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TEACHER'S EDITION

MICHAEL MCCARTHY JEANNE MCCARTEN HELEN SANDIFORD



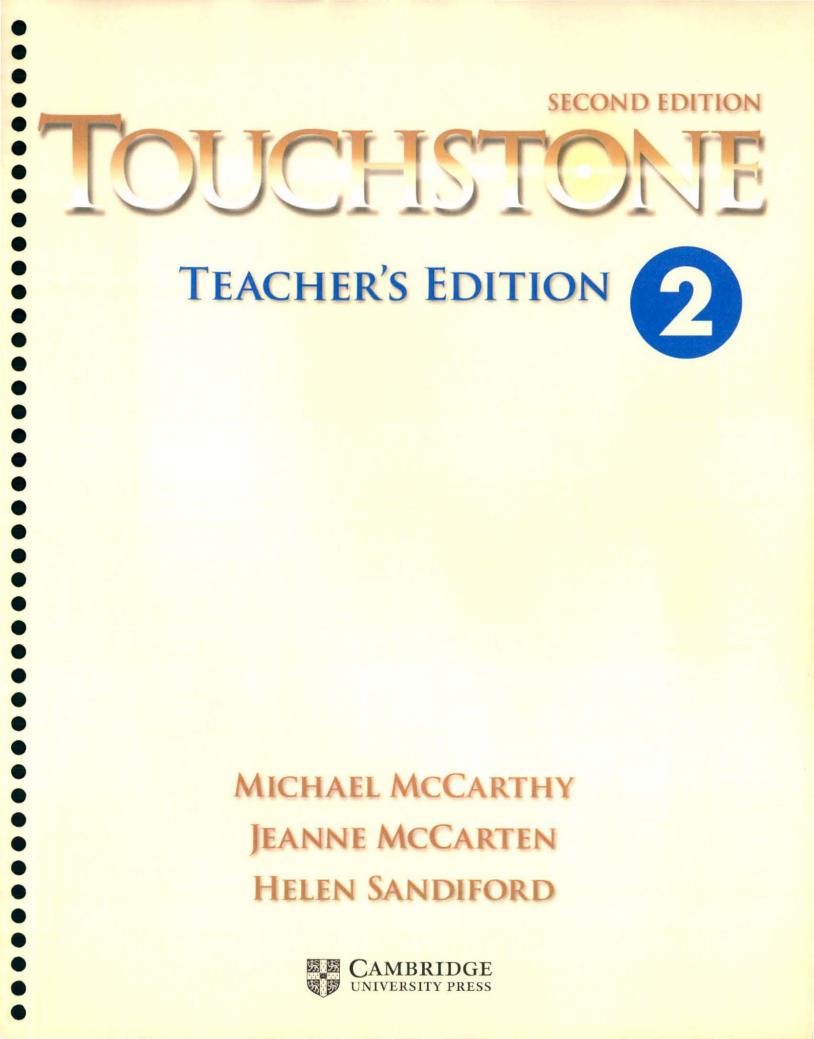
ssessment D.

Audio CD/CD-ROM with customizable tests and quizzes

AUDIO MATERIAL

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CAMBRIDGE UNIVERSITY PRESS

32 Avenue of the Americas, New York, NY 10013-2473, USA

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9781107624023

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First published 2005 Second Edition 2014

Printed in Hong Kong, China, by Golden Cup Printing Company Limited

A catalog record for this publication is available from the British Library.

 ISBN 978-1-107-68173-6 Student's Book

 ISBN 9781-107-68175-0 Student's Book A

 ISBN 9781-107-62704-8 Student's Book B

 ISBN 9781-107-69037-0 Workbook

 ISBN 9781-107-64988-0 Workbook A

 ISBN 9781-107-61861-9 Workbook B

 ISBN 9781-107-65940-7 Full Contact

 ISBN 9781-107-664989-0 Full Contact A

 ISBN 9781-107-66497-7 Full Contact B

 ISBN 978-1-107-66497-7 Full Contact B

 ISBN 978-1-107-62402-3 Teacher's Edition with Assessment Audio CD/CD-ROM

 ISBN 978-1-107-67757-9 Class Audio CDs (4)

Additional resources for this publication at www.cambridge.org/touchstone2

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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:

- 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.
- 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 vocabularybuilding 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 selfassessment

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 (multiplechoice 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.

speaking

Unit opener - Unit overview and warm-up activity



Lesson B - Vocabulary, grammar, and speaking



Lesson D - Reading, writing, listening, and speaking



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

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After units 3, 6, 9, and 12

Checkpoint – Review







Lesson C - Conversation strategies,

Lesson A - Grammar, pronunciation, and



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



x • Introduction

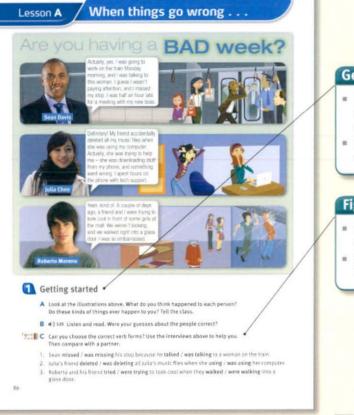
Unit opener

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



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.



