answers.
- **Present *Common Errors*** Read the information aloud.
- **Do the task** Have Ss ask and answer the questions and then report to a new partner.

Extra practice

UNIT 10 Lesson A Talking hypothetically about the 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 and do Exercise B in class.

If done in class

A

- **Preview and do the task** Read the instructions aloud. Direct Ss' attention to the first sentence. Ask, "What verb form is used in the *if* clause?" [past perfect] "What verb form is used in the main clause?" [past modal] Have Ss complete the statements. Check answers with the class. Have a different S read each statement aloud.

Answers

1. If I'd / had worked harder at school, I might have gotten a better job.
2. If I hadn't quit my job, I wouldn't have met my new friends.
3. If my family hadn't encouraged me, I wouldn't have had the confidence to apply for my current job.
4. If my neighbor had taken different subjects, he would have had better job opportunities.
5. If I'd gotten better grades, I could have gotten into grad school.
6. If I had studied English at an earlier age, I might have taken this class years ago.
7. If my parents hadn't set aside the money, they couldn't have afforded a big house.
8. If we'd / had grown up 50 years ago, our lives might have been very different.

About you

B

- **Preview and do the task** Read the instructions aloud. Have a S read the example sentence aloud. Have Ss make four true sentences and then tell them to a partner. Say, "You can ask follow-up questions to get more information." Tell Ss to listen to make sure their partners use the correct forms in the *if* and main clauses.
- **Follow-up** Have Ss find a new partner. Ss report back as much as they can remember about what their first partner said.

UNIT 10 Lesson B Tag questions

If A is done for homework

Briefly preview the task and present the Note for Exercise A. Make sure Ss understand what they need to do. Have Ss complete Exercise A at home, then check answers and do Exercise B in class.

If done in class

A

- **Present *Note*** Books closed. Write on the board and have Ss copy into their notebooks:

  You have a guitar, . . .
  She didn't have connections, . . .
  He's doing really well, . . .
  They were getting bad press, . . .
  I'm right, . . .
  I'm not wrong, . . .

  Say, "Complete the sentences on the board with a tag question." Books open. Ask a S to read the note aloud. Tell Ss to check their answers.
- **Preview and do the task** Read aloud the instructions and the example sentence. Write the first answer on the board. Ask, "Why is *don't* correct?" [The verb is affirmative, simple present, *have*.] "Why is *they* correct?" [It refers to *couple*.] Have Ss complete the sentences. Check answers with the class.

Answers

1. Celebrity couples often have problems with their marriages, don't they?
2. People are not really watching reality shows anymore, are they? They've lost interest in them.
3. You don't have to have a lot of confidence to go on a talent show, do you?
4. It's easier to become an Internet celebrity these days, isn't it?
5. Some actors don't deserve all the bad press they get, do they?
6. To be successful in Hollywood, you have to have connections, don't you?
7. Some singers are just terrible when they perform live, aren't they? I'm not the only one who thinks that, am I?
8. The old black and white movies were much better than today's movies, weren't they?
9. Some actors have dropped out of sight completely, haven't they?
10. They're making a lot of violent movies these days, aren't they? I'm right about that, aren't I?

About you

B

- **Preview and do the task** Read the instructions aloud. Model the activity by saying aloud the first comment. Elicit responses. Have Ss take turns starting conversations with a comment from Exercise A. Ss respond with their own views. Encourage Ss to use tag questions when they respond.

Extra practice

UNIT 11 Lesson A Passive of present continuous and present perfect

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 and do Exercise B in class.

If done in class

A

- **Present *Common Errors*** Read the information aloud.
- **Preview the task** Read the instructions aloud. Have Ss look at the example. Ask, "Why does this need a passive verb?" [*jobs* don't create the industry; *jobs* is the receiver of the action and we don't know who is creating the jobs] "Why is *are being created* the correct form of the passive here?" [The active form is in present continuous.]
- **Do the task** Have Ss read the sentences and change those that should be in the passive. Have Ss complete the task and compare answers with a partner. Check answers with the class.

Answers

1. Fewer jobs are being created in the construction industry.
2. (No change.)
3. Skilled workers have been recruited from other countries.
4. Smoking has been banned in public places.
5. A lot of older houses have been knocked down to make room for new buildings.
6. In the last few years, young people haven't been encouraged to go to college.
7. Plans to address water shortages have not been discussed.
8. More and more life-saving medicines have been developed in the last ten years.
9. A large number of bank employees have been laid off because their jobs have been outsourced to other countries.
10. New gyms and swimming pools are being built in some neighborhoods because people are demanding better facilities.

About you

B

- **Preview and do the task** Read the instructions aloud. Model the activity. Say, "More construction jobs are being created where I live. A lot of new high-rise buildings and condos are being built in the downtown area." Have pairs discuss the sentences.

Extra activity INDIVIDUAL

Have Ss write a paragraph on one of the sentences that they discussed with a partner. Remind Ss to use the passive of present continuous and present perfect where possible.

UNIT 11 Lesson B Linking ideas

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 and do Exercise B in class.

If done in class

A

- **Preview and do the task** Read the instructions aloud. Direct Ss' attention to the example. Ask, "Why has *to drive* been changed to *driving*?" [*Instead of* is a preposition and is followed by verb + *-ing*.] Have Ss rewrite the sentences and compare answers with a partner. Check answers with the class.

Answers

1. I think it's better to get around by bicycle instead of driving your car everywhere.
2. I'm concerned that carbon dioxide levels are rising due to increased burning of fuels.
3. I'm worried that congestion on the roads is still a problem, in spite of improvements.
4. It's annoying that people often throw away plastic bottles even though you can recycle them.
5. I think we should use things like lemon juice as a cleaning product so that we won't need to buy so many toxic chemicals.
6. We should reduce our energy use in order to protect the environment.
7. It worries me that obesity in children is becoming more of a problem as a result of unhealthy eating habits.

About you

B

- **Preview and do the task** Read the instructions aloud. Read aloud sentence 1. Ask Ss if they agree or disagree. Elicit answers and reasons. Have the class brainstorm solutions to problems (e.g., *A fee could be charged for driving downtown.*). Have Ss discuss the concerns in Exercise A. For each statement in Exercise A, have a few Ss give their opinions.

Extra activity GROUPS

Each group selects or is assigned a concern from Exercise A. The group plans a short presentation on the issue, including reasons to agree or disagree and solutions. Groups share their presentation with the class.

Extra practice

UNIT 12 Lesson A *What* clauses and long noun phrases as subjects

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 and do Exercise B in class.

If done in class

A

- **Preview and do the task** Read aloud the instructions and sentence 1. Ask, "What will the new sentence begin with?" [a *what* clause] Say, "Look at sentence 2. What will the new sentence begin with?" [a long noun phrase] Have Ss rewrite the sentences. Check answers with the class.

Answers

1. What is / What's really important is making a good impression.
2. Something a friend of mine did was offer to help the manager.
3. What my sister did was introduce herself to everyone.
4. The best thing you can do is smile.
5. What I would do is try to listen and learn from my co-workers.
6. What I like to do is (to) find out as much about the job as possible before starting. The advantage of that is that then you feel prepared.

About you

B

- **Preview and do the task** Ask, "Do you agree with this advice? Do you disagree with any of it? Tell your partner. What other advice do you have for someone on their first day of work?" Have Ss discuss the questions and report to the class.

UNIT 12 Lesson B The future continuous and future 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 and do Exercise B in class.

If done in class

A

- **Preview the task** Read the instructions aloud. Ask, "What verb form do you use to talk about an ongoing event in the future?" [future continuous] "How about when you talk about an event you expect to happen if everything goes to plan?" [future continuous] Elicit the pattern from Ss and write it on the board [*will / won't* + *be*+ verb + *-ing*]. Ask, "What's the correct form to talk about events that are in the past when you 'view' them from the future?" [future perfect] Elicit the pattern from Ss and write it on the board [*will / won't* + *have*+ past participle].
- **Do the task** Read the instructions aloud. Say, "Before you begin, read both what Natalie says about her future and the sentences that you have to complete." Have Ss complete the sentences and then compare answers with a partner. Check answers with the class.

Answers

1. In a few months, Natalie will have finished her degree in math, and she'll / will be getting ready to go to medical school.
2. Five years after that, she'll / will have left medical school, and she'll / will be doing an internship somewhere.
3. She probably won't have decided which area of medicine she'd like to work in by then.
4. She doesn't know who she'll / will be working with or where she'll / will be living.
5. She might be moving to a different country to work.

About you

B

- **Preview and do the task** Read the instructions aloud. Model the activity with a S (e.g., *T: What will you be doing 24 hours from now? S: I'll be sitting in math class. T: What will you have done by then? S: I'll have finished my math homework!*). Have Ss complete the task.

Extra activity PAIRS

Ss work in pairs and imagine that it is the year 2050. Partners discuss what people will be doing, and what they will have done by then. Elicit topics (e.g., *transportation, food, clothing, communication methods*). Pairs share their ideas with the class.

UNIT 12

Lesson A *What* clauses and long noun phrases as subjects

A **Rewrite these sentences to give someone advice about starting a new job. Start with the words given.**

1. Making a good impression is really important.
   What _____.
2. A friend of mine offered to help the manager.
   Something _____.
3. My sister introduced herself to everyone.
   What _____.
4. Smile – that's the best thing you can do.
   The _____.
5. I would try to listen and learn from your co-workers.
   What _____.
6. I like to find out as much about the job as possible before starting. Then you feel prepared.
   What _____.
   The advantage of that _____.

About you **B** **Pair work** **Do you agree with this advice? What other advice do you have for someone on their first day at work?**

UNIT 12

Lesson B The future continuous and future perfect

A **Read what Natalie says about her future. Then complete the sentences.**

"I'm finishing my degree in math right now. I hope I do well on my exams because I've applied to go to medical school next year. The program lasts four years, and then there are three to seven years of internship to do after that. I don't know what type of medicine I want to work in yet, but I have a lot of time to decide. I might go and work in another country. Who knows?"

1. In a few months, Natalie _____ (finish) her degree in math, and she _____ (get) ready to go to medical school.
2. Five years after that, she _____ (leave) medical school, and she _____ (do) an internship somewhere.
3. She probably _____ (not decide) which area of medicine she'd like to work in by then.
4. She doesn't know who she _____ (work) with or where she _____ (live).
5. She _____ (might move) to a different country to work.

About you **B** **Pair work** **Think of three ideas for each question. Tell your partner.**

What will you be doing . . .

- 24 hours from now?
- in three months?
- in five years?

What will you have done by then?

Unit 1 Language summary

Nouns
art studio
exhibition
going-away party
kickboxing
sculpture
talented artist
the love of your life

Time expressions
all of a sudden
currently (= these days)
lately (= recently)
later this year
one day
on the day of (the speech)

Adjective
thrilled

Verbs
Verb* + to + *verb
agree to do
decide to do
expect to do
happen to do
intend to do
offer to do
seem to be

***Verb* + *verb* + -ing**
consider doing
finish doing
imagine doing
miss doing
(not) mind doing
spend (time) doing

***Verb* + *particle* + -ing**
end up doing
keep on doing

***Verb* + *preposition* + -ing**
plan on doing
think about doing

Verb* + to + *verb* / *verb* + -ing *with same meaning
begin doing / to do
bother doing / to do
continue doing / to do
hate doing / to do
like doing / to do
love doing / to do

Verb* + to + *verb* / *verb* + -ing *with different meaning
remember doing
(= remember you did)
remember to do
(= not forget to do)
stop doing
(= end an action or habit)
stop to do
(= stop in order to do)
try doing (= experiment)
try to do (= make an effort)

Expressions
Check this out.
I can't get through the day without . . .
. . . in case anything happens.

Other verbs
barbecue
buy yourself a treat
do something for fun
face a challenge
fall in love with
get in (pretty good) shape
knock on the door
lean over and say something
let (a visitor) in
look over at (someone)
stick together
surf
take (long weekends) off
transfer an employee to another city
wander around (a neighborhood)

Indefinite adverbs
anywhere else
someplace

Linking words
in case

Asking interview questions
How long have you been living here?
Have you ever lived in another country?
What kind of music are you listening to currently?
What's your favorite way of spending (an evening)?
When did you last (buy yourself a treat)?
What did you do for your last birthday?
What's the nicest thing anyone has ever done for you?
Who or what is the greatest love of your life?
What were you doing at this time yesterday?

Telling how things happened
How did you end up working for this company?
I spent three years teaching at a high school and I intended to keep on working there.
I wasn't planning on changing jobs, but one day I happened to see an ad online.
I remember thinking, "Should I bother to apply for it?" But it seemed to be the perfect job for me, so I decided to go for it.
I tried applying for the job – I didn't expect to get it.
I started working here two months later. I can't imagine working anywhere else now.
I miss working with teenagers, but you can't have it both ways.

Challenges and opportunities
Take every opportunity you get in life.
It was a big challenge for me to . . .
I tried very hard to . . .

Introducing a story
It's a long story. . . .
Remember that time (we were hiking)?
My friend is always getting into funny situations, and one time she was invited to a party . . .

Highlighting key moments in a story
We were on this trail, and it was getting dark.
Then Bryan says, "Where are we?"
It was that bad – we couldn't see a thing.
There were all these trees around us.
And we're thinking, "Oh, no."
And we're both getting kind of scared.
All of a sudden, we hear this weird noise . . .

Concluding a story
And the rest is history.
It was just like in a movie.
To make a long story short, . . .

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Unit 2 Language summary

Nouns

Colors
bright color
pastel color
pastels
solid color

adjective or noun
dark green
deep blue
light green
navy blue
neon green
royal blue
turquoise

Materials
cashmere
cotton
denim
leather
polyester
rubber
silk
suede
wool

Clothes
scarves (scarf)
sneakers
turtleneck
V-neck

Other
a background in design
comfort
e-reader
full price
look
looks
luxury
makeover show
romance
sale rack
science fiction (sci-fi)
song lyrics
tablet
vitamin drinks

Adjectives

Styles
baggy
boot-cut
fitted
flared
long-sleeved
short-sleeved
skinny
tight

Patterns
floral-print
plaid
polka-dot
striped

Other
available
choosy
in (fashion)
just right
plain
scruffy
stylish

Verbs

Appearance
care about your appearance
color your hair
give a friend a makeover
give someone the chance to (choose a new look)
have similar tastes (in clothes)
pay attention to (how you look)
wear makeup

Shopping for clothes
fit
have a huge selection of
look around before you decide
make a good choice
spend money on yourself
try (a jacket) on

Other
do all the tourist things
explore
have a big collection of books
have broad tastes in music / food / books
know everything
put thought into something
see the sights

Comparisons
as little . . . as
just as . . . as
(not) as . . . as
(not) as many . . . as
(not) as much as
(not) as much . . . as

Expressions
Overall, I think . . .

Comparing styles
Bright colors look better on him than pastels.
Pastels don't look as good on him as bright colors.
She doesn't wear as many bright colors as she should.
I don't like short hair as much as long hair.
These pants are just as comfortable as my jeans.

Talking about taste and style
He doesn't pay as much attention to his appearance as he should.
They gave him the chance to choose a new look.
He tried as hard as he could to find the right style.
He doesn't look as scruffy as he did.
I spend as little time as possible on my makeup.
I wouldn't usually wear this much makeup.
I don't like pastels that much.
I like that dress on you. It suits your personality.
With clothes, are looks as important as comfort?

Shopping
Those (tops) are available in a range of colors.
That (jacket) looks good on you.
It's not on sale. It's full price.

Expressing an opinion
Isn't this jacket great?
Don't you think it's great?
Don't you just love this scarf?

Suggesting an idea
This would look good on you, don't you think?
Isn't it a little expensive?
Don't you think that color is too bright?

Showing surprise
Oh, isn't it on sale?
Don't you like it?

Talking about tastes in things
I read all kinds of stuff, from romance to science fiction.
She has a ton of music and as much stuff for the kitchen as she could ever want.
I like to look for something really unusual.
Are you good at choosing colors and fabrics? – No, not at all.

Summarizing what people say
She seems to have a lot of different interests.
Sounds like she has everything she needs.
Sounds like your mother's a walking encyclopedia.

Moving on to a new aspect of a topic
Now, do you have similar tastes?
Now, do you like to do all the tourist things?

Language for writing: Punctuation
I wear every color under the sun – sometimes all at once!
My clothes are fun, colorful, and unusual.

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Unit 3 Language summary

Nouns

Traditions

festival
folk music
handicrafts
manners
national anthem
national costume
national sport
proverb
symbol
typical dish

Adjectives

acceptable
appropriate
customary
impolite
inappropriate
polite
rude
traditional

Verbs

Traditions: passive verbs

be carved out of (ice)
be exported
be held
be made into (jewelry)
be made locally
be made of (gold / silver)
be made out of (wood)
be made with (rice / vegetables)
be painted by hand
be served with (hot sauce)
be sold all over the world

Behavior

bargain with street vendors
cut in line
have an argument
hold hands in public
keep your voice down
point at people
show affection in public
stand too close to people
stare at a person
take (your shoes) off
tip a cab driver
wait your turn
walk around barefoot

Eating at restaurants

ask for a box for leftovers
give / leave a tip
take a friend with you
take a phone call during dinner
talk with your mouth full
(not) show up at all

Living abroad

feel homesick
go back home
have a curfew
remind you of home

Greeting

bow
kiss
shake hands

Irregular past / past participle

shook / shaken (shake)

Adverbs

abroad
absolutely
certainly
definitely
honestly
just
locally
of course

Expressions

(from) all over the world
In fact, . . .
To be honest, . . .
To tell you the truth, . . .

Talking about traditional things

This dish is made with rice. It's eaten cold.
This festival is held every February.
It's worth visiting the local markets.
These earrings are made locally.
The ice festival is worth seeing.
The statues are carved out of ice.
Emeralds are mined near our city.
We're known for our chocolate.

Talking about manners and behavior

It's acceptable (not) to . . .
It's good / bad manners to . . .
It's customary to . . .
It's impolite (not) to . . .
It's considered rude to . . .
Eating food in public is bad manners.
Not shaking hands is impolite.
People might stare at you for not shaking hands.
You can offend people by cutting in line.
You shouldn't walk into someone's home without taking off your shoes.