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

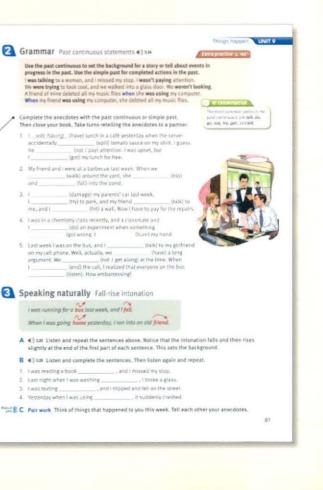
provide a clear presentation of new structures

Grammar exercises

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

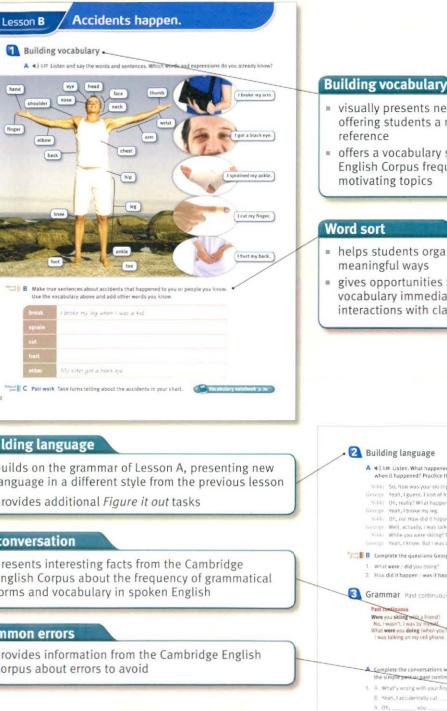
Speaking naturally

- 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



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.



- visually presents new words and expressions, offering students a mini picture dictionary for their
- offers a vocabulary syllabus that draws on Cambridge English Corpus frequency information while providing
- helps students organize new vocabulary in
- gives opportunities for students to use the new vocabulary immediately in meaningful, personalized interactions with classmates

Building language

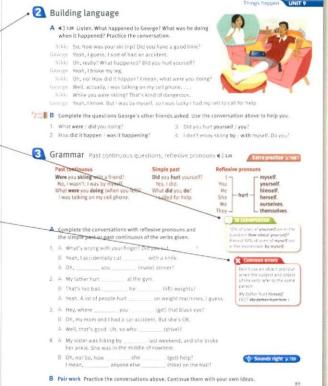
- builds on the grammar of Lesson A, presenting new language in a different style from the previous lesson
- provides additional Figure it out tasks

In conversation

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

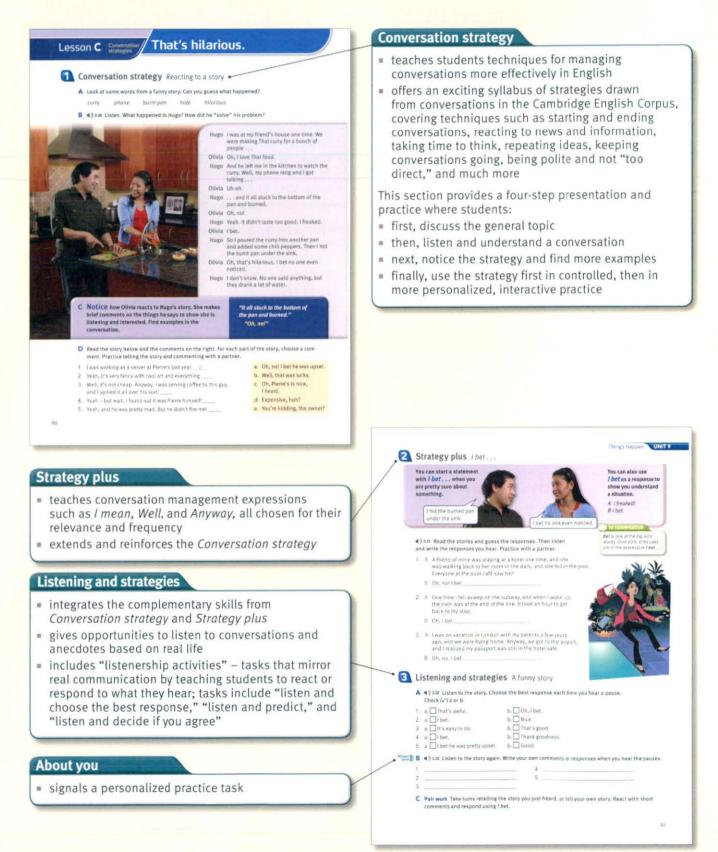
Common errors

provides information from the Cambridge English Corpus about errors to avoid



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 D

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

CHIN-HO DAEGU

A couple of weeks ago,

I was helping a friend move his things into n

move his things into it apartment. He was ou of work and needed a place to stay. While we

were carrying some heavy hoxes up the stairs.

I hurt my back. It was really bad, so I had to

go to the emergency room. Anyway, while I was waiting to see the doctor. I saw an

was waiting to see the doctor, I saw an advertisement for a computer technician at the borpital I called my friend, he got the job, and I got a prescription for painkillers' At least his cloud had a silver lining! Though I do have my

apartment all to myself again

Happy endings Lesson D

Reading •

A Brainstorm! Make a list of any good things that happened recently. Tell the class. Reading tip

As you read a story, pa time expressions like 7 last month. They help B Read the article. What bad thing happened to each person?

Did their stories have happy endings?

EVERY CLOUD HAS A SILVER LINING



really positive comes out of a had situation. Last month, while I was licking a bac struation. Last mooth, while I was hiding in a strate prok. I look a photo of an amazing sunset over a lake. It was so benutiful that I decided to ret I to my friend Charley right then and there. Anyway, when I was taking more photos if the lake, I stipped and thorped ing cell photor is the water. Thosater T loos all wip theores, and Systamed my arake. They couldn'this tray phone, either Weil, apparently, Charley secretly sent in my surset photo to the local TV sistance. Today, they chose it for "Photo of the Month," and I won a beand new cameral Maybe every cloud does have a silver lining, after all Maybe every cloud does have a silver lining, after all!

GEMMA RUSSO, CALIFORNIA Sometimes when things go wrong, they just go wrong But occasionally something

ELENA, TEXAS ELENA, TEXAS Ten years ago, my scaoter broke down when I was riding to school. I couldn't afford to fix it, so that semester. I had to get up er CO11 em were day to take



the bus. One cold, wet morning. I was feeling really used and groupy that while I was waiting for the bus, this gay started taiking to me, and actually made me longfit. It turned out that he was studying at the same college. We exchanged phone numbers, and the rist is thistory. The sparsi later, we're married with two children. Oh, and a new scooter!

at 5:00 n.m. every day to take

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

Things backen UNIT 9 C Read the article on page 92 again. Are the sentences true or faise? Check (✓) True (T) or Folse (F). Correct the false sentences occessonally Gemma believes that something good always comes out of a bad situation. 800000 Gemma won a new camera because she sent her photo to a local TV station.
 Elena had to take the bus to class because she didn't have the money to fix her scooter. Elena liked the guy at the bus stop because he was lunny. self when he was trying to help a friend Chin-ho hurt hi 6 Chin-ho's friend moved to a new place when he got the job at the hospital. Listening and speaking Happy endings? A 4 331 Listen to Gary's and Pam's stories. Who lost something? Who got lost? B 4 333 Listen to the stories again. Answer the questions. Pam's stud Where was Gury (What was he doing?
 Who do do he get help?
 Who do do he get help?
 Who do do he get help?
 What do when he go how how help we do no work?
 Does this story have a happy ending?
 Does this story have a happy ending? 4. How did the woman offer to help? Does this story have a happy ending? Why or why not? Does this story have a happy ending? Why or why not? C Pair work Student A: Choose one of the stories above, and retell it to a partner Student B: Listen. Did your partner leave out any important details? (1) 3 Writing Anecdotes A Think of a time something went wrong. Write 10 to 12 sentences about it. Make sure your sentences are in order. Anax multing to work last wrek.
 The light changed.
 It dated to rain.
 This date wait for a really long time.
 I didt's have us univelatio
 A going man care up to me.
 I pai a nesspace over my head and rain.
 I got to the tarrer. B Read the Help note and the anecdote. What events do the words when and while link? Then use your notes from above to write your own anecdote Last work. I was satisfing to work when it started to neur. I shall it's how an anthrefile, so I pot a newcourse the high Changel, and I had is ward a ready wag tang Wake I was mainteg, a years men area to and offered I ohan his software. He walked with me all the way to work' II was so nice of him Linking ideas with when and while You can use when or while and another action While emphasizes the length of time an action or event t
 When also shows events that happen one after another C Group work Read your classmates' anecdotes. Which ones show "every cloud has a silver lining"?

and vocabulary from the unit provides personalized speaking opportunities that build on the listening passage