Sounding more direct

Now that you live abroad, what do you miss about home?
I don't miss much about home. In fact, I don't miss anything. I definitely don't miss the food.
What did you bring with you to remind you of home?
Actually, I didn't bring anything.
What would you miss if you moved back home?
I'd absolutely miss the food if I moved back home.
To be honest, it would be weird to speak my own language.
I just don't see a challenge in that.
To tell you the truth, living back home would be boring.
I honestly don't know what I would do.

Showing your ideas are not surprising

If I moved abroad, I'd miss my friends and, of course, my family.

Showing you agree or understand

I'm really homesick.
Of course. That's normal when you move abroad.

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Unit 4 Language summary

Nouns

Social types
extrovert
introvert
party person
people person
social animal

Social events
barbecue
family reunion
fancy wedding
surprise party
wedding reception

Adjective
ambitious

Verbs

Modality
be supposed to (= have to / should)
be supposed to (= they say)
was / were going to
was / were supposed to

Inseparable phrasal verbs
get around to (buying a gift)
get away with (wearing jeans)
get off work early
get out of (an invitation)
get out of (going to a party)
get over (feeling embarrassed)
get over (an argument)
get through (an event)

Expressions with get
get going
get home
get ready at the last minute
get the feeling that . . .
get to know
get used to (dressing up)

Plans and social events
call a meeting
cancel plans
celebrate your birthday
come and get someone
dress up (for a fancy wedding)
find it hard to (get through the day)
give / throw a party
hurry
look forward to something
make something / anything special
stay out late
tell a white lie (to get out of an invitation)
walk in late
wear formal clothes

Social style
be good at small talk
be the center of attention
engage in chitchat
keep a low profile
talk one on one
think of yourself as a social animal / an individual

Other
work your way up (in an organization)

Adverbs
anyway
instead
somehow

Linking words
as (= because)
as (= being)
as (= while / during the time when)

Expressions
anyone in particular
at the last minute
By the way, . . .

Discussing common opinions and forecasts
The party is supposed to be a barbecue.
It's supposed to rain later.
What's that new theater supposed to be like?

Saying what's expected
He's not supposed to eat chocolate – he's on a diet.
I'm not supposed to stay out late (but maybe I will).
I'm supposed to be studying (but I'm not).
We're supposed to be there by 7:00.

Saying what was expected or planned
He was going to give us directions (but he didn't).
I was supposed to study, but I went out instead.
I wasn't supposed to go out, but I did anyway.
My friends were supposed to pick me up at 6:00 (but they never showed up).

Talking about social events
I couldn't get out of going to the party – I had to go.
I didn't get around to buying a birthday gift.
My mother will never get over it if we walk in late.
She'll never get over feeling embarrassed.
I'll never get through this wedding reception.
I'm not very good at small talk.
Parties aren't really my thing.

Getting ready for social events
I'll never get used to dressing up for fancy weddings.
Can I get away with wearing jeans to the party?
If you need a ride, I'll come and get you.
We have to get going or we'll be late. Let's hurry.

Conversational expressions
I don't get it.
Oh, come on!
All I know is that . . .

Using so in conversation

When you're not sure and you want to check
So parties aren't your thing, huh?
So you're not going to go?

Starting a topic
So, have you planned your next vacation?
So, there's another work party on Friday.

Closing a topic
So, yeah. I'll just say I have other plans.
So it was great.

Pausing for someone to draw a conclusion
I'd rather talk one on one, so . . .
I've never had a surprise party, so . . .

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Unit 5 Language summary

Nouns

Crimes / offenses
armed robbery
burglary
cyber crime
graffiti
jaywalking
kidnapping
killing
minor offense
murder
robbery
shoplifting
speeding
stealing
vandalism
white-collar crime

Crime prevention
deterrent
invasion of privacy
metal detector
security camera

Punishments
community service
complex issue
fine
life in prison
penalty

Criminals / offenders
burglar
jaywalker
kidnapper
murderer
robber
shoplifter
vandal

Adjectives
intrusive
responsible
R-rated (movie)

Adverbs
again and again
altogether
at some point
basically
far too
relatively
severely
strictly

Verbs

Passive of modal verbs
could be (changed)
have to be (done)
must be (done)
ought to be (changed)
should be (banned)
shouldn't be (allowed)

Get *passive*
get (caught)
get (robbed)

Laws and regulations
ban a movie
be against the law
pass a law

Results of crime
get hurt
get killed
get robbed

Irregular past / past participle
caught / caught (catch)
stole / stolen (steal)

The age of majority
be allowed to (vote at 18)
be encouraged to (vote)
be given your freedom
be made to (vote)
engage in (new activities)
get involved in an accident
learn from your mistakes
manage your own finances
quit school
raise the age limit
raise the legal age (for)
skip school
turn 18

Crimes and offenses
break into (a home)
cause an accident
commit armed robbery
have a gun without a license
just cross the street anywhere
kidnap someone
kill someone
rob a person
speed
steal from a company
take someone captive

Enforcing the law
be / get arrested for (jaywalking) → arrest someone for . . .
be / get caught (shoplifting) → catch someone (shoplifting)
be / get enforced → enforce a law
be / get stopped for speeding → stop a driver for speeding
be in favor of security cameras
be recorded
give (someone) a false sense of security
prevent accidents
put (police) on the streets
reduce crime
solve a crime

Punishments
be / get convicted of a crime
be / get fined for speeding
be / get punished severely
be / get sentenced to life in prison
be / get sent to prison (for 15 years)
be put on probation
clean up (graffiti)
go to jail / prison
hold someone responsible
lose your (driver's) license
pay for the damage

Talking about the age of majority
Something must be done about R-rated movies.
Movies with violent scenes should be banned.
The law ought to be changed.
The legal age for driving could easily be changed.
They should pass a law that says . . .
You shouldn't be allowed to marry at 18.
Young people have to be given their freedom.

Talking about crime and punishment
How should vandals be punished?
What penalty should you get for jaywalking?
Laws against speeding should be enforced strictly.
People who get caught speeding should be arrested if they cause accidents.
Some murderers get sentenced to 15 years in prison.
It's a complex issue.

Talking about security issues
I think security cameras make people feel safer and help the police solve crimes. They're a good deterrent.
They're intrusive and they're an invasion of privacy.

Organizing your views
There are two problems . . .
I'm not sure about that, for two reasons . . .
First (of all), . . . Second (of all) / Secondly, . . .
(Number) One, . . . Two, . . .
A, . . . B, . . .
The thing is . . . / Another thing is . . .
The point is . . . / Basically, . . .

Showing someone has a valid argument
That's true.
You've got a point there.
I never (really) thought of it that way.

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Unit 6 Language summary

Nouns

Love and marriage
bride
husband-to-be
soulmate
unmarried man
unmarried woman
wife-to-be

Sleep and dreams
bad dream
insomnia
nightmare
recurring dream
talking in your sleep

Other nouns
chess
forum

Adjectives
close (friend)
colorful (characters)
crazy
silly
strange
superstitious
weird

Verbs

Coincidences
appear out of nowhere
call out of the blue
run into (an old friend) unexpectedly

Strange experiences
experience telepathy
have déjà vu
read someone's mind
see a UFO (unidentified flying object) in the sky
tell what someone is thinking

Irregular past / past participle
swept / swept (sweep)

Superstitions
believe in (superstitions)
come into money
disappear
dream of (a snake)
find a four-leaf clover
make your own (good) luck
pick (coins) up
put (clothes) on inside out
put shoes on the table
see a crow in the morning
sweep over someone's feet with a broom
throw salt over your shoulder
walk under a ladder

Other verbs
become a member of (a club)
get in touch (with)
get / receive someone's mail
have a chance (to go somewhere)
have company
hear from someone
set up camp
show up (at a restaurant)

Sleep and dreams
be afraid of the dark
come true
have a nightmare

Adverbs
just (= only)
just (= really)
unexpectedly

Time expressions
after (seeing)
before (starting)
soon after (arriving)

Frequency expression
occasionally

Expressions
all her married life
It turned out that . . .
off the wall
out of nowhere
out of the blue

Saying what happened before a past event
I had set up camp and was cooking, and this van appeared out of nowhere with two guys in it.
It was nice to have company because I hadn't spoken to anyone in days.
My boyfriend was showing me photos of an old friend that he hadn't seen in years because he'd moved away.
And then the phone rang . . .

Coincidences and strange events
One thing that sticks in my mind is (that) . . .
It turned out that one of the guys had graduated from the same college as I did.
You'll never believe it – he just called out of the blue.
It's a small world! / Small world, huh?
Life is full of coincidences.

Superstitions
It's good luck / bad luck to . . .
It's lucky / unlucky to . . .
You'll have good luck if you throw a pinch of salt over your shoulder.
Your wish will come true if . . .
If a bride wears pearls, she'll cry all her married life.
If you pick up coins, you will come into money.
If you put your clothes on inside out, you'll get a nice surprise.
If you sweep over an unmarried woman's feet with a broom, she'll never get married.

Showing you're the same
So do I. / So am I. / So did I. / So have I. / So was I.
Neither do I. / Neither am I. / Neither did I. / Neither have I. / Neither was I.

Repeating ideas to make your meaning clear
I often have the same dream, too – you know, a recurring dream.
I always have pleasant dreams. They're never bad or scary.

Using just to make things stronger and softer

Stronger
I just love all those TV shows about telepathy.
I often have weird dreams, I mean, just off the wall.

Softer
It's just a little strange.
Coincidences are just events that you notice more than others.

Sleep and dreams
I dream I'm sitting in a garden, waiting for someone.
I always have pleasant dreams.
It's silly to be afraid of the dark.

Language for writing: Sequencing events
Before starting college, she had never ridden a bicycle.
Soon after arriving on campus, she joined a cycling club.
She almost turned around and left after seeing all the other cyclists with their racing bikes.

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Unit 7 Language summary

Nouns

Shops and services
camera store
copy shop
dry cleaner's
garage
hairdresser
hair salon
interior designer
optometrist

Other nouns
brakes
ceiling fan
dishwasher
doorknob
hammer
memory card
microwave
screwdriver
showerhead
washer
water damage

Verbs

Repairs and maintenance
need (adjusting)
need to be (replaced)

Causative
get someone to do something
have someone do something

Causative passive
get something done
have something done

Nouns	Adjectives
Damage	**Damage**
dent	dented
hole	leaking
leak	loose
scratch	scratched
stain	stained
tear	torn

Doing things yourself
cut your own hair / bangs
do your own car repairs
do your own decorating
fix something yourself
iron your own clothes

Home maintenance
be (a half hour) slow
build a new house
decorate a house
fall off
file (papers)
flood (the apartment)
make a funny noise
pick (curtains) out
repair (water damage)
replace (a washer)
tear a curtain
tune (a piano)

Car maintenance
adjust the brakes
break down
change a tire
do routine things like put oil in the car
have a flat tire
service a car
take a look at (a car)

Technical problems
adjust (the TV screen)
be dead (a battery / phone)
fall apart
flicker on and off
get a shock
keep (flickering)
recharge (a cell phone)
turn on
upgrade (computer memory)

Irregular past / past participle
built / built (build)
tore / torn (tear)

Expressions
I'll never try that again.
It saves me money.
Not anymore.

Doing things yourself
Once I cut my own hair. I'll never try that again!
Do you do your own repairs to save money?
Not anymore! Once I tried fixing the dishwasher myself and I flooded the apartment.

Using professional services
I get my brother to repair my car.
I have a hairdresser cut my hair.
I had a plumber come to the house to fix a leak.
I paid to have someone fix my dishwasher.
I got my hair cut at a hair salon.
I had my house decorated professionally.

Talking about home maintenance problems
My dishwasher flooded the entire apartment.
It cost me a fortune to have the damage repaired.
The doorknob is loose – it's going to fall off.
The filter needs cleaning / needs to be cleaned.
The air conditioner is making a funny noise.
There's a leak in the shower – it's leaking.
It's just a washer that needs replacing / to be replaced.

Talking about car problems
My car keeps breaking down. I need to get it fixed.
The brakes need adjusting / need to be adjusted.
My car is dented – there's a big dent in the door.

Talking about technology problems
The TV keeps (flickering).
The microwave isn't working. It won't (turn off / on).
My phone needs recharging / needs to be recharged.
Something's wrong with the lamp. I got a shock from it.
This clock is a half hour slow and that clock stopped!
There's a scratch on this DVD – it's scratched.

Damage to clothes
I have a coffee stain on my shirt. / My shirt is stained.
I have a tear / a hole in my jacket. / My jacket is torn.

Using "short" sentences
Done. (= That's done.)
Just broke a nail. (= I just broke a nail.)
Left a bit. (= Move that picture to the left a bit.)
Love it. (= I love it.)
Ready? (= Are you ready?)
Hurry up.
There you go.
Want some help? (= Do you want some help?)

When things go wrong
Ooh! / Uh-oh! / Shoot!
Oops! / Whoops!
Ouch! / Ow!
Ugh! / Yuck!

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Unit 8 Language summary

Nouns

Qualities
aggression
confidence
determination
flexibility
honesty
intelligence
realism
self-discipline
self-esteem
sensitivity
sympathy

Emotions
anger
depression
grief
guilt
happiness
hate
jealousy
sadness
shame

Adverbs
almost
either way
emotionally
normally

Adjectives

Qualities
aggressive
confident
decisive
determined
emotional
flexible
honest
impulsive
intelligent
motivated
optimistic
positive
realistic
rude
self-disciplined
sensitive (to)
sympathetic

Emotions
angry
ashamed
depressed
(feel) guilty
jealous
sad
stressed out
upset

Verbs

Expressing anger
be off somewhere sulking
control your anger
express anger in private
hang up on someone
have a fight
have an argument
lose your temper
mope
sulk
upset (someone)
yell at someone

Expressing emotions
cope with aggression
criticize
have no sympathy for
have something on your mind
hug someone
hurt someone's feelings
laugh out loud
make a complaint
manage your emotions

Other verbs
achieve your goals
annoy
apologize
borrow (a book)
break down
die (= battery run down)
get off (the elevator)
get tied up in (traffic)
set goals for yourself
swerve (to avoid someone)
tell someone what to do

Talking hypothetically about the past
would have / wouldn't have (lost my temper)

Saying what was the right thing to do
should have (apologized)
shouldn't have (yelled)

Talking about missed opportunities
could have (hung up)
couldn't have (done much else)

Speculating about the past
couldn't have (forgotten) (= It's not possible.)
may / might have (forgotten) (= maybe)
may / might not have (remembered) (= maybe not)
must have (gotten tied up in traffic) (= I bet . . .)

Inconsiderate behavior
block the doors (on the subway)
cause an accident
cut in line
get someone's order wrong
hit a car
knock (a person) over
throw litter (out of a car)
make excuses
make (too much) noise
push ahead of people to get a seat
push (on the subway) to get past people
scratch another car / vehicle
spill (coffee) on someone
take someone's parking spot

Talking hypothetically about the past
Normally, I would have been more polite.
What would you have done in that situation?
I would have hung up. I wouldn't have gotten mad.
Would you have lost your temper?
No, I probably wouldn't have.

Talking about missed opportunities
Could she have been more polite?
I feel she could have.
What else could she have done?
She couldn't have done much else.

Saying what was the right thing to do
What should she have done?
She should have said no politely.
Should she have yelled at him?
No, she really shouldn't have.

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Speculating about the past
They must have gotten tied up in traffic.
She could have tried to call and not gotten through.
They may / might not have remembered.
No, they couldn't have forgotten! It's not possible.

Sharing experiences
I had a similar experience. / I had that happen to me.
That's like . . . / That reminds me of (the time I . . .)
Speaking of (rude people), . . .

Language for writing: A letter of apology
I feel I should apologize for (arguing at your party last night).
I just wanted to say I'm sorry for (getting into an argument).
I promise I will (listen to your advice) in the future.
I promise not to (get into an argument at your house) again.
It was totally my fault.

Unit 9 Language summary

Nouns

Love and marriage
diamond ring
fiancé (male)
fiancée (female)

Possessions
belongings
inventory (of)

Other nouns
application
billionaire
budget
checklist
conveyer belt
market researcher
saver
shopping center
shredding machine
spender
treat

Adjectives
enormous
reliable
risky
materialistic
systematic
thrifty

Verbs

Dealing with possessions
accumulate possessions
be attached to something
bury things underground
destroy your possessions
give (stuff) away
granulate
have a (huge) collection
have all the latest gadgets
(not) have room for things
(not) live without something

Managing money
get things under control
give yourself an allowance for special treats
go through (a checklist)
have / make a budget
keep track of (what you spend)
stick to a monthly budget

Saving / investing money
invest money in stocks / bonds
open a savings account
pay interest
put (money) away for a rainy day
set aside (money)

Borrowing money
apply for (a credit card)
borrow money from (the bank)
fill out an application for (a loan)
get into debt / be in debt
get out of debt
have / take out a loan
pay (money) back
pay (a debt / a loan) off

Spending money
charge (clothes) to a credit card
pay a bill on time
pay by check / in cash
pay for (something) on credit cards
take (a jacket) back to the store
use a credit card
waste money

Earning money
have a source of income
make a fortune
pay off (= be successful)
pay (the best) salary
sell something online

Irregular past / past participle
stuck / stuck (stick)

Adverbs
apparently
evidently

Time expression
in the past month

Expressions
According to . . .
by mistake (= accidentally)

Reporting what people ask or say
He said (that) his goal was to destroy his possessions.
He said (that) he had been making an inventory.
He said (that) his father had given him a nice present.
She told me (that) she couldn't throw anything away.
She said (that) she would buy less in the future.
They told us (that) the store is closed on Sundays.
She asked how I usually paid for things.
She asked what my main source of income was.
She asked me how much money I could spend on treats.
She wanted to know if / whether I had a credit card.
As my friend said, "Money can't buy happiness."

Talking about possessions
Do you think you're materialistic?
What's your most valuable possession?
I could never live without (my violin).
I'm very attached to my books.
My goal is to destroy all my possessions.

Managing money
I always put money away for a "rainy day."
I filled out an application to open a bank account.
My savings account pays good interest.
Investing in the stock market can be risky.

Reporting the content of a conversation
Max was saying that Jeff and Lee aren't getting along that well.
My friend was telling me she bought a computer online.
A classmate of mine was telling me about his computer class.

Reporting without identifying the source
Apparently, they're having money problems.
I've heard he's worth billions.
Evidently, the honeymoon and the diamond ring were paid for on credit cards.
I heard they're pretty wealthy.
I was told (that) . . . / They say (that) . . .