Listening and speaking

Writing

92

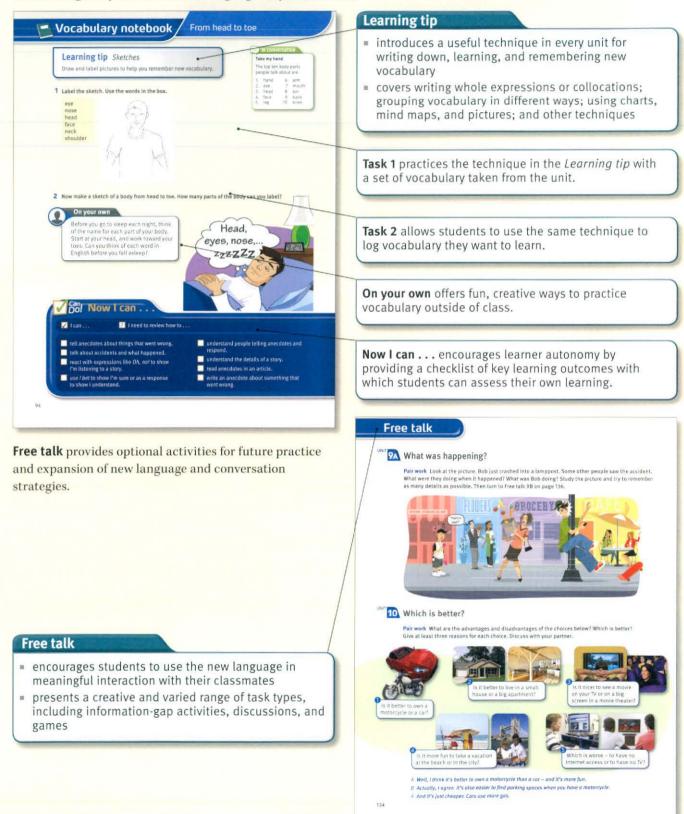
 includes real-world writing tasks such as drafting email messages, short articles, and blog entries

offers extended listening practice using grammar

- 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.



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

Extra practice Lesson A Past continuous statements A Complete the sentences with the past continuous or the simple past. Compare with a partner

 at me.
 (walk) down the street, and 1
 (text) a fixed when

 2
 texted by 1
 (walk) down the street, and 1
 (text) a fixed when

 1
 (bask) dight into a lamppost. I guess I
 (out pay) attention.

 3.
 My sister and her husband
 (carry) some distes into the kitchen when they both

 4.
 Instruction of brind of mine
 (intro) and
 (text) at their new dishes!

 4.
 Instruction of brind of mine
 (intro) and
 (null her back, when the back, when the back, when the lambdo, and

 9.
 (cook), she
 (pick up) a heavy pot and
 (null her back, when the lambdo, and

 5.
 The other day, a friend and I were at my house. We
 (not / do) anything Special, so the case, i cer's go out for coffee. It's on me." While I
 (wait) in line to order. I cer's lat drift have my walke. So my thiend
 (pay) hor everything.

 I was really embarrassed.
 I drift have my walke. So my thiend
 (pay) hor everything.

 and B Choose two of the situations above and rewrite them with your own information. I was in class last week, and my friend was rending a text when the teacher asked him a question Commen ertors Lesson B Past continuous questions, reflexive pronouns the the past continues, but the simple past, for unger actions, A Complete the questions in the conversations and add reflexive ronouns. Practice with a partner. After I was making Serrer al friend called (MRT-Mauri i made donner, 's friend callest (1. A - Laccidentally burned _____mself_____ when I was cooking dinner. 8 Ub, not what were you making (make)? A -I was making a vegetable curry. 2. A My sister hurt _______ at the gym last right. She sprained her ankle ii. That's too bad. (do) aerobics? 3. A. Was there anyone fun at the party last night? I mean, who (talk) to? Dh, this really boring guy. He failed about the whole time 1 didn't talk
 about once! 4. A. When I got home last night, myklds were arguing. E. Really? What (Fight) about? A. Who should do the dishes: I just can't leave them by 5 A. There was a lot of noise when I called you last night. What ______ (do)? R. cast night? I was having dinner with some friends at a restaurant. We were really enioune Almost B Pair work Think of situations like the ones above. Tell a partner what happened. " accidentally barned myself when I was camping last summer." 148

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

				Sound	s right
			6		
	d repeat the sente and end in /id/.	nces. Notice the	underlined sounds.	Check (✓) the ve	rbs that have
1. 🗌 I called to	r help.	4. 🗆	I damaged the car.		
2. I Isprained	f my wrist.	5. 🖂	It happened last we	iek.	
3. 🗌 I deleted	my photos.	6 🗌	twaited an hour.		
() NM Listen an see or zero? Writ		. Notice the und	lerlined sounds. Are	the sounds like t	he sound in
7. always		5. concert		9 mensage	
2. busy		6 825/07		10. nicer	
3 business		7 expensive		11. spare	
4. calls		8 less		12. worse	
2. freckles 3. misstache 4. shaved 5. pierced 6. wear 7. blouse	c d. e. I.	braids hair brown bead muscular short			
	dinner. Other syl		me syllables are we: g, like the syllable si		
T as ann	3 doctor	5, letter	7. patamedic	9 police	
2 camer	4 journalist	6 afficer	8 promotion	10 represen	latien

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 <mark>(roughly corresponding to</mark> 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
A1	Breakthrough				120+
				202121	
A2	Waystage				225+
B1	Threshold	KET (Key English Test)	4.0-5.0	57-86	550+
		PET (Preliminary English Test)			
B2	Vantage	FCE (First Certificate in English)	5.5-6.5	87-109	785+
C1	Effective Operational Efficiency	CAE (Certificate in Advanced English)	7.0-8.0	110-120	490+ (Listening) 445+ (Reading)
	A1 A2 B1 B2	A1 Breakthrough A2 Waystage B1 Threshold B2 Vantage C1 Effective Operational	CEFKCouncil of EdropeLanguage AssessmentA1Breakthrough	CErkCouncil of EuropeLanguage AssessmentIELISA1Breakthrough	CErkCouncil of EuropeLanguage AssessmentIELISIOEPE IBTA1Breakthrough $\begin{tabular}{lllllllllllllllllllllllllllllllllll$

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
з	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	l'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	50	56	then	95	you're
18	was	57	because	96	said
19	but	58	go	97	there's
20	is	59	up	98	l'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	ОК	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	163	school	208	another
119	work	164	look	209	car
120	take	165	still	210	true
121	even	166	around	211	whole
122	those	167	anything	212	whatever
123	over	168	kids	213	twenty
124	probably	169	first	214	after
125	him	170	does	215	ever
126	who	171	need	216	find
127	put	172	us	217	care
128	years	173	should	218	better
129	sure	174	talking	219	hard
130	can't	175	last	220	haven't
131	pretty	176	thought	221	trying
132	gonna	177	doesn't	222	give
133	stuff	178	different	223	l'd
134	come	179	money	224	problem
135	these	180	long	225	else
136	by	181	used	226	remember
137	into	182	getting	227	might
138	went	183	same	228	again
139	make	184	four	229	pay
140	than	185	every	230	try
141	year	186	new	231	place
142	three	187	everything	232	part
143	which	188	many	233	let
144	home	189	before	234	keep
145	will	190	though	235	children
146	nice	191	most	236	anyway
147	never	192	tell	237	came
148	only	193	being	238	six
149	his	194	bit	239	family
150	doing	195	house	240	wasn't
151	cause	196	also	241	talk
152	off	197	use	242	made
153	PIL	198	through	243	hundred
154	maybe	199	feel	244	night
155	real	200	course	245	call
156	why	201	what's	246	saying
157	big	202	old	247	dollars
158	actually	203	done	248	live
159	she's	204	sort	249	away
160	day	205	great	250	either
161	five	206	bad	251	read
162	always	207	we've	252	having

253	far	299	child
254	watch	300	thirty
255	week	301	buy
256	mhm	302	person
257	quite	303	working
258	enough	304	half
259	next	305	looking
260	couple	306	someone
261	own	307	coming
262	wouldn't	308	eight
263	ten	309	love
264	interesting	310	everybody
265	am	311	able
266	sometimes	312	we'll
267	bye	313	life
268	seems	314	may
269	heard	315	both
270	goes	316	type
271	called	317	end
272	point	318	least
273	ago	319	told
274	while	320	saw
275	fact	321	college
276	once	322	ones
277	seen	323	almost
278	wanted	324	since
279	isn't	325	days
280	start	326	couldn't
281	high	327	gets
282	somebody	328	guys
283	let's	329	god
284	times	330	country
285	guy	331	wait
286	area	332	yet
287	fun	333	believe
288	they've	334	thinking
289	you've	335	funny
290	started	336	state
291	job	337	until
292	says	338	husband
293	play	339	idea
294	usually	340	name
295	wow	341	seven
296	exactly	342	together
297	took	343	each
298	few	344	hear

345 help 346 nothing parents 347 room 348 349 today 350 makes 351 stay 352 mom 353 sounds 354 change 355 understand 356 such 357 gone 358 system 359 comes 360 thank show 361 362 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 basically 383 nine 384 385 enjoy 386 bought 387 whether 388 especially taking 389 390 sit

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

Touchstone Second Edition has benefited from extensive development research. The authors and publishers would like to extend their thanks to the following reviewers and consultants for their valuable insights and suggestions:

Ana Lúcia da Costa Maia de Almeida and Mônica da Costa Monteiro de Souza from IBEU, Rio de Janeiro, Brazil; Andreza Cristiane Melo do Lago from Magic English School, Manaus, Brazil; Magaly Mendes Lemos from ICBEU, São José dos Campos, Brazil; Maria Lucia Zaorob, São Paulo, Brazil; Patricia McKay Aronis from CEL LEP, São Paulo, Brazil; Carlos Gontow, São Paulo, Brazil; Christiane Augusto Gomes da Silva from Colégio Visconde de Porto Seguro, São Paulo, Brazil; Silvana Fontana from Lord's Idiomas, São Paulo, Brazil; Alexander Fabiano Morishigue from Speed Up Idiomas, Jales, Brazil; Elisabeth Blom from Casa Thomas Jefferson, Brasília, Brazil; Michelle Dear from International Academy of English, Toronto, ON, Canada; Walter Duarte Marin, Laura Hurtado Portela, Jorge Quiroga, and Ricardo Suarez, from Centro Colombo Americano, Bogotá, Colombia; Jhon Jairo Castaneda Macias from Praxis English Academy, Bucaramanga, Colombia; Gloria Liliana Moreno Vizcaino from Universidad Santo Tomas, Bogotá, Colombia; Elizabeth Ortiz from Copol English Institute (COPEI), Guayaquil, Ecuador; Henry Foster from Kyoto Tachibana University, Kyoto, Japan; Steven Kirk from Tokyo University, Tokyo, Japan; J. Lake from Fukuoka Woman's University, Fukuoka, Japan; Etsuko Yoshida from Mie University, Mie, Japan; B. Bricklin Zeff from Hokkai Gakuen University, Hokkaido, Japan; Ziad Abu-Hamatteh from Al-Balqa' Applied University, Al-Salt, Jordan; Roxana Pérez Flores from Universidad Autonoma de Coahuila Language Center, Saltillo, Mexico; Kim Alejandro Soriano Jimenez from Universidad Politecnica de Altamira, Altamira, Mexico; Tere Calderon Rosas from Universidad Autonoma Metropolitana Campus Iztapalapa, Mexico City, Mexico; Lilia Bondareva, Polina Ermakova, and Elena Frumina, from National Research Technical University MISiS, Moscow, Russia; Dianne C. Ellis from Kyung Hee University, Gyeonggi-do, South Korea; Jason M. Ham and Victoria Jo from Institute of Foreign Language Education, Catholic University of Korea, Gyeonggi-do, South Korea; Shaun Manning from Hankuk University of Foreign Studies, Seoul, South Korea; Natalie Renton from Busan National University of Education, Busan, South Korea; Chris Soutter from Busan University of Foreign Studies, Busan, South Korea; Andrew Cook from Dong A University, Busan, South Korea; Raymond Wowk from Daejin University, Gyeonggi-do, South Korea; Ming-Hui Hsieh and Jessie Huang from National Central University, Zhongli, Taiwan; Kim Phillips from Chinese Culture University, Taipei, Taiwan; Alex Shih from China University of Technology, Taipei Ta-Liao Township, Taiwan; Porntip Bodeepongse from Thaksin University, Songkhla, Thailand; Nattaya Puakpong and Pannathon Sangarun from Suranaree University of Technology, Nakhon Ratchasima, Thailand; Barbara Richards, Gloria Stewner-Manzanares, and Caroline Thompson, from Montgomery College, Rockville, MD, USA; Kerry Vrabel from Gateway Community College, Phoenix, AZ, USA.

Touchstone Second Edition authors and publishers would also like to thank the following individuals and institutions who have provided excellent feedback and support on *Touchstone Blended*:

Gordon Lewis, Vice President, Laureate Languages and Chris Johnson, Director, Laureate English Programs, Latin America from Laureate International Universities; Universidad de las Americas, Santiago, Chile; University of Victoria, Paris, France; Universidad Technólogica Centroamericana, Honduras; Instititut Universitaire de Casablanca, Morocco; Universidad Peruana de Ciencias Aplicadas, Lima, Peru; CIBERTEC, Peru; National Research Technical University (MiSIS), Moscow, Russia; Institut Obert de Catalunya (IOC), Barcelona, Spain; Sedat Çilingir, Burcu Tezcan Ünal, and Didem Mutçalıoğlu from İstanbul Bilgi Üniversitesi, Istanbul, Turkey.

Touchstone Second Edition authors and publishers would also like to thank the following contributors to Touchstone Second Edition:

Sue Aldcorn, Frances Amrani, Deborah Gordon, Lisa Hutchins, Nancy Jordan, Steven Kirk, Genevieve Kocienda, Geraldine Mark, Julianna Nielsen, Kathryn O'Dell, Ellen Shaw, Kristin Sherman, Luis Silva Susa, Mary Vaughn, Kerry S. Vrabel, and Eric Zuarino.

Authors' Acknowledgments

The authors would like to thank all the Cambridge University Press staff and freelancers who were involved in the creation of *Touchstone Second Edition*. In addition, they would like to acknowledge a huge debt of gratitude that they owe to two people: Mary Vaughn, for her role in creating *Touchstone First Edition* and for being a constant source of wisdom ever since, and Bryan Fletcher, who also had the vision that has led to the success of *Touchstone Blended Learning*.

Helen Sandiford would like to thank her family for their love and support, especially her husband Bryan.

The author team would also like to thank each other, for the joy of working together, sharing the same professional dedication, and for the mutual support and friendship.

Finally, the authors would like to thank our dear friend Alejandro Martinez, Global Training Manager, who sadly passed away in 2012. He is greatly missed by all who had the pleasure to work with him. Alex was a huge supporter of *Touchstone* and everyone is deeply grateful to him for his contribution to its success.