Language for writing: Reporting
She added / concluded that she loved her violin.
She remembered / recalled that she had lost her violin once.
She said / told me / explained that her violin was valuable.

Language for writing: Quoting
"I love my violin," she added / concluded.
"My violin is valuable," she said / told me / explained.

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Unit 10 Language summary

Nouns
blues singer
lead singer
music critic
online sensation
opera singer
opera voice
publicity
stage fright
tenor
video-sharing website
viral star

Adjectives
catchy
English-born
most-watched
up-and-coming

Expression
Give it a chance.

Verbs
Hypothetical statements in the past
If he had / hadn't (won), he . . .
. . . could have (gotten) . . .
. . . might (not) have (had) . . .
. . . would have (done) . . .
. . . wouldn't have (become) . . .

Performing
get a standing ovation
have a gig
have a singing career
perform in front of people
sing a set of pop songs

Childhood and background
have a difficult childhood
spend your early years (moving from town to town)

Becoming famous
be a contestant (on a game show)
be in the headlines
be in the right place at the right time
be onto something
change your lifestyle
enter a contest
find a way to (become a singer)
get an early start (as an actor)
get discovered
get (your name) known
have connections
have enough nerve to (sing in public)
have the confidence to (be a singer)
make headlines
produce a video
receive media attention
record a podcast
record music
take off (a career takes off)
win a talent show / talent contest

When things don't work out
drop out of sight
get a lot of bad press
go downhill
take time off from (acting)

www.irLanguage.com

Talking hypothetically about the past
What would have happened if he had stayed in school?
Would he have become a singer?
If he had stayed in school, maybe he would have done something entirely different.
If he hadn't won a talent contest, he might not have had the confidence to become a singer.
If he had continued his education, he could have gotten formal training.

Becoming famous
That actress got discovered in a club by a producer.
She was in the right place at the right time.
Her career really took off.
She got her first movie role by having connections.
I'd be famous by now if I had gotten an earlier start.
You might like acting. You should give it a try.

When things don't work out
He got a lot of bad press after he got arrested.
His career has really gone downhill.
He's dropped out of sight.

When you're not sure and you want to check
That singer won the talent show this year, didn't she?
She's a blues singer, isn't she?
You haven't seen her show yet, have you?

When you're sure and think someone will agree
He's kind of dropped out of sight, hasn't he?
I guess I'm a little out of touch, aren't I?
It's amazing, isn't it?
It's not easy to become famous, is it?
That wasn't too smart, was it?

Giving encouraging advice
My acting teacher doesn't give me enough feedback.
You could look for another class, couldn't you?
It would be good to talk to her, wouldn't it?
I'm thinking of dropping out of the class.
You should at least give it a chance, shouldn't you?

Talking about fame and social responsibility
They do a lot of charity concerts.
He's raised a lot of money for charity.

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Unit 11 Language summary

مرجع زبان ایرانیان

Nouns

Trends in employment
benefit
child-care center
contacts
desk sharing
flexible hours
health insurance
incentive
internship
IT (information technology) staff
paternity leave
productivity
promotion
telecommuting
unpaid work
working parents

Other trends
advances in technology
aging population
bottled water
consumer pressure
economic boom
economy
fast-food chains
housing shortage
hybrid vehicle
junk food
local farmers
obesity
organic food
processed food
traffic congestion
tracking devices
unemployment
urban development
work / life balance

Environmental problems
air / water pollution
carbon dioxide levels
drought
endangered species
(gas) consumption
garbage
global warming
landfill
nuclear waste disposal
the burning of (coal / oil)
the depletion of (oil) reserves
toxic chemicals
water shortage

Environmentally friendly things
biodegradable packaging
energy-saving lightbulb
rechargeable battery
solar / wind power

Adjectives
biodegradable
environmentally friendly
family-friendly
harmful (to)
hopeless
overwhelming

Quantity expression
a bathtubful of (water)

Vague expressions
and so forth
and so on
etc.

Verbs

Trends in employment
attract good employees
be a good fit (for a job)
improve a résumé
lay (a worker) off
offer benefits to employees
outsource a job to another country
recruit workers overseas
save on costs
take (time) off
treat people equally

Other trends
be obsessed with (losing weight)
knock (a building) down

Environmental problems and solutions
conserve energy /oil / gas / water
consume less energy / electricity
contaminate the ocean / a river
cut down on (water) consumption
deliver bills online
lack safe drinking water
pollute the environment
protect the environment
recycle glass / plastic / metal

Irregular past / past participle
laid off / laid off (lay off)
rose / risen (rise)

Describing trends
decline / decrease
go up / grow
increase / rise

Linking words

Contrasts
although / even tho
despite / in spite of

Reasons
as a result of
because
because of
due to

Purpose
(in order) to
so (that)

Alternatives
instead of

Adverbs
increasingly
overseas
partly
widely

Trends in cities, education, employment
A lot of new hotels and offices have been built.
University tuition fees have just been increased.
Students aren't being given enough financial support.
There's a big demand for / a shortage of skilled workers.
They're being recruited overseas.
Jobs are being outsourced to other countries.
A lot of people have been laid off.
Internet access is being made available all over.

Talking about the environment
Climates are changing as a result of global warming.
Global warming is due to increased levels of carbon dioxide in the atmosphere.
Turn down the heat in order to save energy.
Ride a bicycle to work instead of driving.
Although it costs more, buy biodegradable products.
Toxic cleaning products are harmful to rivers.
Recycle garbage so that it doesn't end up in a landfill.
Even though many people lack safe drinking water, we continue to waste it.
People water lawns despite / in spite of water shortages.

Referring back in the conversation
As you said / were saying . . .
Going back to what I said / was saying, . . .
Like you said / were saying . . .
You / I mentioned (saving on costs) earlier.

Using vague expressions
Companies offer flexible hours and things like that.
We use email, web conferencing, and so forth / and so on / etc.

Language for writing: Describing trends
We're spending more and more time on our smartphones.
We're spending less time / fewer hours on our laptops.
People increasingly use their phones for a variety of functions.
The use of laptops is decreasing / declining.
The number of smartphones is increasing / growing.

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Unit 12 Language summary

Nouns

Areas of work

Construction industry
architecture
carpentry
plumbing
trades

Medicine and health care
dentistry
nursing
pediatrics
physical therapy
psychiatry
psychology
surgery

Media and communications
advertising
editing
entertainment
interpreting
journalism
photography
public relations
publishing
the media
translating

Financial sector
accounting
finance
financial analysis
financial services

Other
counseling
design
engineering
hotel and tourism
law
management
marketing
sales
social work
teaching
telemarketing
travel industry
zoology

Jobs

accountant
architect
camp counselor
carpenter
civil engineer
construction worker
contractor
counselor
dentist
designer
editor
financial analyst
interior designer
interpreter
lawyer
manager
nurse
pediatrician
personal trainer
photographer
physical therapist
plumber
psychiatric nurse
psychiatrist
psychologist
publisher
sales rep (representative)
salesperson
social worker
stockbroker
surgeon
tax adviser
telemarketer
translator
zoologist

Verbs

Future continuous

may (not) be (graduating)
might (not) be (graduating)
will / won't be (working)

Future perfect

will / won't have graduated (by next year)
will / won't have retired (by then)

Developing a career

apply for an internship
attend a job fair
be cut out for something
choose a career
end up with a job you love
find out your strengths and weaknesses
get hired
get into (medicine)
get some work experience
graduate from (medical school)
graduate with a degree in (nursing)
interview for a job
make a career out of (something)
make a good first impression
make contacts
network
prepare a résumé
see a career counselor
start / finish your degree
take a personality test

Time expressions

by then
five years from now

Adverb

hopefully

Expressions

for free
for sure
In addition, . . .
in the field of . . .
It's revealing when . . .

Future activities and events

I'll be starting a degree this fall.
I'll be graduating in four years.
I'll be working as a nurse four years from now.
I won't be working in this job a year from now.
I may be working in publishing next year.
Or I might be working in the construction industry.

Looking back from the future

Hopefully, I'll have graduated by this time next year.
I probably won't have found a job by then.

Introducing important information

Something my friend did was (to) . . .
The best part was (that) . . .
The best thing to do is (to) . . .
The good thing about the job is (that) . . .
The main thing you need is . . .
The reason I ask is (that) . . .
What I heard / read was (that) . . .
What I thought was good was (that) . . .
What I was going to tell you / say was (that) . . .
What I would do is (to) . . .
What I'm saying is (that) . . .
What my friend did was (to) . . .
What you need is . . .

Involving people in what you're saying

I don't know if you're familiar with . . .
I don't know if you've (ever) heard of . . .
I don't know if you've (ever) seen . . .

Language for writing: Application letters

As you can see from the attached résumé, . . .
My strongest qualification for this position is that . . .
It was my responsibility to . . .
I would welcome the opportunity to meet with you.
Thank you for your time and consideration.

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Student's Book audio scripts

Unit 1 Interesting lives

Lesson C, Ex. 1D, p. 6 (1.08)

Bryan Yeah. And all of a sudden, we hear this noise.
Mateo And I look over at Bryan, and I see his face is white, and he's starting to run fast.
Bryan Well, yeah. I mean, it was a weird noise.
Mateo So, I'm thinking, "Wait a minute. What happened to our plan to stick together?" So I start to run with him.
Bryan Yeah, we're running through the trees, scared to death. It was hilarious! It was just like in a movie.

Lesson C, Ex. 3B, p. 7 (1.09)

Aaron This one time, uh, some friends and I were skiing up in Idaho . . .
Woman Uh-huh.
Aaron . . . and a friend of mine fell 1,200 feet down this mountain.
Woman Twelve hundred feet?
Aaron Yeah.
Woman No kidding.
Aaron Yeah, he was just tumbling down. Looked like a rag doll. He was unconscious, bouncing off cliffs that dropped 10, 15 feet at a time, you know.
Woman Ooh.
Aaron He finally got down to the bottom and slid out about 300 yards on the snow. . . .
Woman Uh-huh.
Aaron And we all thought he was dead. Like, we were looking down at him. He wasn't moving, so we had to ski down to him. I thought he was dead. So it was pretty scary. But anyway, we got to him. He was unconscious. After a couple of minutes, we kind of shook him and stuff, and he woke up.
Woman Uh-huh.
Aaron He was, like, coughing, and he's got two bumps on his head about this big. His one eye was closed shut.
Woman Wow. You know, it's a miracle he survived that.
Aaron It *is* a miracle. And so, um, I stayed with him, and two other guys skied down, and a rescue team came about four hours later and took him out. Flew him to the hospital in a helicopter.
Woman No kidding.
Aaron Yeah. I mean, it was a big deal. It definitely gave me a new perspective on life.
Woman Oh, yeah. Wow. . . . How did you guys get a hold of the rescue team?
Aaron These guys, our friends, hiked out. Like, they skied down. We were pretty far into the park and high up.
Woman Right.
Aaron So they skied down and hiked out to, um, to the trail head. Got in their car and drove to town, you know.
Woman Wow. The guy was really lucky.
Aaron Yeah.
Woman Do you still keep in touch with him?
Aaron I do. Yeah.
Woman Really?
Aaron Yeah.
Woman Is he still skiing or . . . ?
Aaron He's . . . Well, not yet. *(laughs)*
Woman No? How long ago was that? About a year or two ago?
Aaron No, that was about three, . . . four months ago.
Woman Oh, really. Now, does he have any broken bones?
Aaron No. That was amazing – he didn't break anything.
Woman You mean he didn't have any . . . ? He just had a few bumps on his head and nothing more?
Aaron Yeah, but, well, he was in the intensive care unit for about five days just being under observation. He hurt his neck, but it was OK.
Woman Wow. I can't believe he didn't break any limbs.
Aaron Yeah. He was lucky. He's fine now.

Lesson D, Ex. 2A, p. 9 (1.10)

Man Bethany Hamilton was born in Hawaii in 1990. As a child, Bethany was very athletic. She loved skateboarding and swimming, but her greatest passion was surfing. Her parents were avid surfers, too, so Bethany began surfing before the age of five. Almost every day Bethany and her best friend Alana spent time surfing together. Then, at age eight, Bethany entered and won her first real surf competition. After that, she dreamed of becoming a professional surfer.

However, in October of 2003, when Bethany was thirteen, she was attacked by a 14-foot tiger shark while she was surfing with her friend Alana and Alana's father. Alana and her father put Bethany on a surfboard and paddled her to shore. Miraculously, Bethany survived. She needed several surgeries, but sadly she lost her left arm.

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In spite of her severe injury – and less than one month after the shark attack – Bethany decided to return to surfing. At first, it was extremely frustrating. Although Bethany tried to paddle her surfboard, she couldn't do it fast enough to catch the waves, and she kept falling off. Her mother began to think surfing was a bad idea for Bethany. It was tough, but Bethany never considered giving up. Her father made a handle for the surfboard, and finally Bethany was able to stay on her board. She also learned to kick harder, which helped make up for the loss of one paddling arm.

Bethany's aim was to enter the World Junior Championships, but first she needed competition experience. In her first local competition – only three months after she lost her arm – Bethany took fifth place. A year later, she won first place in a national surfing championship. And in 2007, Bethany finally achieved her dream and "turned pro" – participating in numerous world events as a professional surfer. Bethany has taken part in many surfing competitions since then, including a World Junior Championship, where she earned the second-place title.

Bethany's amazing story is one that motivates people – young and old alike. In 2004, she wrote her autobiography, and a few years later, her book was made into a movie. She has traveled worldwide, encouraging people to overcome the obstacles they face and pursue their dreams. Bethany has also started a charity to help other shark attack survivors and people who have lost arms and legs. She is an accomplished athlete, a determined individual, and above all else, an inspiring and courageous role model.

Unit 2 Personal tastes

Lesson C, Ex. 3A, p. 17 (1.18)

1. *Mary* Hello?
Woman Hi, Mary. It's me. How are you?
Mary I'm fine. I'm just watching one of those cooking shows . . . the one with the Japanese chefs. You know, they compete against each other.
Woman Oh, I know. Don't they both have to make something with the same main ingredient?
Mary Yeah. It's a really fun show. They're using salmon today, and they have to make as many dishes as they can in half an hour. It's really interesting. It gets, like, really intense. You know there's so much pressure on the chefs. They never have as much time as they need, and . . .
Woman Interesting. So you're really into cooking.
Mary Oh yeah, I love it. My grandmother's Japanese, you know. And she always made all these amazing Japanese dishes, and she taught me a lot.
Woman Really? I didn't know that. Now, do you make Japanese food a lot?
Mary Yeah. Though I've been pretty busy lately, but you know, I try out new recipes as often as I can.
Woman Now, do you just make Japanese things mainly? Or do you cook other things, too?
Mary No, no, I also like to cook Italian food, and French, and lately I've started to really get into Indian food. . . . So I'm using all these spices. They have wonderful flavors. I've taken a few classes and I've learned how to combine spices and get the right flavors and stuff. So . . . yeah.

2. *Woman* Hey, Nick, what's this music? It's pretty cool.
Nick Yeah, isn't it great? It's a Brazilian band. . . . I forget the name. Oh, what do you call them? . . . Anyway, they're good. I have music by lots of Brazilian bands. Look.
Woman Wow. You're *really* into this stuff.
Nick Yeah, my brother got me into it. He's living in Brazil, so he finds all these interesting bands. It's kind of cool. I hear stuff I would never find otherwise.
Woman Right. Now, is this the kind of thing you listen to all the time?
Nick No, I like all kinds of stuff . . . rap, hip-hop, rock, jazz, opera. Anything, really.
Woman You pretty much like everything, then.
Nick Yeah. That's probably because when I was a kid, my parents always had music playing, and they played all kinds of stuff. So I grew up around music. . . .
Woman That's neat. Now, do you play any instruments?
Nick No, not really. I tried the guitar for a while, but it wasn't as easy as it looks, and I guess I just didn't have the patience – or the time – for it, really.

3. *Woman* Hey, James. You look tired.
James I am. I was up, like, half the night reading. I'm reading this sci-fi book and I couldn't put it down. So I was up until 1:00 or something . . . just reading.

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Woman So you're exhausted.

James Yeah, totally. But sometimes you just find a good book like that and you have to finish it as quickly as you can.

Woman Right. Now, do you read only science fiction? Or do you like other stuff, too?

James Well, actually, that's about all I read these days. I had this roommate a few years ago who read a lot of science fiction, and he lent me some of his books. Since then, I read nothing else. I got hooked.

Woman So you're a big fan. You know, I never really got into science fiction. I guess I don't have much time to read. Period. Though when I do read, I like to read biographies – you know, like the life stories of interesting people. I've read a few about politicians and world leaders. They're fascinating.

James I find the same thing with sci-fi. It's fascinating to me. I mean, it's the only thing I read, really. Like trying to imagine what the future world will be like. I mean, these stories seem so possible to me. Like they can really happen in the future.

Lesson C, Ex. 3B, p. 17 (1.19)

1. *Woman* Now, do you just make Japanese things mainly? Or do you cook other things, too?

   Mary No, no, I also like to cook Italian food, and French, and lately I've started to really get into Indian food. . . . So I'm using all these spices. They have wonderful flavors. I've taken a few classes and I've learned how to combine spices and get the right flavors and stuff. So . . . yeah.

2. *Woman* That's neat. Now, do you play any instruments?

   Nick No, not really. I tried the guitar for a while, but it wasn't as easy as it looks, and I guess I just didn't have the patience – or the time – for it, really.

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Lesson D, Ex. 2A and 2B, p. 19 (1.20)

1. *Maddy* I have pretty simple tastes, I think. I mean, I'm not really into keeping up with the latest trends or anything. I'm not one of those people that goes through the magazines to see what's in, or what next season's stuff is going to be. I definitely don't care as much as my best friend does. She has a closet full of things – and you know, she never wears half of it. I just don't need as many things as she does. I guess I just like basic things, you know, anything that's simple! I mean, you just need a few nice things, don't you think?

2. *Frank* I always feel like I have to have the latest thing. Like, when a new model comes out, I think, oh, mine's not as good as that new one! So I go out and buy it. I guess I just want all the latest gear. *(laughs)* My best friend can't have things that are as cool as mine! So yeah, I'm one of those crazy people who waits in line for hours to get something on the first day it comes out. And I always get all the cool things that go with them, too, you know, like cases and stuff like that.

3. *Laura* You know, one thing I love to do is look through all the magazines and see what the new styles are. I guess I just like to experiment and try new things. It's fun, you know, to change how you look. So, yeah, I go to this stylist who is really creative. He's always trying interesting cuts and colors on me. Like one time he colored it in this deep purple. Though that wasn't as fun as the time I went kind of pink. I don't know, I guess I just like variety. It's fun, don't you think?

4. *Nate* I'm pretty much into taking care of how I look. Like I want to stay healthy and everything, but I don't go to the extreme – like I don't follow all the latest trends. I mean, some people I know, they follow the latest diet and they take all these vitamin drinks after they've worked out. But I don't do that. I just want to be as fit as possible. But I don't have to be big and muscular or anything.

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Lesson C, Ex. 3A and 3B, p. 27 (1.28)

Man So, how do you like being an exchange student, Val?

Val Well, to be honest, it *was* kind of hard at first. I mean, it's so different here. I mean, *student life* is so different . . .

Man Of course.

Val . . . but I think I'm really settling in more now.

Man Well, that's good. So what was hard at first?

Val Well, my host family's really nice, but to tell you the truth, my host sister and I don't have a lot in common.

Man Really? Well, that can happen.

Val Yeah, I mean, she's really nice and everything, but she's into fashion – shopping is her main thing – and I guess I'm more into sports and being outdoors, that kind of thing.

Man So it's not easy to find things to do together.

Val No, but that's okay. I joined a soccer team, and got to know some people who play tennis. And actually Lily – my host sister – and I have gone to a couple of concerts together. So, actually, it's okay.

Man That's good. So, uh, do you get along with the rest of the family?

Val Oh, absolutely. They have a couple of little boys who are really cute. And the mom and I cook together a lot. She's an amazing cook, and she's teaching me to make some traditional dishes.

Man Great. So really everything is working out fine? I mean, no other challenges?

Val Well, it's taken me a while – you know – to get used to things. Like I guess at home we're definitely given more freedom . . .

Man Yeah? How do you mean?

Val Well, we have more independence. My friends and I can stay out later – even on school nights. Things like that. But most of the students here have curfews – you know, parents are pretty strict about it. Like we have to be in by 8:00 on weeknights and 10:00 on weekends . . . so that's not great. And we always need to let our host parents know where we are.

Man I guess that's kind of hard to get used to, huh? So, are you homesick at all?

Val Well, not too much, to be honest. I do miss my family and my friends, of course, but we keep in touch almost every day. You know, we email and stuff. And we video call on the weekends. It's a bit difficult with the time difference during the week, but . . . yeah, I'll certainly be happy to see them again, though, you know, after I finish my semester here.

Lesson D, Ex. 2B, p. 29 (1.29)

1. *Woman* I think I've been driving my family crazy lately. Ever since I was given that big promotion at work, I have all these new problems to deal with. And every night I come home totally worried and start complaining to everyone. And my grandmother always says to me, "If you're afraid of the wolves, don't go into the woods." Like, I chose to accept this promotion, so I have to accept all the problems that come with it. So that's become one of my favorite proverbs. I think it's partly because my grandmother is from Russia, and it says something about her culture. You know, she grew up near a forest, where there was a lot of danger.

2. *Man* My favorite proverb in Portuguese is, "Hard bread is better than nothing." I like it because it reminds me that when times are bad, you have to be grateful for the little that you have. And I thought of this proverb the other day when I was talking to a friend of mine. She's living with her parents while she looks for a job, and she isn't paying rent or anything, because she's not earning any money. And she started complaining to me that she doesn't like the food her parents cook. Can you believe it?

3. *Woman* My father is always quoting proverbs to me in Chinese, and my favorite one is, "You can't expect both ends of a sugar cane to be sweet." He used it recently when I was complaining about my new apartment. You know, I'm glad I moved into the city, but I've really been bothered by all the noise. So I was telling my father this, and he responded with the proverb about the sugar cane. It means that you can't have the advantages of something without the disadvantages. It always makes me stop and think a bit.

4. *Man* You know, things haven't been so great lately. I feel like I've been hit with a whole bunch of problems all at once. But I have a favorite proverb that always makes me feel better. It's, "Every Tuesday has its Sunday." That's what we say in Spanish to cheer people up. You know, it means there are always going to be some bad days, but there are going to be good days, too. You just have to be patient.

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Lesson D, Ex. 2C, p. 29 (1.30)

1. *Woman* I think I've been driving my family crazy lately. Ever since I was given that big promotion at work, I have all these new problems to deal with. And every night I come home totally worried and start complaining to everyone. And my grandmother always says to me, "If you're afraid of the wolves, don't go into the woods." Like, I chose to accept this promotion, so I have to accept all the problems that come with it. So that's become one of my favorite proverbs. I think it's partly because my grandmother is from Russia, and it says something about her culture. You know, she grew up near a forest, where there was a lot of danger.

Man It sounds like your grandmother wants you to be a little tougher. There's a similar saying in English, but it's about the kitchen. You often hear, "If you can't stand the heat, get out of the kitchen." That's what people say at the office whenever anybody complains about all the pressure. But I totally understand what you're going through. Just remember that the first couple of months are the hardest.

2. *Man* My favorite proverb in Portuguese is, "Hard bread is better than nothing." I like it because it reminds me that when times are bad, you have to be grateful for the little that you have. And I thought of this proverb the other day when I was talking to a friend of mine. She's living with her parents while she looks for a job, and she isn't paying rent or anything, because she's not earning any money. And she started complaining to me that she doesn't like the food her parents cook. Can you believe it?

Woman That's so incredible. I mean, she should be grateful she has a place to live. In English we often say, "Beggars can't be choosers." You know, it means that you shouldn't make demands when other people are being generous with you. It's not exactly the same, but it's similar, I think. Anyway, I hope your friend finds a job soon, if only for her parents' sake.

3. *Woman* My father is always quoting proverbs to me in Chinese, and my favorite one is, "You can't expect both ends of a sugar cane to be sweet." He used it recently when I was complaining about my new apartment. You know, I'm glad I moved into the city, but I've really been bothered by all the noise. So I was telling my father this, and he responded with the proverb about the sugar cane. It means that that you can't have the advantages of something without the disadvantages. It always makes me stop and think a bit.

Man That sounds a lot like a proverb we have in English. People say, "You can't have your cake and eat it, too." It means about the same thing, I think – if you want one thing, you might have to give up something else. Like if you want to live in the middle of the city, you'll probably have to put up with a lot of noise. But anyway, I'm sure you'll get used to all the noise after a while.

4. *Man* You know, things haven't been so great lately. I feel like I've been hit with a whole bunch of problems all at once. But I have a favorite proverb that always makes me feel better. It's, "Every Tuesday has its Sunday." That's what we say in Spanish to cheer people up. You know, it means there are always going to be some bad days, but there are going to be good days, too. You just have to be patient.

Woman In English, there's a proverb that's kind of like that. It's, "Every cloud has a silver lining." What it means literally is that some sun shines through every cloud. So it means that there's always hope even in the darkest times. People say it whenever a friend is going through a difficult time, you know, to point out that something good often comes out of a bad situation. So, I hope that'll be true for you, too.

Unit 4 Socializing

Lesson B, Ex. 3B and 3C, p. 37 (2.05)

Paula Roberto, please get going, or we'll be late.

Roberto I'm almost ready. I won't be long.

Paula I can't believe how long you take to get ready! You take longer than my sister, and she takes forever.

Roberto Oh, come on. I just got off work. I had to take a shower, and get changed. Did you want me to go out in my work clothes?

Paula No, . . . but you're always getting ready at the last minute.

Roberto I know, but I can't help it. I always have a lot to do. Anyway, what's the hurry? Are we late?

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Paula Well, we're going to be late. We're supposed to be there at 6:30, and it's 6:15 now.

Roberto OK, I'll hurry. I hate being late. I don't want to keep Beth and Richard waiting. I just need to comb my hair . . .

Paula Are you wearing those jeans?

Roberto Uh, yes. . . . Why?

Paula Well, it's supposed to be a really nice restaurant. We're not going out for fast food . . .

Roberto Well, they're nice jeans. They're new, and with this shirt, I think they look OK.

Paula Oh, all right. I guess you can get away with wearing them. So, are you ready?

Roberto Yeah, I'm ready. I'll drive. Do you have the car keys?

Paula Yeah. *(cell phone rings)* Oh, wait, let me see who's calling. . . . Hi, Richard? What's up? Oh. . . . She is? Oh, no. . . .Oh, OK, don't worry. . . . Yeah, we can have dinner another time. OK. Bye.

Roberto That was Richard? What's up?

Paula They can't come. He said he was supposed to call earlier, but he didn't get around to it. Beth has the flu.

Roberto Oh, that's too bad. I was really looking forward to seeing them. Oh well, let's go anyway. We can still have dinner. And, hey, . . . I'm all ready!

Paula OK. I really wanted to try this restaurant. Oh, where are the keys? I just had them. . . .

Lesson C, Ex. 1D, p. 38 (2.07)

Hugo So you aren't going to show up at all, huh?

Greg No. Those work parties aren't my thing. You like them, huh?

Hugo Yeah. But you don't want to network? You may get a promotion.

Greg Yeah. But I'm happy in my job right now. I'm not looking for a promotion or anything.

Hugo Oh. You don't want to work your way up in the organization?

Greg Actually, um, no. Not really. So you're pretty ambitious, huh?

Hugo I guess I am. But, the parties are fun anyway, and the people are interesting.

Greg So, you know a lot of people in the company, then?

Lesson C, Ex. 3B, p. 39 (2.09)

1. *Man* I really like to party when I can.

   Woman So you go out a lot.

2. *Man* You know, I like to be with a crowd. The more the merrier.

   Woman Uh-huh. So you're a real people person.

3. *Woman* I guess I'm not a big fan of parties.

   Man So you don't like parties very much?

4. *Woman* Hmm. I guess I don't really do anything on my birthday.

   Man So you never celebrate your birthday?

Lesson D, Ex. 2B, p. 41 (2.10)

Man So, Jessica, do you think of yourself as an extrovert or an introvert?

Jessica I don't really know. I mean, probably an introvert. Well, . . . what are introverts supposed to be like?

Man Well, I guess they're quiet and thoughtful. They don't really like big social events or anything like that.

Jessica Hmm. Well, that sounds a bit like me. I mean, it's not really like me to go out socializing a lot. I guess I prefer to just hang out at home. If I can get out of going to a party, I will. I don't like those "What kind of work do you do?" situations. But it's not . . . I mean, I have plenty of friends.

Man Yeah, I was going to say, you have a lot of friends, right?

Jessica Yeah. We never go out in groups or anything, though. I like to see them in ones and twos. I guess I just like to spend more focused time with them – you get to know your friends better that way, I think.

Man So you don't like big groups, huh?

Jessica No. And I hate being the center of attention, too. I would never have a big birthday party or anything. I couldn't get through something like that, so . . .

Man Right.

Jessica But I enjoy socializing, and I like it when other people tell stories and joke around and stuff. I enjoy a good joke, as long as I'm not the one telling it! And I do like to chat with my friends, you know, we gossip sometimes. . . . I mean, it's not like we have serious conversations all the time. Not at all. So . . . So, yeah. Do I sound like an introvert?

Man Maybe. I think introverts also like to work on their own, you know, figure things out for themselves. They're not so good at group work or teamwork.

Jessica Hmm. Well, I like being part of a team – and working in groups. I think it's a creative way to work.

Man So you're more of a team player, you think?

Jessica Yeah, definitely.

Man Well, maybe you're just a little of each – extrovert and introvert? I mean, you're not exactly a "social animal," right?

Jessica No. I don't think so. I mean, I like people. But yeah, I'm more of an individual. I'm just me, I guess!

Man Yeah, you're just you! (*both laugh*)

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Lesson B, Ex. 3A and 3B, p. 47 (2.16)

Man I don't suppose you've ever gotten robbed, have you? Living here must be pretty safe.

Jenny Well, we thought so, too, but actually, yes, we did get robbed once. A couple of years ago. We were really surprised.

Man Huh. Were you in the house when it happened? I mean, that would be scary.

Jenny No, we were away at the time. We were on a business trip when it happened, um, so the house was empty and there was no car outside, so I guess it was an obvious target, really.

Man So the house looked empty?

Jenny Yeah, but my neighbor was sleeping in the house at night because she was redecorating her house next door. So one night she came in and saw a few things on the floor and thought, "That's funny!" And then she walked around the house and saw the window was broken. So she called the police.

Man So they broke in during the day?

Jenny Yeah, probably late in the afternoon. No one was around, and no one heard anything, so . . .

Man Did they do much damage?

Jenny No, that's the funny thing. They were very neat and tidy. They didn't make any mess at all – except for breaking the window, of course.

Man Really? And did they take much?

Jenny No, they mainly just took our two computers. There were lots of other things that were valuable in the house – cameras, money, jewelry, even some credit cards, but they didn't take anything else of value . . .

Man Isn't that weird?

Jenny Yes. I mean, we both lost a few things, but nothing much. It was a bit inconvenient, not having the computers, but that's all. We were lucky, really.

Man So were you upset by it? Did you feel your home was invaded and everything?

Jenny Not really. I mean, I thought I would be upset, but my neighbor cleaned the place up, and her father fixed the window, so by the time we got home, everything was OK. And we got new computers out of it, better computers – so that was good, I guess.

Man So did the robbers ever get caught?

Jenny Yeah, fortunately they got arrested the next day . . . they were found breaking into another house in our neighborhood.

Man Oh, well, that's good. So, did they go to jail, or . . . ?

Jenny Yeah, they did. They got sentenced to like, a year, I think.

Man A year? That's all? Gosh – they should be sentenced to like at least five years in prison.

Jenny I don't know. There are a lot of crimes that are worse, I guess.

Lesson C, Ex. 3A, p. 49 (2.18)

Teacher Well, class, I was very pleased with your homework assignments on the question "Should petty criminals be jailed, or should they be given community service?" You had some very interesting views on this subject. Good work! I'll hand out your homework at the end of this class, and you can see your grades then. If you have any questions, please ask me after class. Now, did everyone prepare for today's debate? Remember, you had to consider th question, "Should the law be changed?" Who would like to start the discussion?

Sam I will.

Teacher OK, Sam.

Sam Well, I have pretty strong views about this because this law affects me – well, it affect all of us here, really. And basically, I don't think the law should be changed. The main reason is that I live on the outskirts of town, about 15 miles from here, and public transportation isn't very regular. So for people like me, well, if the law were changed, then a lot of us wouldn't be able to get to school.

Teacher That's a good point, Sam. Chelsea?

Chelsea Well, I understand what you're saying, Sam but most young people aren't responsible enough. I mean, statistics show that most accidents are caused by young people. I don't think we should be allowed to take our driving tests until we're at least 20 or 21. That way, more lives would be saved.

Teacher Well, you've got a point there, Chelsea. What do you think, Bart?

Bart I agree with Chelsea, I think. But on the other hand, I can see Sam's point of view, too. But yeah, I think the law should be changed, for two reasons. For one, I've heard the same thing – that a lot of accidents are caused by young people, especially when they're driving with their friends. I think they get distracted by their friends, or start to show off or something, and then they get into an accident. And secondly, all those accidents mean increased insurance premiums for young people. I think it would be better for young people to wait until they're a little older before they start driving, and then we wouldn't have to pay so much for our insurance every month.

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Diana Yes, but I'm against raising the age limit for one reason alone. It's not fair, you know, to those young people who are responsible. I mean, just because some 16-year-olds are irresponsible, that shouldn't mean that driving is banned for all young people. That's not fair.

Bart That's true.

Chelsea I have an idea. Maybe young people should be allowed to drive at 16, but they shouldn't be allowed to drive without an adult in the car until they're, say, 20 or something. That way they'd probably be safer when they're learning to drive and become better drivers, too. And the law could easily be changed . . .

Teacher Any other ideas, anyone? . . .

Lesson C, Ex. 3B, p. 49 (2.19)

1. *Sam* Well, I have pretty strong views about this because this law affects me – well, it affects all of us here, really. And basically, I don't think the law should be changed. The main reason is that I live on the outskirts of town, about 15 miles from here, and public transportation isn't very regular. So for people like me, well, if the law were changed, then a lot of us wouldn't be able to get to school.
2. *Chelsea* Well, I understand what you're saying, Sam, but most young people aren't responsible enough. I mean, statistics show that most accidents are caused by young people. I don't think we should be allowed to take our driving tests until we're at least 20 or 21. That way, more lives would be saved.
3. *Bart* And secondly, all those accidents mean increased insurance premiums for young people. I think it would be better for young people to wait until they're a little older before they start driving, and then we wouldn't have to pay so much for our insurance every month.
4. *Diana* Yes, but I'm against raising the age limit for one reason alone. It's not fair, you know, to those young people who are responsible. I mean, just because some 16-year-olds are irresponsible, that shouldn't mean that driving is banned for all young people. That's not fair.
5. *Chelsea* I have an idea. Maybe young people should be allowed to drive at 16, but they shouldn't be allowed to drive without an adult in the car until they're, say, 20 or something. That way they'd probably be safer when they're learning to drive and become better drivers, too. And the law could easily be changed . . .

Unit 6 Strange events

Lesson A, Ex. 3A, p. 55 (2.22)

Elena So, you're not going to believe what happened to me today.

Man Why? What happened?

Elena Well, I was on my lunch break, and I was sitting in a café and playing chess on my tablet. I'd joined this online chess forum a few months ago, 'cause you know, it's hard to find people who play chess. And it's so much fun, so . . .

Man Sounds like you're really into chess.

Elena Yeah. I've actually gotten pretty addicted to playing online. But anyway, I was playing against this guy and he's pretty good – well, we're about the same level, I guess . . . so our games are always really close. And yeah, we play a few times a week, and you know we'd played maybe, I don't know, 20 games or something together before, so . . . So, yeah, anyway, he'd just made a move and I was trying to figure out my next move, and this guy stopped by my table to say hi.

Man Someone you knew?

Elena Yeah, this guy from work. Derek. He's worked there for a couple of years . . . he's a pretty cool guy. I mean, I don't know him very well, but we had worked on a project together a year ago, and I see him in the cafeteria sometimes. Anyway, he'd noticed that I was playing chess, and he told me that he played, too. So I'm like, "That's neat." And I ask him, like, if he's a good player and everything. And he goes, "Yeah. I play pretty well." And then he says, "It's hard to find people who play well." And I'm laughing and saying, yeah, I have the same problem. You know, finding someone who plays *really* well. I mean, chess is like tennis. It's no fun if you're a lot better than your partner. So . . .