Contents and learning outcomes

			Language	
	Learning outcomes	Grammar	Vocabulary	Pronunciation
Unit 1 Making friends pages 1–10	 Ask questions to get to know your classmates using the simple present Talk about your favorite things Use responses with <i>too</i> and <i>either</i> to show what you have in common Start conversations with people you don't know Use <i>actually</i> to give new or surprising information Read an article about small talk Write a <i>How-to</i> article using correct punctuation 	 Review of simple present and present of <i>be</i> in questions and statements Responses with <i>too</i> and <i>either</i> Extra practice	 Review of types of TV shows, clothes, food, and weekend activities 	 Speaking naturally Stress and intonation in questions and answers Sounds right Hard and soft consonants
Unit 2 Interests pages 11–20	 Talk about your interests with <i>can</i>, <i>like</i>, <i>hate</i>, <i>prefer</i>, <i>be good at</i>, etc. Discuss your taste in music using object pronouns and <i>everyone</i>, <i>nobody</i>, etc. Say <i>no</i> in a friendly way Use <i>really / not really</i> to make statements stronger / softer Read an online forum about hobbies Write online forum posts using linking expressions 	 Verb forms after can / can't, love, like, etc., and prepositions Object pronouns Everybody, everyone, nobody, and no one Extra practice 	 Interests and hobbies Types of music 	Speaking naturally Saying lists Sounds right Matching vowel sounds
Unit 3 Health pages 21–30	 Talk about exercise and how to stay healthy using the simple present and present continuous Discuss common health problems using <i>if</i> and <i>when</i> Encourage people to say more Use expressions like <i>Really?</i> and <i>Oh!</i> to show surprise Read an article about staying healthy Write questions and answers about health concerns 	 Simple present and present continuous Joining clauses with <i>if</i> and <i>when</i> Extra practice 	 Ways to stay healthy Common health problems Common remedies 	Speaking naturally • Contrasts Sounds right • Matching vowel sounds
	Checkpoint	Units 1–3 pages 31–	32	
Unit 4 Celebrations pages 33–42	 Talk about gift giving and birthdays using be going to and indirect objects Talk about how you celebrate special days Talk about plans using the present continuous or be going to Use "vague" expressions like and everything Give vague responses like <i>It depends</i> if you're not sure Read an article about traditions around the world Write an invitation to a special event 	 Future with <i>be going to</i> Indirect objects Indirect object pronouns Present continuous for the future Extra practice 	 Months of the year Days of the month Special days, celebrations, and holidays Things people do to celebrate special days 	 Speaking naturally Reduction of going to Sounds right Which sound in each group is different?
Unit 5 Growing up pages 43–52	 Talk about growing up and your family background using the simple past Talk about school subjects people studied using most (of), a few (of), etc. Correct things you say with expressions like Well, Actually, and No, wait Use I mean to correct a word or name Read an interview about a man's teenage years Write answers to interview questions 	 be born Review of simple past in questions and statements General and specific use of determiners Extra practice 	 Time expressions for the past Saying years School subjects 	 Speaking naturally Reduction of did you Sounds right Hard and soft consonant sounds
Unit 6 Around town pages 53–62	 Ask about places with <i>Is there</i>? and <i>Are there</i>? Say where places are with <i>next to, between</i>, etc. Ask for and give directions Offer and ask for help with <i>Can</i> and <i>Could</i> Check information by repeating words or using expressions like <i>Excuse me</i>? Ask "echo" questions like <i>It's where</i>? to check Read an online guide to Istanbul Write a walking-tour guide 	 Is there? and Are there? Pronouns one and ones Offers and requests with Can and Could Extra practice 	 Places in town Location expressions Expressions for asking and giving directions 	 Speaking naturally Word stress in compound nouns Sounds right Matching vowel sounds spelled with a and a