Man That's true. So, don't tell me, you end up finding a new chess partner?

Elena No, no, wait. So then he says, "Why don't we play together sometime?" And I said OK. And he says, "I'll give you my online name." Like, the name he plays under online. So I'm like, "OK, what is it?" And he says, *coolchessguy*.

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Man No way! Don't tell me it was him?

Elena Yep. I just started laughing. Can you believe it? And I'm like, "No way!" I mean, what are the chances of that? There he was, he'd been on the other side of the café, and then I find out we're playing each other!

Man That's so weird. It just goes to show it's a small world.

Elena I know! We'd probably played, like I said, 20 chess matches against each other, and hadn't realized that we knew each other!

Man That's funny.

Elena It is. But you know, coincidences like that happen to me all the time. I mean, that kind of stuff happens to me a lot. It's kind of weird. I mean, really weird.

Lesson B, Ex. 2B and 2C, p. 56 (2.23)

1. *Man* Oh, a black cat! Well, there are many different ideas about black cats in different countries. I guess what most people believe is that if a black cat walks toward you, or crosses your path – you know, walks across in front of you – then something bad will happen. You'll have some kind of bad luck. So basically, black cats are unlucky, I guess.

2. *Woman* Superstitions about mirrors? The only one I know is if you break a mirror, you'll have seven years of bad luck. These things often come in sevens. So you have to be careful when you're hanging up a mirror, or cleaning or holding one, because if you drop it, you'll have bad luck for seven years. You don't want that.

3. *Man* A four-leaf clover, yeah. Clover's a kind of plant, like grass, and it usually has three leaves on it, so if you find one with four leaves, it's supposed to be really lucky. I guess this is because they're so rare – you don't find many of them. I've never found one, though I've spent a lot of time looking! So, yeah, it's good luck to find a four-leaf clover.

4. *Woman* Huh. A yellow butterfly? There are a lot of superstitions about butterflies, both yellow ones and white ones. In some countries they think if you see a yellow butterfly, then your wish will come true. So it's lucky. I think all butterflies usually bring good luck. Another one I heard is that if you see a yellow butterfly in the spring, you'll get a lot of new clothes! Now, that would be nice!

Unit 7 Problem solving

Lesson A, Ex. 3A and 3B, p. 67 (3.03)

1. *Molly* So how many people are on the invitation list now?

Mark Um, let's see. We have about 60.

Molly Sixty? OK. So, are we going to have the invitations printed?

Mark Well, I was thinking we could do them ourselves. It's just a lot cheaper than getting them done professionally. We could get some of that really nice paper and make our own design. We could do them pretty quickly on the computer.

Molly Huh. That's a really good idea. Let's do that, then.

2. *Mark* So, didn't you say that you hired the photographer?

Molly Um, no. Are we hiring one? They're so expensive. They cost a fortune. I was going to suggest we use someone we know.

Mark Yeah, but don't we want to get professional wedding pictures taken?

Molly Well, how about getting my dad to take them? He loves taking pictures.

Mark I'm not sure that's a good idea. Your dad will be too busy, and anyway he should be *in* the pictures! I think we should just have a professional take them.

Molly Mark, we just don't have the money. We must know someone who takes good photos.

Mark Yeah, but it's not the same. Let me find a professional photographer. Don't worry – I'll find one that's not too expensive.

Molly Hmm. I still think we could do the photos ourselves.

3. *Mark* Well, what are we going to do about a wedding cake?

Molly Well, I was going to get it made, but then Aunt Jackie said she would make it – as a gift.

Mark Oh, that's so nice of her. She makes amazing cakes.

Molly Yeah, I know. But she said she doesn't want to bring it to the reception – I guess it's going to be a big cake, and she's afraid she'll drop it or something. So, we'll have to get it delivered.

Mark OK – that's fine. We can pay for that.

Molly Perfect. So that's taken care of.

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4. *Molly* I'm so excited about my wedding dress! I found a great place to get it made! I'm going to have it designed and everything.
Mark Oh, really? But I was thinking . . . I don't know, I thought maybe my mom could make your dress.
Molly Your mom? But she doesn't sew . . .
Mark Yes, she does. She sews all kinds of things.
Molly Well, cushion covers and things, not wedding gowns! Dressmaking is completely different. Anyway, I already have an appointment.
Mark But it would be so much cheaper if my mother made your dress.
Molly Mark, I want something special for my dress, and I really, really want to go to this dressmaker's to have it made. It'll be beautiful. Just wait and see.
Mark Well, maybe you could talk to my mom first . . .

5. *Molly* What should we do about flowers?
Mark Flowers?
Molly Yes, not just for me and the bridesmaids, but we'll need some for the tables at the reception and everything . . .
Mark Oh, OK. Fine. Well, you choose.
Molly OK, but can you help? I mean what do you like? Roses, lilies, . . .
Mark Um. I don't know anything about flowers. Why don't you just get the people at the flower shop to help you?
Molly OK. That sounds good. I'll get them to choose.

6. *Molly* You know, I think we've decided on almost everything for the wedding.
Mark Thank goodness for that!
Molly Well, everything except the honeymoon.
Mark The honeymoon?
Molly Yeah. Can you do that? I mean, can you decide on somewhere for us to go, somewhere nice and romantic, and then make it a surprise for me?
Mark Well, I was thinking we could visit my cousins.
Molly Visit your cousins! Mark!
Mark OK. OK. Just kidding. We'll go somewhere nice – I promise. Actually, I already saw a place that I think is perfect for us.
Molly OK. Good. We're all set, then.

Lesson C, Ex. 4A and 4B, p. 71 (3.09)

1. *Man* You need some help?
Woman Thanks. I'm having trouble with this. I can't get it back on.
Man What happened?
Woman I don't know. It just fell off.
Man Huh. Maybe it was loose or something.
Woman Oops, dropped it again. It won't stay on.
Man Here. I'll do it for you. . . . There.
Woman Oh, thanks. I couldn't live without it. I have to carry so much stuff around for class. Well, thanks.
Man You're welcome. It wasn't that difficult.

2. *Woman* Oh, shoot! That's Mom's favorite one.
Man It broke?
Woman Yeah. Shoot. Just one piece broke off. Got to fix it somehow.
Man Got any glue?
Woman Uh, maybe. In the kitchen? Kitchen cupboard.
Man I'll look. . . . Here's some. Here you go.
Woman Thanks. Can you do it?
Man No – you do it. You broke it.
Woman Uh. OK. Here. Hold this. . . . That should do it. Can you tell?
Man Um, not really. It just looks like a little crack now.
Woman It'll still hold water, I think. She uses it for her flowers.
Man Oh, it'll be fine.

3. *Man* What are you doing?
Woman Nearly done. Just waiting to start it again.
Man It crashed? Why?
Woman Don't know. It's a pain, though. It's doing it again. It gets to here, and then it gets stuck or something.
Man Uh-oh. Doesn't sound good. Let me look. Can't promise I can help, but . . .
Woman Well, better than me.
Man Software needs reloading, I think. Got the disc?
Woman Yeah, here.
Man OK, put it in. . . . There. Let's just start again. Oh. Still not working. Maybe you should get someone to look at it.

4. *Woman* Ouch! Ow, that hurt. Just burned my finger.
Man Were you trying to light it?
Woman Yes, but it's not working properly. I think the charcoal's wet. It's been outside and it rained yesterday. It's probably still damp. It needs to dry out.
Man Oh.
Woman I have another idea. . . . Let's put this on.
Man Careful. Not too much, though. . . . Give me another match. . . . No, it's not lighting. Let's go indoors and do it – it's easier.

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Lesson C, Ex. 2, 81 (3.16)

Woman One of my friends is kind of sensitive. Like, she thinks I'm criticizing her all the time when I'm just – like – trying to make a suggestion. She's like, "Stop telling me what to do all the time." I guess I'm just more decisive than she is. I know I annoy her sometimes, but otherwise we get along really well. I guess we've been friends for like 10 years. It's funny. In other ways we're just like each other.

Lesson C, Ex. 3A and 3B, 81 (3.17)

Woman Can you believe that ride home last night? That cab driver was, like, dangerous. I mean, he kept fiddling with his computer thing, and then he was talking the whole time on his phone. It sounded like he was having a fight with his wife or something.

Man I know. At least he had an earpiece and wasn't driving and holding the phone at the same time. But it's like totally insensitive when people are having a loud conversation on their cell phone. You just don't want to hear it. I mean, we could hardly hear each other talk.

Woman I know. And we're paying for the ride. Actually, this morning I had a similar experience on the train. There was this woman on her cell phone talking about everything she did last night on her date. She must not have realized the whole train was listening. I would have been so embarrassed!

Man Yeah. Some people are just so – I don't know – I guess they have no idea that other people are around them. They just have no manners, I guess. But you know, that reminds me of the time I was taking a cab home from a party, and the cab driver was making rude remarks the whole time 'cause he said we'd given him the wrong directions. But actually, he was just lost. Like he had no idea – he just didn't know his way around. And you know, the fare is getting higher and higher because he's going round in circles. And then I go to pay him, and I, like, gave him $10 – and the fare was like $9.70 or something – and he said, "Um, haven't you forgotten something?" And I was like, "No, but I think you have. You owe me 30 cents."

Woman Yeah, that's bad. I mean, they expect you to tip them, like even when you get bad service. He shouldn't have expected a tip – well, if he did, he was wrong to. But you know, speaking of crazy cab drivers, the last time I was in a cab, the driver nearly ran over a cyclist.

Man No way!

Woman Yep, it was pretty scary. It was a really sunny day. The sun must have been right in his eyes, so he didn't see this cyclist. He turned right, straight into the path of a bike coming from the opposite direction, and she swerved really hard to avoid us. I mean, he did stop to see if she was OK, but she was obviously really, like, angry and upset.

Man I don't blame her. He should have been more careful. That's like when they drive too fast, too. I hate that, don't you? You know, you're in the city and they speed down those small side streets. And it feels like they're going to hit something.

Woman Oh, yeah. That's scary. Actually, I had that happen to me. The taxicab hit a car! Well, he didn't *hit* another car, but he was trying to go through this small space and he scratched another car. And he, like, didn't do anything – he just kept driving . . .

Lesson D, Ex. 2A and 2B, 83 (3.18)

1. *Alex* Excuse me, Mrs. Phillips. Here's my report.

Mrs. Phillips Oh, thanks, Alex. Just put it right over there.

Alex OK. . . . Uh, I want to apologize for getting this to you so late.

Mrs. Phillips Well, it is late, but I know it was a difficult project.

Alex Yeah, but to tell you the truth, I just didn't get started on it soon enough.

Mrs. Phillips Well, that happens a lot!

Alex Yeah. . . . Oh – and I also wanted to say that I know it's more work for you when things come in late. I hope it's not too much trouble.

Mrs. Phillips Thanks, Alex. I appreciate that.

Alex OK . . . so, anyway, I just want you to know that I'll make sure the next one gets to you on time.

Mrs. Phillips Good! That's great. So, see you next week.

Alex Yeah, see you. Have a good weekend.

Mrs. Phillips Thanks. You too.

2. *Nora* Oh, hi, Caroline. Uh, I'm glad I ran into you. I'm sorry about the other night.

Caroline Oh, right, yeah.

Nora Yeah, so you won't believe what happened. I was talking to another friend on the phone, and suddenly I remembered that I was supposed to meet you. But then I saw how late it was, like, the movie had already

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started. I freaked. . . . And I would have called, but I figured you were already in the theater, and your phone would be off anyway. . . . So, sorry about that.

Caroline Well, I waited outside for a while, but then I decided I needed to go in before all the good seats were taken.

Nora Right. So was it good? Did I miss anything?

Caroline It was OK. . . . By the way, the tickets cost $12.

Nora Wow, that's expensive!

Caroline Yeah, it is. . . .

Nora Oh, do you want me to pay you for that?

Caroline Um, yes, if you don't mind. . . .

3. *Gregory* Oh, hi, Sophie. How's it going?

Sophie Oh, not bad.

Gregory Cool. So, uh, I wanted to ask you about something.

Sophie Sure.

Gregory Like, were you upset about that comment I made at the party last Saturday? You know, about your new hairstyle?

Sophie Hmm. . . . Well, actually, I wasn't thrilled about it.

Gregory Huh. Like, I didn't think I was saying anything so bad, you know – and a couple of guys there said they were kind of surprised you reacted that way. Whatever. So, yeah, I'm sorry if I hurt your feelings. Like, I didn't mean to.

Sophie Well, thanks for that, Gregory. Anyway, I'm going to have to run. I'm late for an appointment.

4. *Adriana* Michael, do you have a minute?

Michael Sure. Come on in.

Adriana Thanks. So . . . I just wanted to apologize for how I acted at lunch today. I kind of lost it. I mean . . .

Michael Oh, it wasn't your fault. I was pretty awful, too.

Adriana Yeah, but I think I'm the one who started it all. . . . I don't know what got into me. I guess maybe I'm just in a bad mood today. But just the same, it was inexcusable. I mean, like, I really do respect your opinions on things. . . . So, anyway, I hope you'll forgive me this time.

Michael Oh, don't worry about it. It's no big deal.

Adriana And it won't happen again, I promise.

Michael Well, I'll try to do my part, too. You know, it takes two to tango.

Unit 9 Material world

Lesson A, Ex. 3B, p. 87 (3.21)

1. *Woman* Do you like to have all the latest gadgets?

Howard Well, to be honest, I'm not really interested in gadgets. So I don't have the *latest* computer or phone or anything. You won't believe this, but I didn't even have a smartphone until fairly recently. I had to get one though – well, the salesperson said I can't get any other kind now, so . . . . Yeah . . . I mean, I use it, but I'm not always checking it for messages and things. And most of the time it's turned off. I only turn it on when *I* need to call someone. Otherwise it needs to be charged every day. It drives my friends crazy because they can never get a hold of me.

2. *Woman* How thrifty are you? Are you careful with money?

Howard Well, that's a good question. I mean, generally I'm pretty careful with money. I mean, I don't like to waste money on things I don't need. And I, um, I mean, I'm not the kind of person who would spend like thousands of dollars on a TV. I definitely compare prices online and shop around for things like that. And actually, it's funny, my mom told me when I was a kid she'd given me a piggy bank, and I used to pick up every coin I found on the sidewalk and save it. So I guess I've always been a little thrifty!

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3. *Woman* Are you very attached to your possessions?

Howard It depends. Some things yes, and some things no. Like, I have some artwork and gifts from friends, and souvenirs from trips and things like that. I'd be really upset if anything happened to those. But you could take away almost everything else, and I wouldn't care. You know, a friend told me he had moved one time, and he'd decided not to take all his stuff with him, and he'd sold it. Sometimes I think it would be fun to do that, like, move somewhere and leave all my stuff behind. I'd be way more interested in the adventure of moving than in my belongings. Leaving a lot of stuff behind just wouldn't bother me at all.

4. *Woman* Have you ever gotten upset because you lost or broke something valuable?

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Howard Well, one time I lost my watch on vacation. It was my father's watch, so it was very important to me. My mom said he'd gotten it in Paris, and people used to compliment me on it all the time. Anyway, I was on vacation in Puerto Rico. I have no idea where I lost it, but I think it must have been at the beach. Anyway, I was pretty upset. And you know what made it worse? I didn't lose the watch until the very last day of the vacation. So I'm still wearing it in all of the photos we took on the trip. I still can't look at those pictures without feeling bad all over again.

5. *Woman* Do you often buy things you don't need?
Howard Hmm. Probably not, no. I guess I just don't like a lot of clutter. So I don't have a lot of things. I'm not, like, a collector. On the other hand, I'm really picky. So when I do buy something, it has to be "just right." I often shop around till I find exactly what I'm looking for. If it's something big, I might even go back to the store a few times before I decide to buy it. My sister said one time I was the worst person to shop with for that reason. But yeah, I'm not an impulse buyer. I never get home with something I just bought, take it out of the bag, and say to myself, "Whoa! Why did I buy that?"

Lesson C, Ex. 3C, p. 91 (3.28)

1. *Woman* Dan was telling me about his new career.
2. *Woman* Evidently, he's quit his job, and said he wants to become a full-time artist.
3. *Woman* He has no other source of income, but he was saying that he'd saved up a lot of money from his job.
4. *Woman* He's trying to sell his art online.
5. *Woman* It all seems a little risky to me, because you never know what's going to happen with the economy and everything.
6. *Woman* I hope it pays off for him in the end.

Lesson D, Ex. 2A, p. 93 (3.29)

1. *Bruno* One thing I couldn't live without? Um, let's see . . . my car. Life would be hard without a car. The main thing is, it's just so convenient. I mean, the public transportation around here isn't very good. So if I had to rely on buses, I'd spend all day commuting. I've heard, though, that they're going to have a new train service . . . but I'll probably stick with my car!
2. *Diana* Oh, my gosh. There are lots of things I couldn't live without. But just one thing, huh? Let me think. . . . Well, I'd have to say the one thing I couldn't live without is my gym membership. I have a gym pass, and I use it almost every day. I go to a yoga class and an aerobics class, and I swim. I couldn't live without exercise. Literally! Apparently, it's good for reducing your stress levels – and since I have a stressful job . . . you know, it's good for me.
3. *Midori* I couldn't live without fresh flowers. My mom said she always bought them every weekend and put them on the table when I was little – and I always remember that. I loved them – the smell, the color. So yeah, I do the same thing now – I buy some flowers every weekend and bring them home. I like to have them around – they remind me of my childhood. They say it's good to treat yourself to something special – every week!
4. *Max* That's easy – money. Just kidding. Though according to my dad, you need money whether you like it or not! I guess you really can't live without it. But anyway . . . Let's see, one thing. . . . OK, my music collection. It's irreplaceable, really. I just couldn't live without my music. It makes me happy. I turn it on first thing in the morning, and I go to sleep listening to music, too. My mom's always asking me if there's anything I can do without music! But seriously, life wouldn't be much fun without music.

Lesson D, Ex. 2B, p. 93 (3.30)

1. *Bruno* Life would be hard without a car. The main thing is, it's just so convenient.
2. *Diana* I couldn't live without exercise. Literally! Apparently, it's good for reducing your stress levels.
3. *Midori* They say it's good to treat yourself to something special – every week!
4. *Max* Life wouldn't be much fun without music.

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Lesson C, Ex. 3A and 3B, p. 103 (4.07)

Tom Hey, George, what's up?

George Hey, Tom. Good to see you. How are things going? How's the band?

Tom Well, it's hard to say. I mean, we're still practicing and everything.

George But you're writing some new stuff, aren't you? Like your own, original stuff.

Tom Yeah, we've got some great new songs, actually. I mean, we're writing all our own stuff. Our main problem is finding places to play. We don't get many gigs.

George Really? It's not easy to get bookings, huh?

Tom No. We've been trying to find more places to perform. I mean, nobody really knows who we are. If I'd known how hard it is to get gigs, I probably wouldn't have given up my part-time job. I mean, I gave it up so we could play in the evenings and on weekends and everything.

George Huh. So what are you doing to get more gigs, then?

Tom That's a good question. We really need more publicity. I mean, we've played at a couple of local colleges, but that's about it. We really need to get our name out there, get ourselves known, you know, so we can play at some clubs and bigger places like that. We hardly earn anything right now for the small gigs we do.

George Well, you could contact the local radio station, couldn't you? That might lead to something. I mean, they support local bands, don't they?

Tom Actually, yeah. That's a great idea. We haven't done that.

George And you could record some of your songs, couldn't you? Hire a recording studio for a day. Then you send the songs to music bloggers and reviewers, and upload them to a video-sharing website. You could be viral stars in a couple of weeks! I mean, it's not too difficult to get your name out there. It would be amazing if you got discovered by a record company or something, wouldn't it?

Tom Oh, yeah – for sure. But it costs a lot to hire a studio and a producer and record a song. So we haven't really done any of that. And honestly, I wouldn't have any idea how to do it anyway.

George Well, you could produce it yourself too, couldn't you? I mean, there's all kinds of software you can use to do that. And you could record it at home . . .

Tom Huh. Well, . . .

George You should get a manager too, shouldn't you? Someone with connections. You know, someone to get you gigs and get your name out there.

Tom Yeah, I guess. We should have had a manager from the start – maybe if we'd had a manager, we would have done better.

George Yeah, and you know what? I think if you'd called yourselves something different – if you'd had a catchier name – something people remember – you might have gotten noticed more. But it's not too late. You could still do that, couldn't you?

Tom Well, that's a really good point. Nobody knows our name right now. Our drummer chose the name. It's not my favorite, for sure. But hey, you have some good ideas. Maybe you should be our manager! *(laughs)*

George Actually, you know, that's a great idea. I'd be perfect! You see, . . .

Lesson D, Ex. 2B and 2C, p. 105 (4.08)

1. *Man* What do you think success is?

Isabel Well, for me, I really don't think it has anything to do with money or your job or anything like that. I mean, a lot of people think success is making millions and having an important job – but for me, it's nothing like that.

Man So, what is success for you?

Isabel Well, I think success in life is when you really feel good about what you do every day.

Man Do you feel you're successful?

Isabel Yeah, I do. I mean, we all have to do some things we don't like doing, don't we – like chores and stuff – but I really try to make everything I do fun. It's really important to find something to enjoy about everything you do, every day, isn't it? Finding that is success.

2. *Man* So, how would you define success?

Claire Well, that's an interesting question. I used to think that it was all about making a lot of money. Like, if I'd made a lot of money, I would have been able to buy anything I wanted, you know, and that would have made me happy . . .

Man Yeah?

Claire Yeah. For years I was in this big job, and I got a great salary. I was earning twice as much as all my friends. And I thought that was great, but then I realized I really wasn't happy in that job, and so I quit. At some

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point, the money just became less important to me. And now I think, for me, success is more about doing something that's really worthwhile.

Man So, you changed direction, did you?

Claire Well, actually, yep, I went back to school to become a teacher, and now I'm teaching sixth grade. I love it. I really feel I'm doing something useful, and I like that a lot.

3. *Man* So what is success for you? Success is . . .

Carlo Well, it's lots of things, actually. But I guess the most important thing for me is my music. . . . So success for me would be to get recognition for my music. You know, to become really well known and have a big following.

Man Right.

Carlo Yeah, then I'd know I was successful, wouldn't I? You know, if lots of people knew my name and knew my music, bought my recordings, came to my concerts, . . . It's not about making money, it's about being known as a musician.

Man So you're not there yet, are you?

Carlo *(laughs)* No. I wish.

4. *Man* So what's your definition of success?

Vivian Well, I'm sure it's different for everyone, . . . but I think it means being financially secure. You know, not having to worry about what you spend or about having enough to pay the bills . . .

Man Uh-huh.

Vivian But really, I think success means having more money than you need, so you can enjoy some luxuries, too, you know, like travel and designer clothes and things like that. . . .

Man So have you achieved success?

Vivian Well, I have enough money to pay my bills, but not enough to afford the little luxuries – so, not yet!

Unit 11 Trends

Lesson A, Ex. 3B, p. 109 (4.12)

1. *Woman* More women are being encouraged to train as science and engineering teachers.
2. *Man* Bilingual programs are being offered to elementary school students.
3. *Woman* Students are being required to do community service.
4. *Man* Education has been given more funding.
5. *Woman* Technology has been introduced into more classrooms.
6. *Man* Courses are being made available for more people in the community.

Lesson C, Ex. 1D, p. 112 (4.15)

Greg I mean, like you said, Celia, companies want to save on costs.

Celia But as I said, it's good experience. And internships can lead to full-time jobs.

Adam True. And companies can see if someone is a good fit before they hire them. As you were saying earlier, Celia, they need good employees. It's like I was saying, people want good benefits.

Celia Right. And going back to what you were saying, Greg, telecommuting is a kind of benefit.

Lesson C, Ex. 3B and 3C, p. 113 (4.16)

1. *Man* . . . I mean, every company should offer it, really. It just makes it easier to organize your own life. Especially if you have a family, and you have to get your kids to school, and so on.

Woman Oh, I agree. There's nothing worse than a 9 to 5 day. Like, for me, it means I can do errands in the morning before work, you know, instead of taking time off, or having to rush and do them on my lunch break.

Man Right. Actually, the program is being extended at our company, so that you can go into work any time between 6 a.m. and 9 p.m. I mean, you have to be at work between 10:00 and 2:00. They're saying the biggest advantage is that it helps keep employees.

Woman Well, that's good. When a lot of people leave, it's not good for business.

Man Right. That, and people are less stressed. I guess because they can manage their personal lives better, like you said – you can go to appointments and do errands, etc.

Woman I guess the disadvantage, though, is you don't always know when someone will be at their desk.

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2. *Woman* . . . I mean, yes, it's nice if you don't have to go in every day, obviously, and I know some people say they get a lot more done. And I guess a lot of people can do it with email and so on. But the problem is, it's easy to get distracted. See, I'm just not that organized and disciplined, so I would look around and see what chores I should do. Like, I'd want to do my laundry, empty the dishwasher, etc.

Man *(laughs)* Yeah, well, there is that. I guess it's easy to do things like that instead of concentrating on work. But still, a lot of employees are being allowed to do it. Some employers positively encourage them to do it because they know people are more productive that way.

Woman Right.

Man Apparently, a lot of people are being hired from other cities. It's not always easy to find the right people with the right skills in our small city. Especially for IT staff. So that's why they let people telecommute . . .

Woman So that they can hire more qualified staff . . .

Man Right. Well, I have to say I would do it – if I could. Like I said, at least I'd get my laundry and chores and so on done! And I'd save on gas, too. That would be good.

3. *Man* . . . you know, and that's not good really. I mean, even if it's unpaid, it would be better than not having it.

Woman I agree. I mean, when we had our first, I really needed the help, you know, with feeding and changing and so forth. It was difficult being at home by myself. I wish my husband could have been there.

Man So his company didn't offer it, then?

Woman No. And I could only take a few weeks off. It wasn't long enough. I mean, I'm sure it's better for the company, too. You know, employees who get leave like that are happier and less stressed.

Man I bet. I suppose the disadvantage is, I imagine, men might think that their bosses won't see them as serious about their work, you know, as a result of taking time off like that. And it might harm their chances of promotion, etc. . . .

Woman True. But it's more important to spend that time with your family, don't you think?

4. *Woman* . . . Yeah, it definitely has its advantages, though mostly for the company, I think. I mean, from their point of view, they save a lot of money – apparently – by not having a workspace and a desk and so on for everyone.

Man Yeah. That would be a little weird for me. I mean, what would you do with all your stuff, like your family photos, and your coffee mug, and things like that?

Woman Well, I guess they have lockers to store all your personal things. But it would be a pain, you know, calling to reserve a desk for the day. I mean, it's probably OK for salespeople if they're hardly ever in the office. But . . .

Man Oh, I'd hate it. You know, they tried hot-desking back in the '80s, and I heard a lot of people didn't like it. They said employees didn't feel connected to the team – so they, like, never got the chance to get to know each other, and build relationships at work, and so on and so forth.

Woman So even though it didn't work then, it's being tried again now.

Lesson D, Ex. 2A and 2B, p. 115 (4.17)

1. *Adam* What I've noticed lately is that the texts I receive are longer and clearer than they used to be several years ago. There's a lot less "textese," like "BTW" for "by the way" and "LOL" for "laugh out loud." I guess it's because it's a lot easier to type on a phone now, and also, phones automatically correct spelling, you know, when you hit the wrong keys. I think this makes communication a lot easier. One funny thing is, I have a few friends who don't pay enough attention when they text, and they don't notice when the phone makes the wrong correction. Some of the mistakes are hilarious!

2. *Emily* One thing I've noticed is that people seem to buy more and more things on the Internet – food, clothes, cleaning supplies, you name it. I think it's a more efficient way to buy things, and the result is that people have more free time to do what they want. I mean, I used to spend every weekend at the mall. I'd go from store to store with a long list of things to buy, and sometimes I'd find them and sometimes I wouldn't. As for clothes, it could take several weekends to find the right thing. Now people do all that on their computers. Sometimes they'll go into a store, but just to get a good look at something before they buy it online.

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3. *Tyler* One thing that has changed in the last few years is that movie attendance is going down. I guess it's because ticket costs are going up, so the trend is for people to watch more movies at home. Most of my friends, they pay a monthly fee and get movies on demand. Of course, they all want to make the experience just as exciting as going to a movie theater, so they spend lots of money on gigantic televisions and sound systems. Thousands of dollars, in fact. And these systems consume more and more electricity, just when the whole world is trying to conserve energy. And is all this really less expensive than going out to a movie? People need to get out more, exercise more, and just be more aware of the world outside.

4. *Madison* Something that has changed in the last few years is that people just can't put away their phones, even when they're out with friends. At least, that's the way it is with my friends. You know, it's like when someone's talking about a movie they just saw, and they can't remember the name of an actor. So everyone grabs their phones to search for it. And then one person notices a new text message, and starts answering it. And someone else is like checking email, and so on. And then a few minutes later, someone says, "What were we just talking about?" OK, so maybe I'm exaggerating. But it's more and more difficult to have interesting, intelligent conversations when you get together with friends.

Unit 12 Careers

Lesson C, Ex. 1D, p. 122 (4.24)

1. *Jenn* Have you had any experience? What I was going to say was it helps when you have previous work experience.

   Jin-ho Actually, yeah. I worked in a restaurant one time. The best part was I got good tips.

2. *Jin-ho* So what will you be doing during summer break?

   Jenn I'll be working as a camp counselor this year. My friend did it last year. She said it was great. What I thought was good was that she got to go rafting and everything with the kids *and* she got paid for it.

3. *Jin-ho* How old were you when you got your first job? The reason I ask is my sister wants to work, but she's only 15.

   Jenn What I heard was that you have to be 16 before you can get a job. But I'm not sure.

Lesson C, Ex. 3A and 3B, p. 123 (4.25)

Woman Good question. I guess I see my – um, I see my job as helping people to achieve their personal fitness goals. That's my main priority. Of course, there are many things that come into it, like educating clients about their general health as well as exercise. But basically my job is to build an individual exercise program for each client. And that's . . .

. . . Well, it's very simple. A big part of my job is to motivate people – that's why a lot of people call me. They can't stick to an exercise program by themselves. And one thing that's very important is to make sure that the program suits their lifestyle. A lot of my clients are very busy people, so I plan their workouts early in the morning. And another reason is that often, they simply don't know what to do – which exercises to do, how to use the equipment, etc. And people . . .

. . . Oh, definitely. I don't know if you know, but one jobs website lists "personal trainer" as one of the top 10 most interesting jobs, which is probably why more than 250,000 people choose to do this as a career. For me, the best part is working with clients. You build very strong personal relationships. Many of my clients are like friends. It's amazing how much I learn about their personal lives. So it's great in that way. And it's wonderful when you see that you have helped someone become fit, lose weight, and just be generally healthier. . . .

. . . You know, it's a great job overall. One thing that's great is that I work for myself – I'm my own boss. And what's great is that I don't have to go to an office 9 to 5 every day. And, of course, I am extremely fit. I guess there are . . . there are pros and cons to any job, and what can be difficult is that sometimes my clients call me at the last minute and cancel appointments. As I said, they're busy people, so they can't always keep appointments. And of course the other

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thing is that if I get sick, like if I get a cold or something, I can't work. I don't want to make my clients sick, and it's not safe to exercise when you're sick either. And if I don't work, I don't get paid. . . .

. . . *(laughs)* Well, there are personal trainers who work with celebrities and they make a lot of money. I mean, they're earning a fortune – like, thousands of dollars for each session. But it's not like that for most of us. Most of us are earning about $35,000 to $40,000 a year.

Lesson D, Ex. 2A and 2B, p. 125 (4.26)

Maria Hey, Alex, you won't believe this! I saw an ad online yesterday for the perfect summer job. Well, perfect for me, anyway.

Alex Really? What kind of job?

Maria It's with a travel company. I don't know if you've heard of them – Canada Travel – but they're looking for local tour guides. Just part-time – but that's OK. I'll be working on my final paper this summer . . . so, yeah. I'll have time, but I can still study, too.

Alex A tour guide, huh? That sounds interesting. What do you have to do, exactly?

Maria Well, it says it's a fun summer job, and they want someone who enjoys meeting students from other countries. I'd love that. I mean, it's fun talking to people from overseas – you find out so much about people. And you know me, I'll talk to anyone.

Alex Yeah, that's true. So what else do you need – I mean, do you have to speak another language or anything?

Maria Yeah. The funny thing is they want people who can speak English and Spanish. I mean, I lived in Chile for two years, so my Spanish is pretty good. But one of the main things they want is for you to be interested in your local area and its history.

Alex Really? Oh, this job really is perfect for you. I mean, you spend every weekend going to museums and visiting all the historical sights.

Maria I know, and just think, the best thing is I'll get *paid* for doing it.

Alex Cool. It sounds fun, actually.

Maria Oh, and you get to travel around the whole region for two days a week.

Alex Wow. So, you'll be taking tourists on day trips and stuff like that. I mean, if you get the job. So, what do you have to do to apply?

Maria Actually, I've applied already online. They wanted fun, flexible, and hard-working applicants. And I'm all three, so . . . yeah. I wrote a cover letter and attached my résumé. So I hope I hear back soon. I *really* want this job.

Alex I'm sure.

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Workbook answer key

Unit 1 Interesting lives

Lesson A *Interviews* pp. 2–3

Exercise 1

Claire did you start
Alex I've been taking
Claire did you use
Alex showed
Claire are you working
Alex I'm taking
Claire have you taken
Claire were you doing
Alex was working; didn't win

Exercise 2

1. What have you been taking photos of lately?
2. How long have you had a camera?
3. Did your parents take many photos of you when you were a child?
4. Have you ever been to a photographer's studio?
5. When did you last take a photo?
6. What social networking sites are you posting your photos on currently?

Answers to questions will vary. Possible answers may include:

1. I've been taking photos of my friends and interesting buildings in my hometown.
2. I've had a camera for five years.
3. No. I don't think they took enough photos.
4. Yes, I was a photographer's assistant for two years.
5. I just took one yesterday!
6. I'm posting my photographs on . . .

Exercise 3

1. *Ben* have, been watching
   Kumi 've been watching / watch; watch; watched
2. *Ana* Have, lived / Did, live
   Joel 've lived / lived; lived; was living / lived
3. *Jalila* 'm eating / 've been eating; eat; ate / eat
4. *Vito* have, been writing
   Kim 've been writing; write; wrote

Exercise 4

Answers will vary. Possible answers may include:

1. I've been studying English for five years.
2. Yes. I've lived in Guatemala.
3. I'm listening to a lot of hip-hop these days.
4. I watch a lot of sitcoms.
5. I went to California and went to the beach.
6. I was traveling to California.

Lesson B *It's a long story!* pp. 4–5

Exercise 1

1. ended up
   finished
   considering
   decided
   offered
   agreed
   imagine
2. planning on
   spent
   started
   remember
   missed
3. happened
   considering
   bother
   seems
   expected

Exercise 2

living
being
to move
to share
missing / to miss
being
staying
being
to complete
emailing

Exercise 3

Answers will vary. Possible answers may include:

1. I think I'll end up living in Paris after I finish school.
2. I'm planning on taking a more advanced class.
3. Yes. I just started reading a book by Paul Auster.
4. I remember playing on the swings.
5. Yes. I decided to take a job I didn't like.
6. Yes. I definitely expect a good grade in this class.
7. I intend to go bike riding.
8. I can't imagine not being near my family.

Lesson C *We're both getting scared. . . .* pp. 6–7

Exercise 1

Freda Well, anyway, one day, I 'm / am in the yard, and she makes me eat a mud pie. Here she is, seven years old, in the yard with three beautiful mud pies. She says, "Freda, try this. It's so good." And she acts like she put some in her mouth. I was three years old, what did I know?

www.irLanguage.com

Exercise 2
Answers will vary. Possible answers may include:
Well, I was traveling through South Korea, way out in the middle of nowhere, and I run out of cash and I have no way of getting back to Seoul.
Well, I'm getting pretty nervous. I'm walking around and can't find a bank or anything. Anyway, finally, I meet this really nice French man. So I explain the situation, and he agrees to take my traveler's check in exchange for Korean money. So at least I have enough money to get a bus to the nearest town. And so yeah, I go to the most expensive hotel.

Exercise 3
this; this; these; these; this; this

Exercise 4
Answers will vary. Possible answers may include:
1. You know, this friend of mine is always seeing famous people when she's out. One time, she was checking out this computer in a computer store. And all of a sudden, she looks up and sees her favorite basketball player. He's standing next to her – checking out the same computer!
2. You know, my cousin Adam met his fiancée because of his dog. He has this enormous dog named Scruffy. Well, one day, they are in this park. Anyway, Scruffy starts chasing this squirrel and pulls my cousin right into this woman. So, Adam apologizes, and he and this woman start talking. And to make a long story short, now they're engaged!
3. I remember one time my friend Linda had a party. It was for her graduation, I think, and we were all outdoors. Anyway, the weather was beautiful at first, but after an hour or so, these dark clouds start coming in, and it starts to rain really hard. So she just turns on this radio, and we all start dancing in the rain. We had so much fun. It was the best party ever.

Lesson D ***Against the odds*** *pp. 8–9*

Exercise 1
A
someone who works for a cause

B
1. Christopher Reeve starred in the *Superman* movies.
2. He was riding his horse.
3. He relied on his wife, nurses, doctors, and therapists.
4. It awards money to people researching cures for paralysis.

Exercise 2
A
3
4
1
2

B
Answers will vary.

Unit 2 Personal tastes

Lesson A ***Makeovers*** *pp. 10–11*

Exercise 1
1. often
2. quickly
3. nice
4. important
5. hard
6. much

Exercise 2
1. interested in fashion
   much attention
   scruffy
2. fast
   little time
   many things

Exercise 3
Answers will vary. Possible answers may include:
1. Sachi isn't as tall as Nell.
2. Nell's hair isn't as short as Sachi's.
3. Nell isn't wearing as many dark clothes as Sachi.
4. Sachi's skirt isn't as long as Nell's.
5. Sachi's shoes aren't as comfortable as Nell's.
6. Sachi isn't wearing as much jewelry as Nell.
7. Sachi's earrings aren't as big as Nell's.
8. Sachi is as interested in fashion as Nell. / Nell is as interested in fashion as Sachi.

Exercise 4
Answers will vary. Possible answers may include:
1. I don't wear bright colors as often as dark colors. I'm most comfortable in black.
2. Yes. I spend as much money as my friends on clothes, maybe even more.
3. No. I don't try as hard as I can to be trendy. I like to be fashionable, though.
4. No. I don't have as many accessories as my best friend. He has at least 15 belts.
5. No. My parents definitely don't care as much about their appearance as I do.
6. No. Usually stylish clothes aren't as comfortable as casual clothes.
7. No. I spend a lot of time getting ready in the morning.

Lesson B **Fashion** *pp. 12–13*

Exercise 1

1. *A* Isn't
   B Aren't
   B Doesn't
   A Isn't
2. *A* Don't
   A don't
   B Doesn't
   A aren't

Exercise 2

Answers will vary. Possible answers may include:

1. Aren't leather jackets cool?
2. Don't you think most sneakers cost way too much nowadays?
3. Isn't a tie a great way to complete a man's outfit?
4. Plaid looks great with floral prints, don't you think?
5. Isn't it hard to find jeans that fit well?
6. Aren't neon green and orange great colors?

Exercise 3

A

1. Luis looks very stylish in his denim jeans and a long-sleeved shirt. His polka-dot tie looks cool, too.
2. Kate looks great in that floral-print silk skirt. Her cashmere V-neck sweater goes with it really well, too
3. Tiana's wearing dark blue boot-cut jeans—as usual—with a shirt. That look never goes out of fashion.
4. Ravi's dark gray scarf goes perfectly with his suede jacket. Those baggy casual pants look great, too.

B

Answers will vary. Possible answers may include:

1. Angelo is wearing a fitted, plaid short-sleeved shirt. He is also wearing flared denim jeans.
2. Risa is wearing a striped skirt, a turtleneck sweater, and rubber boots.

Lesson C **She has a big collection, then.** *pp. 14–15*

Exercise 1

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

Exercise 2

Liza You have definite tastes, then.
Russ You like songs that you know the lyrics to.
Russ You want to understand what you're looking at.
Liza You like clothes that you can wear every day.

Exercise 3

Mike Now, are you the same about food too?
Mike Now, have you tried sushi?

Exercise 4

Answers will vary. Possible answers may include:

1. So, you have pretty broad tastes in music. Now, do you have a favorite?
2. It sounds like you don't like hot weather. Now, do you like cold weather?
3. It seems like it's pretty unreliable. Now, what kind of car would / do you like?

Lesson D **Personal style** *pp. 16–17*

Exercise 1

A

Most interested in fashion: Michi
Least interested in fashion: Sadie

B

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

C

1. Michi 4. Michi
2. Sadie 5. Carlos
3. Sadie / Michi

Exercise 2

A

Answers will vary. Possible answers may include:

1. If you want to take care of your clothes, you should wash them regularly, dry them carefully, and store them properly.
2. Choose clothes that make you feel good – clothes that reflect your individual style.
3. Buy clothes that you can wear for more than one season – that way you will get the most out of your new clothes!
4. Mix classic designs with trendier pieces – wear simple black pants with a fun belt, a trendy shirt, and a classic jacket. You'll never be out of style!

B

Answers will vary.

Unit 3 World cultures

Lesson A ***Traditional things*** *pp. 18–19*

Exercise 1

Kerstin 's celebrated; is considered
Kerstin is chosen; is placed; is sung; isn't done / 's not done
Ken is eaten
Kerstin are made; 're, served

Exercise 2

Answers will vary. Possible answers may include:

1. Totem poles are carved out of wood by some Native Americans.
2. *Paella* is made with chicken, seafood, and saffron.
3. In Mexico, the Day of the Dead is celebrated on the first two days in November.
4. In Taiwan, red envelopes with money inside are given to children by (their) parents on New Year's Day.

Exercise 3

Sports:
is called
are used
are played
is called
is held

Music:
is called
are performed
isn't used, are learned
are sung

Food:
is served
's made, are boiled
are mashed, 're mixed

Exercise 4

1. is considered
2. are made
3. are served
4. are played
5. are celebrated
6. are sung

Answers will vary.

Lesson B ***Manners*** *pp. 20–21*

Exercise 1

1. to kiss
2. Showing
3. Eating
4. to cut in line
5. Shaking hands
6. to take off
7. Holding hands
8. to stand up

Exercise 2

1. to keep
2. bowing
3. Having
4. Walking
5. to tip
6. to point

Exercise 3

1. reaching
2. to say
3. Eating
4. Being
5. to shout
6. to go
7. to be
8. to leave, saying
9. Giving
10. Asking
11. to wait, getting
12. to talk

Exercise 4

1. It's not OK to point at people in public places.
2. It's not customary to walk in someone's house without taking off your shoes.
3. Try not to stand close to people you're talking to.
4. Not opening a gift in front of the person who gave it to you is considered rude. / Opening a gift in front of the person who gave it to you is not considered rude.
5. You can annoy people by not saying you're sorry if you bump into them.
6. It's not customary to tip hairstylists. / It's customary not to tip hairstylists.
7. Being early for a party is not considered polite.
8. Talking on a cell phone in a public place is not acceptable.

Lesson C ***To be honest, . . .*** *pp. 22–23*

Exercise 1

1. I really like it.
2. Well, to be honest, I don't really like her.
3. No. I absolutely hated my old school.
4. Yes! I would definitely like to do that.
5. Oh, I'd certainly miss my family, especially my brother.

Exercise 2

Answers will vary. Possible answers may include:

1. I really love learning about new cultures. I'd absolutely love to go to Kenya.
2. In fact, I think it would be exciting to live in a new city.
3. To tell you the truth, I'd miss home cooking if I lived in another country.
4. I'd actually love living with a roommate. I honestly wouldn't like living by myself.
5. I'd definitely like to live all over the world. I really can't imagine living in just one place.
6. To be honest, I don't think I'd get homesick if I lived a long way from home.

Exercise 3

1. *Kara* ____ I'm going to Mexico!
   Kara But I'm going to miss you, of course!
   Bruno Well, *me*, of course.
2. *Brad* And, of course, I missed my flight.
   Brad Yeah ____.
   Brad Yeah, and I apologized right away, of course.

Exercise 4
Answers will vary.

Lesson D **Proverbs** *pp. 24–25*
Exercise 1
A
3

B

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

Exercise 2
A
One of my favorite proverbs is
it means that
It's often said that
I like this proverb because

B
Answers will vary.

Unit 4 Socializing

Lesson A **Party time** *pp. 26–27*
Exercise 1
1. 're not supposed to park
   're supposed to park
2. 're not supposed to wear
   're supposed to take off
3. 's supposed to be
   's not supposed to be
4. 's supposed to clean / be cleaning
   's not supposed to talk / to be / to be talking

Exercise 2
was going to / was supposed to
was supposed to
was going to
were going to / were supposed to
's supposed to
were / are supposed to
'm supposed to
was going to / was supposed to

Exercise 3

Zach	was supposed to meet / was going to meet
Christy	'm supposed to pick up
Zach	Are / Were, supposed to bring
Christy	wasn't going to make
Christy	's not supposed to eat
Christy	's supposed to be

Exercise 4
Answers will vary. Possible answers may include:
1. For our next class, we're supposed to bring in some photos.
2. It's supposed to be beautiful.
3. I'm supposed to see the dentist.
4. I'm supposed to finish my science project.
5. I was going to go to my friend's for dinner, but I canceled because I was sick.
6. I'm going to go to Mexico next month!

Lesson B **We have to get going.** *pp. 28–29*
Exercise 1
A
1. get away with
2. get around to
3. get out of
4. get over
5. get it
6. get used to
7. get off
8. get the feeling
9. get to know; get home; get through
10. get going

B
1. *A* get going
   B get away with
   B get it; get off
2. *A* get home
   B get out of; get the feeling
   A get around to

Exercise 2
1. get over her fear
   get through a day
2. get out of going
   get off work
   get away with it
3. get around to paying
   get away with making
   get used to eating

Exercise 3
Answers will vary. Possible answers may include:
1. I haven't gotten around to cleaning my room.
2. I just got a scooter, and I still haven't gotten used to riding it.
3. I always try to get out of doing the dishes.
4. Sometimes it's hard to get through meetings.
5. I get off work at 5:30.
6. It took me about four days to get over my last cold.

Lesson C ***You're going this time, right?*** *pp. 30–31*

Exercise 1

A

1. It is you, right?
2. So, you teach teenagers, huh?
3. So, you haven't told them yet?
4. You're still working at that software company, right?
5. So, they don't know you're here, then?
6. You didn't hear about that, huh?

B

Dan It is you, right?
Eva You're still working at that software company, right?
Dan You didn't hear about that, huh?
Dan So, you teach teenagers?
Eva So, they don't know you're here, right?
Eva So, you haven't told them yet?

Exercise 2

Rita So, you're having a birthday party this year? 1
Craig I don't know. My birthday is going to fall right in the middle of final exams. –
Rita So, you think people won't come if they're studying? 2
Craig Yeah, I mean, these are important exams, so . . . 3
Rita Well, maybe you could wait until after the exams are over. –
Rita Then you can have a double celebration: for your birthday *and* the end of exams. –
Rita So, don't forget to invite me! 4

Exercise 3

Phil You stayed out pretty late, huh?
Phil You had a good time, right?
Keith You didn't do anything?
Phil You're going out again tonight?
Phil So, you're not too tired to go out tonight?

Lesson D ***Social style*** *pp. 32–33*

Exercise 1

A

Paragraph 2: Smile!
Paragraph 3: Maintain eye contact.
Paragraph 4: Pay attention to your body language.
Paragraph 5: Use your ears.
Paragraph 6: Be fearless.

B

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

C

1. ✗
2. ✓
3. ✓
4. ✗
5. ✗
6. ✓
7. ✓
8. ✓

Exercise 2

A

Being an introvert
while I wait to get on a plane or train
because I'm away from home

B

Answers will vary.

Unit 5 Law and order

Lesson A ***Rules and regulations*** *pp. 34–35*

Exercise 1

1. must be changed
2. should be banned
3. ought to be fined
4. shouldn't be allowed
5. could be encouraged
6. has to be done

Exercise 2

A

1. encouraged
2. allowed
3. fined
4. made
5. passed
6. given
7. banned
8. arrested

B

Answers will vary.

Exercise 3

1. *A* be allowed
   B be fined
   C be arrested
2. *A* be made
   B be arrested
   C be treated
3. *A* be fined
   B be changed
   C be stopped

Exercise 4

Answers will vary. Possible answers may include:

1. He ought to be made to tell his parents.
2. I think the man could definitely be fined. He should only be arrested if he's done it before.
3. If she is a good student, I think she should be encouraged to work. It teaches responsibility.
4. No she shouldn't be given one. She's too young.
5. Yes, he must be given a time limit. He needs to play outside.
6. If they were all his fault, I don't think he should be allowed to drive.

Lesson B ***Crime and punishment*** *pp. 36–37*

Exercise 1

Crime:	**Punishment:**
armed robbery	put on probation
break into a house	lose your license
kill someone	send to prison
take someone captive	clean up graffiti
minor offense	go to jail

Exercise 2

1. shoplifters
2. robbers
3. life sentence
4. vandals
5. penalties
6. jaywalker
7. kidnapper
8. stealing

Exercise 3

1. Three teenagers got arrested yesterday for stealing a car.
2. They got caught joyriding along a busy street.
3. The owner of the car thinks the teens should be fined.
4. Lulu Maxwell should be made to give a public apology.
5. Maxwell got fined $500 and (got) put on probation for six months.
6. She got caught shoplifting in a department store downtown.
7. A man got caught writing graffiti on cars last Wednesday.
8. Jim Hillman got convicted of vandalism.
9. The owners of the car think Hillman should be made to pay for the damage done to their vehicles.

Exercise 4

Answers will vary. Possible answers may include:

1. You get fined and perhaps put in jail.
2. The vandals get told to clean it up.
3. Some murderers get sentenced to life in prison.
4. If you jaywalk, you might get fined.
5. You get your license taken away.

Lesson C ***First of all, . . .*** *pp. 38–39*

Exercise 1

Helen	basically
Helen	for a couple of reasons; second of all; the thing is
Helen	another thing is

Exercise 2

A

3
1
5
7
4
2
6

B

Answer will vary. Possible answer:

Well, I think nowadays it's important to carry an ID card. First of all, if you're ever hurt or in an accident, it's important for people to be able to identify you. And then the other thing is, if you're not doing anything wrong, why would you care? Basically, it can only help in all situations.

Exercise 3

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

Exercise 4

Pam	their point is
Roger	basically
Roger	there are two reasons; number one; number two; another thing is
Pam	You've got a point
Roger	I never thought of it that way

Lesson D ***Your right to privacy*** *pp. 40–41*

Exercise 1

A

3 1 6
5 2 4

B

1. He didn't notice all the shoes were right-footed.
2. He got caught because he fell asleep in an armchair in the house he was robbing.
3. They weren't happy because the items don't work.
4. He pulled over to help someone.
5. She needed to order something on the breakfast menu.
6. His crime cost him $3.

Exercise 2

A

Because / As
since / because / as
Because / As

B

Answers will vary.

Unit 6 Strange events

Lesson A *Coincidences* pp. 42–43

Exercise 1

UFO
telepathy
déjà vu
sticks in my mind
coincidences
out of the blue
ran into
unexpectedly

Exercise 2

had broken up
started
decided
had dated, invited
noticed
were / had been, hadn't seen

Exercise 3

1. He had written a good cover letter and résumé.
2. He had written it with a professional and had a nice photo.
3. Because he had put his phone in silent mode. / He hadn't heard his alarm go off.
4. He had gotten his things ready the night before.
5. He hadn't had time to get it on Tuesday.
6. He had gone to the ATM on Tuesday.
7. No, he had never met her before.
8. She had recognized him from the photo on his résumé.

Exercise 4

Answer will vary. Possible answer:
When I was little, my family and I vacationed in Maine every summer. And every summer, we had the same routines. One year, we decided to try a different grocery store. We had always gone to the one close to our house. But for some reason, that day my mother had decided to try a new one. Well, we had just gotten out of the car when my mother yelled, "Stewart!" Stewart was her high school sweetheart that she hadn't seen in 20 years! My mom was thrilled, but I think my dad was jealous!

Lesson B *Superstitions* pp. 44–45

Exercise 1

1. If you put your clothes on inside out, you'll get a nice surprise.
2. If a bride wears pearls, she'll cry all her married life.
3. If you see a crow in the morning, you'll have a bad day.
4. If you put your purse on the floor, your money will disappear.
5. If you give your boyfriend / girlfriend a pair of shoes, he / she will leave you.
6. It's lucky to find a green tea leaf floating upright in a cup of tea.

Exercise 2

1. snake
2. sweep; broom
3. make; come true
4. come into

Exercise 3

Junya Neither am I.
Marta Neither do I.
Marta So do I.
Junya Neither did I.
Marta So am I.

Exercise 4

Answers will vary.

Lesson C *Weird and off the wall* pp. 46–47

Exercise 1

1. hilarious
2. fascinating
3. wonderful
4. frightening
5. weird
6. difficult

Exercise 2

Answers will vary. Possible answers may include:
1. beautiful, pretty, attractive, gorgeous
2. friendly, kind, nice
3. angry, frustrated, mad
4. amusing, neat, cool
5. sad, depressing, disturbing, upsetting

Exercise 3

1. softer
2. stronger
3. softer
4. stronger
5. stronger

Exercise 4

Answers will vary. Possible answers may include:
1. Yes, I do. I think some people can really tell what others are thinking. It's just amazing.
   No, I don't. I just don't believe you can ever tell what others are thinking.
2. I like to watch shows about UFOs. I think they're just fascinating.
   I don't like to watch shows about UFOs. I think they're just a waste of time.
3. I believe you can. I just think we don't know enough about how our minds work.
   I don't. I think it's just impossible to make something happen by wishing for it.
4. I believe that aliens might exist. There just has to be something else in space.
   No, I don't. I just don't believe in them.
5. Yes, there's just so much that goes on in your head at night. Anything is possible.
   No, I just don't think it's possible to learn anything substantial from our dreams.

Lesson D ***Amazing stories*** *pp. 48–49*

Exercise 1

A

Top left: 2 Top right: 3
Bottom left: 4 Bottom right: 1

B

1. an exit; Julianne Clark
2. stowaway; Charles McLean
3. painkillers; had worn off; Tim Wilson
4. shipping crate; Charles McLean
5. honor; Christina Hudson

Exercise 2

A

Before; Soon after; after

B

Answers will vary.

Unit 7 Problem solving

Lesson A ***Getting things done*** *pp. 50–51*

Exercise 1

1. has; gets
2. has
3. had
4. get

Exercise 2

1. to wash; washed
2. to do; redecorated
3. cut; to help
4. repaired; fixed
5. to do; cleaned, ironed

Exercise 3

StanP	get it repaired
LilyRose	have it fixed
JuanJ	get them cleaned
Hwatanabe	have them delivered
Psmith89	have it painted

Exercise 4

Answers will vary. Possible answers may include:

1. I usually pay to have someone fix to my motorcycle.
2. I always get my father to do my taxes.
3. It costs (me) $35 to get my hair cut.
4. I would have my gardening done by a professional.
5. I had my washing machine repaired last week.
6. I would buy a new laptop.

Lesson B ***What needs to be done?*** *pp. 52–53*

Exercise 1

1. recharge
2. upgrade
3. adjusting
4. clean
5. replace

Exercise 2

Answers will vary. Possible answers may include:

1. The lightbulb needs to be tightened.
2. The door needs adjusting / to be adjusted.
3. The walls need painting / to be painted.
4. The carpet needs cleaning / to be cleaned.
5. The junk needs throwing away / to be thrown away.
6. The chair needs fixing / to be fixed.
7. The TV needs repairing / to be repaired.
8. The window needs replacing / to be replaced.

Exercise 3

1. *A* dent; leaking
   B making a funny noise
2. *B* slow; stopped / dead
3. *A* dead / stopped
   B flickering
   A won't turn on
   B get a shock
4. *B* stain
   A hole
   B torn
5. *B* loose; fall off

Exercise 4

Answers will vary. Possible answers may include:

1. My kitchen always needs cleaning.
2. My front doorknob needs to be tightened.
3. The pictures on the wall sometimes need adjusting.
4. My MP3 player needs recharging quite often.
5. My old sofa needs to be replaced.

Lesson C ***You OK?*** *pp. 54–55*

Exercise 1

A

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

B

1. *A* Need some help moving it?
2. *A* Ready?
   B Like it?
3. *A* Got any chips?
   B Want one?
4. *B* Want me to help?
5. *B* Want me to get it?
6. *B* Love to!
   B Ready!

Exercise 2

1. Ooh!
2. Ow!
3. Whoops!
4. Yuck!
5. Shoot!
6. Uh-oh!

Exercise 3

1. 5; 1; 6; 2; 4; 3
2. 3; 2; 4; 6; 5; 1

Lesson D ***Thinking outside the box*** *pp. 56–57*

Exercise 1

A

Answers will vary.

B

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

C

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

Exercise 2

A

Problem:

. . . there is sometimes a lack of understanding and respect between students and teachers.

Solution:

. . . have a teacher-student swap day once a semester.

Benefits:

. . . students could see what teachers have to do to prepare for a class.

. . . teachers could learn new ideas from students and how students learn best.

. . . students could find out if teaching is something they'd like to do as a career.

How the solution will be implemented:

Each semester, every teacher would become a student and let two students take over the class.

B

Answers will vary.

Unit 8 Behavior

Lesson A ***Reactions*** *pp. 58–59*

Exercise 1

1. He's sulking.
2. They're hugging (each other).
3. She's yelling (at her computer).
4. They're laughing out loud.
5. She's hanging up (on someone).
6. He's losing his temper.

Exercise 2

Answers will vary. Possible answers may include:

1. I would have been annoyed. I wouldn't have yelled at him, though.
2. I would have hugged her. I wouldn't have been disappointed.
3. I would have just smiled. I wouldn't have laughed out loud.
4. I would have been angry. I wouldn't have sulked.
5. I would have been upset. I wouldn't have lost my temper.

Exercise 3

A

1. *Leah* could have taken
   Rita couldn't have done; wouldn't have wanted
   Leah could do
   Rita wouldn't have said; should have sounded
2. *Jon* would have been
   Luz should have called
   Jon could have contacted
   Luz should have gotten; would have done

B

Conversation 1:

1. What else could I have said?
2. How would you have reacted?
3. Where would you have hung it?

Answers to the questions will vary. Possible answers may include:

1. You could have said it didn't fit.
2. I would have sulked.
3. No, I would have just hung it up when he visited.

Conversation 2:

4. Would you have felt angry?
5. Would you have called her?
6. What could / should Cora have done?

Answers to the questions will vary. Possible answers may include:

4. Yes, I probably would have.
5. Yes, I might have.
6. She could have sent a text message.

Lesson B **Emotional intelligence** *pp. 60–61*

Exercise 1

1. happy, flexible, realistic
2. sympathetic, honest, sensitive
3. decisive, confident, determined
4. jealous, aggressive, impulsive

Exercise 2

Positive	**Negative**
confidence	aggression
determination	anger
flexibility	depression
happiness	grief
honesty	guilt
motivation	hate
realism	jealousy
self-discipline	sadness
sensitivity	shame
sympathy	sulking

Exercise 3

1. *A* She must have left by now.
   A She may have decided to drive.
   B She couldn't have gotten it back yet.
2. *B* She must have been scared.
   A He might not have recognized her.
   A She may have told him.

Exercise 4

Answers will vary. Possible answers may include:

1. She could have stayed up too late the night before.
   She might not have set her alarm.
2. He / She may have been very busy.
   He / She couldn't have been on vacation.
3. They may not have mailed the card on time.
   They might have sent you a surprise gift.
4. She must have forgotten where she put them.
   She could have left them at a friend's house.

Lesson C **I had that happen to me.** *pp. 62–63*

Exercise 1

B I had that happen to me
A That's like
B That reminds me of the time
A I had a similar thing happen to me,
B That happened to my friend Nancy,
A Speaking of

Exercise 2

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

Exercise 3

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

Exercise 4

Answers will vary.

Lesson D **Saying you're sorry** *pp. 64–65*

Exercise 1

A

Both bloggers feel better for taking action.

B

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

C

1. She usually ignores them.
2. It was in her neighborhood.
3. She shouldn't have yelled.
4. It's so time-consuming.
5. Someone started sending her game requests.

Exercise 2

A

I feel I should apologize for
it was my fault entirely
I promise not to
I just hope

B

Answers will vary.

Lesson A **Possessions** pp. 66–67

Exercise 1

A

1. own
2. possessions
3. part with
4. accumulated
5. goals
6. materialistic

B

Answers will vary.

Exercise 2

1. thought; 'd clean out
2. had / has been saving
3. hadn't / hasn't found
4. couldn't / can't part with; were / are
5. was / is
6. was / is always buying; thought / thinks; had / has
7. wouldn't / won't ever throw out
8. had bought / bought

Exercise 3

Mel she'd enjoyed it a lot
Eric she was broke; she's / she'd been spending too much lately
Eric she couldn't afford to buy the tickets
Eric she was going away for a week; she'd / she'll call me when she got / gets back
Eric it was a surprise
Mel her mother is / was a millionaire

Lesson B **Money** pp. 68–69

Exercise 1

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

Exercise 2

1. charge
2. bills
3. monthly
4. out
5. away
6. savings
7. income
8. stocks
9. debt

Missing word in sentence: allowance

Exercise 3

1. how much money I saved
2. if / whether I had / have
3. if / whether I could / can stick to
4. how many times I'd taken / I took
5. what I spent / spend
6. if / whether I'd taken out / I took out

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Exercise 4

1. whether / if she wanted to borrow some money
2. whether / if she / she'd lent some money to a friend
3. how much she / she'd spent on clothes
4. how she / she'd paid for lunch
5. if she / she'd looked in her purse
6. if she could remember where she'd gone / she went

Lesson C **He was telling me . . .** pp. 70–71

Exercise 1

1. She was telling me about her son.
2. She was saying it doesn't / didn't pay much.
3. A co-worker of mine was telling me our boss just won / had just won the lottery.
4. My co-worker was saying she won / had won $5,000.
5. My friend was telling me she needs / needed a new car.
6. She was saying that she might lose her job if she's / she was late again.
7. I was telling him what to do while I'm / I was on vacation.

Exercise 2

1. *B* Evidently
   B told me
   A I've heard
2. *B* According to the report
   A They say
   A was saying
3. *B* I was told
   A Apparently; he was telling me

Exercise 3

Answers will vary.

Lesson D **Do I really need that?** pp. 72–73

Exercise 1

A

share them with fellow readers

B

1. F Book swapping solves a number of problems for book lovers.
2. T
3. F The person who posts a book on a book-swapping site earns points.
4. F When a book on your wish list is posted, the website will contact you.
5. T
6. T

Exercise 2

A

she explained; she added
she recalled; she concluded

B

Answers will vary.

*If the things these people say are still true, the reported speech can be in the same tense as the direct speech.

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Unit 10 Fame

Lesson A ***The rise to fame*** *pp. 74–75*

Exercise 1

1. had followed; might have become
2. hadn't heard; wouldn't have joined
3. hadn't learned; might not have been able
4. hadn't told; wouldn't have tried out
5. had received; wouldn't have won

Exercise 2

PM	hadn't sung; would / could / might, have won
Beth	would / could / might have had
Ian	had known; would have worked
PM	Would / Could, have taken
Ian	would / could have looked

Exercise 3

Answers will vary. Possible answers may include:

1. she might have / could have become a famous ballerina; she wouldn't have gone to Harvard
2. she wouldn't have been a professional photographer
3. she would have been an architect / engineer
4. he might not have become a successful chef
5. he might have played a perfect concert

Exercise 4

Answers will vary. Possible answers may include:

1. I might not have met the teacher who inspired me the most
2. I wouldn't have gotten a job in the United States
3. I wouldn't have been promoted
4. I might have traveled all over the world
5. I could have been a great piano player
6. moved to Florida, I wouldn't have met my husband

Lesson B ***In the public eye*** *pp. 76–77*

Exercise 1

Up-and-coming
bad press
go downhill
made headlines
drop out of sight
take off
got discovered
have connections
in the right place
in the headlines

Exercise 2

1. isn't it
2. are we
3. have you
4. didn't you
5. wasn't it
6. hasn't he

Exercise 3

1. *A* doesn't he
   B do you
   A don't they
   B isn't it
2. *A* is it
   B does she
   A didn't she
   B doesn't it
   A wasn't I

Exercise 4

1. You were raised in Tennessee, weren't you?
2. You started acting at the age of seven, didn't you?
3. Your first major role was in *The Man in the Moon,* wasn't it?
4. You appeared in over 25 movies by the age of 30, didn't you?
5. You have produced several movies, haven't you?
6. You're married to a talent agent, aren't you?
7. You have three children, don't you?

Lesson C ***Good question!*** *pp. 78–79*

Exercise 1

Tina	couldn't you
Tina	don't you
Tina	wouldn't it
Tina	couldn't you
Tina	wouldn't it; don't they; don't you

Exercise 2

Answers will vary. Possible answers may include:

1. I'm sure you could ask to take the test again, couldn't you?
2. You could try and join a club, couldn't you?
3. You should call her, shouldn't you?
4. You could join a gym, couldn't you?
5. It would be good to apologize, wouldn't it?
6. You should tell her the truth, shouldn't you?

Exercise 3

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

Exercise 4

3 *or* 5
6 4
1 1
4 6
2 2
5 3

Lesson D ***Rising stars*** *pp. 80–81*

Exercise 1

A

Answer will vary. Possible answer:
They maintain their "bad boy" image because a lot of their music talks about their difficult upbringing and pasts.

B

1. F Rap started in a poor neighborhood in New York City in the 1970s.
2. F Rap was a way for kids in bad neighborhoods to express themselves creatively.
3. F After rap became popular, many of its stars came from poor backgrounds.
4. F 50 Cent came from an underprivileged / poor background.
5. T
6. T

Exercise 2

A

Topic sentence:
Eminem is one of the most popular and controversial rap stars of all time.
Not on topic:
He has been married and has three children.
He has short blond hair and often wears baggy jeans and sweatshirts.

B

Answers will vary.

Unit 11 Trends

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Lesson A ***Trends in society*** *pp. 82–83*

Exercise 1

wireless Internet access
outsource; unemployment
shortage
recruit
obsessed
financial support
Traffic congestion

Exercise 2

1. are being sold
2. has been developed
3. are being engineered / have been engineered
4. are being created / have been created
5. have been moved
6. have been conducted

Exercise 3

Answers will vary. Possible answers may include:
1. At last, a cure for the common cold has been found.
2. The world's oldest building has been discovered in Japan.
3. New driving tests have been scheduled / are being scheduled for next year.
4. Traffic has been delayed because of strong storms.
5. Plans to hire more teachers have been discussed / are being discussed.

Lesson B ***Environmental matters*** *pp. 84–85*

Exercise 1

1. toxic chemicals
2. global warming
3. landfill
4. natural resources
5. consumes
6. drought
7. environmentally friendly
8. biodegradable

Missing word in sentence: Conserve

Exercise 2

1. energy-saving
2. decompose
3. air pollution
4. water consumption
5. recycle
6. consume
7. contaminate
8. lack

Exercise 3

1. despite
2. in order to
3. due to
4. although
5. as a result of
6. because of

Exercise 4

1. because
2. in order to
3. so that
4. due to
5. in spite of
6. instead of

Exercise 5

Answers will vary. Possible answers may include:

1. I try to use less electricity in order to save money each month.
2. I try not to waste water due to the current water shortage.
3. I always buy recycled products, like paper, in spite of the higher cost.
4. I'm concerned about the number of people who throw away bottles instead of recycling them.
5. I'm not concerned about eating organic produce because I don't believe in the health benefits.
6. I think governments should give farmers money so that they can grow organic produce.

Lesson C ***As I was saying, . . .*** *pp. 86–87*

Exercise 1

A

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

B

Answers will vary. Possible answers may include:

1. As Taya was saying, I don't think big companies should move jobs overseas. I mean, what will people do here to earn money?
2. Taya mentioned long working hours earlier. I think people should only work 35 hours a week. Quality of life is important, too.
3. Going back to what Taya was saying about the cost of health care, I think the government should provide free health care to everyone, even if that means taxes are increased.
4. Going back to what Taya was saying about working from home, I also think it's important to socialize with colleagues.
5. As Taya said, people are retiring later. But, I also think people should be able to work if they want to.

Exercise 2

Answers will vary. Possible answers may include:

1. chemical engineers, electrical engineers, etc.
2. vision care, dental care, and so forth
3. more on-the-job experience, good leadership qualities, and so on
4. paid leave, flexible work hours, and so forth
5. organizational skills, good people skills, etc.
6. relax, reduce stress, pursue interests, and so forth

Exercise 3

Answers will vary. Possible answers may include:

1. As you said, fines would make people recycle, make money to improve recycling programs, and so on.
2. Going back to what you were saying, global warming seems to have caused lots of thunderstorms, unseasonably warm weather, etc.
3. Like you said, if people used public transportation, there would be less traffic, less pollution, and so forth.

Lesson D ***Technological change*** *pp. 88–89*

Exercise 1

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

Exercise 2

A

more and more; fewer; declined; increasingly; less; growing

B

Answers will vary.

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Unit 12 Careers

Lesson A ***Finding a career*** *pp. 90–91*

Exercise 1

1. résumé
2. internship
3. career counselor
4. interview
5. strengths, weaknesses
6. personality test

Exercise 2

1. What you need is a positive attitude.
   What my friend did was smart. What she did was write a letter to her boss.
2. What I would do is just ask her.
   What you need to do is (to) get another job offer and then ask for a promotion.
3. What you should do is wear formal business clothes.
   What you need to do is (to) get additional skills.

Exercise 3

1. The first thing to do is to try to get a really good degree.
2. One good thing to get is work experience in a successful company.
3. The main thing you need to be is determined to succeed.
4. The good news is (that) companies are hiring new graduates right now.
5. The best thing to do is (to) work on improving your English.
6. The good thing about internships is (that) they help you get better jobs.

Exercise 4
Answers will vary.

Lesson B **The world of work** *pp. 92–93*

Exercise 1

1. editor; C
2. surgeon; D
3. stockbroker; B
4. contractor; A
5. writer; C
6. pediatrician; D
7. tax adviser; B
8. construction worker; A
9. psychiatric nurse; D
10. interpreter; C
11. financial analyst; B
12. translator; C

Exercise 2

Suited for:	**Not suited for:**
1. finance	medicine
2. publishing	business management
3. the construction industry	journalism
4. public relations	telemarketing
5. advertising	the travel industry

Exercise 3

1.	*Tia*	might / will be running
	Sasha	'll, be looking; won't be asking
	Tia	'll have finished; 'll / might / may be working
	Sasha	'll / might / may be living; working
2.	*Jamie*	'll be doing
	Malik	'll / might / may be living; 'll / might / may be taking
	Jamie	won't / might not / may not have paid off; won't / might not / may not have fixed up
	Malik	'll have finished

Exercise 4
Answers will vary.

Lesson C **The best part was . . .** *pp. 94–95*

Exercise 1

1.	*Jamal*	the reason I ask is (that)
	Ryan	the worst part was (that)
2.	*Ming-li*	what I heard was (that)
	Ming-li	What I was going to tell you was (that)
3.	*Celia*	What I thought was good was (that)
	Tomo	the best thing was (that)

Exercise 2
Answers will vary. Possible answers may include:

1. I don't know if you've seen the advertisement, but they're hiring waiters and waitresses at the Cactus Bistro.
2. I don't know if you're looking for a new job, but the Johnstown Technical College is having a job fair.
3. I don't know if you've ever thought about rewriting you résumé, but you can get help at Résumé Express.
4. I don't know if you've heard, but you can get a degree in business management from Lakewood University now.

Exercise 3

2
5
3
6
1
7
4

Lesson D **Job interviews** *pp. 96–97*

Exercise 1

A

Paragraph 3: What's the plan?
Paragraph 4: It pays to be polite
Paragraph 5: Use the Information Highway

B

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

Exercise 2

A

1. cover letter
2. Dear
3. advertised on October 28
4. attached résumé
5. Thank you for your time and consideration.
6. Sincerely

B

Answers will vary.

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