Interaction		Sk	ills		Self study
Conversation strategies	Listening	Reading	Writing	Free talk	Vocabulary notebook
 Start a conversation with someone you don't know Use actually to give or to "correct" information 	 What's the question? Listen to answers and match them with questions This is a great party! Listen to responses and match them to conversation starters; then listen for more information 	Improve your skills and "small talk" your way to success • A magazine article giving advice	 How to improve Write an article giving advice on how to improve something Review of punctuation 	Solly's party! Group work: Play a game to make small talk at a party 	 Webs of words Use word webs to organize new vocabulary
 Say no in a friendly way Use really and not really to make statements stronger or softer 	Interesting hobbies Match conversations about hobbies with photos; fill in a chart Favorite websites Listen for details as two people talk about a website	Read an online forum	 A message board Write a question to post on a message board Link ideas with and, also, especially, or, but, and because 	Common interests • Group work: Ask and answer questions about your own hobbies	 I really like to sing! Link new words together in word "chains"
 Encourage people to say more to keep a conversation going Show surprise 	Unhealthy habits Predict what people will say about their habits; listen to check Coping with stress Match conversations about relaxing with photos; listen for details	Rethink your way to great health • Read an article about improving personal health	 That's great advice! Write a question asking advice about a health problem, and write replies to your classmates' questions Use commas after <i>if</i> and when clauses 	 True or false? Pair work: Ask questions to guess true and untrue information about habits 	 Under the weather Write down words you can use with a new word or expression
		Checkpoint Units	1–3 pages 31–32		
 Use "vague" expressions like and everything Give "vague" responses like <i>i</i> don't know and Maybe when you're not sure 	Celebrations around the world Listen to people talk about two festivals, and answer questions Congratulations! Listen for details in two conversations about invitations, and fill in the blanks	 Let's celebrate! Read an article about traditions in different countries 	 Congratulations! Write an invitation to a special event, and add a personal note Formal and informal ways to begin and end a note or letter 	A new celebration Group work: Create a new special day or festival, and talk about it with other groups	Calendars • Write new vocabulary about special days and celebrations on a calendar
 Correct things you say with expressions like Well, Actually, and No, wait Use I mean to correct yourself when you say the wrong word or name 	 I don't remember exactly Listen for corrections as people talk about childhood memories A long time ago Listen for details as a man talks about his teenage years 	 Teenage years Read an interview with a man who talks about his teenage years 	 An interview Write interview questions to ask a classmate about when he or she was younger, and reply to a classmate's questions Link ideas with except (for) and apart from 	 In the past Class activity: Ask your classmates questions about their childhood, and take notes 	 I hated math! Group new vocabulary in different ways
 Repeat key words to check information Use "checking" expressions to check information Use "echo" questions to check information 	 Finding your way around Match four sets of directions with the destinations by following the map Tourist information Listen to conversations at a visitor center, and predict what each 	 3 days in Istanbul Read a travel website about Istanbul 	 A walking-tour guide Write a guide for a walking tour of your city or town Expressions for giving directions 	Apartment hunting • Pair work: Ask and answer questions about two apartments, and choose one to live in	 Which way? Draw and label a map to remember directions

• •

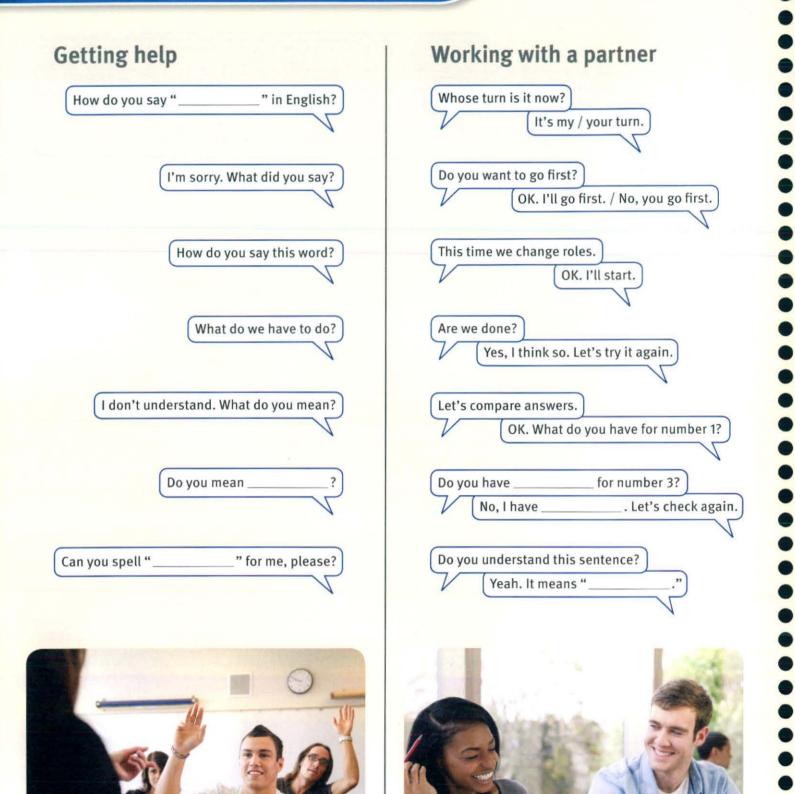
Checkpoint Units 4–6 pages 63–64

person says next to check the information

	Learning outcomes		Language	
	Learning outcomes	Grammar	Vocabulary	Pronunciation
Unit 7 Going away pages 65–74	 Talk about getting ready for a trip using infinitives to give reasons Give opinions using <i>It's</i> + adjective + to Talk about things to take on a trip Give advice and suggestions with <i>should</i>, <i>could</i>, etc. Respond to suggestions Use <i>I</i> guess when you're not sure Read an article about unique hotels Write an email about a trip 	 Infinitives for reasons It's + adjective + to Ways to give advice and make suggestions Extra practice 	 Things to do before a trip Things to take on different kinds of trips 	 Speaking naturally Reduction of to Sounds right Words with and without a silent l
Jnit 8 At home bages 75–84	 Talk about where you keep things at home Say who owns things with <i>mine, yours</i>, etc. and <i>whose</i> Talk about items in the home Identify things using adjectives and <i>one / ones</i> Use <i>Do you mind</i>? and <i>Would you mind</i>? to make polite requests Agree to requests with expressions like <i>Go right ahead</i> Read comments on a website about unusual habits Write about your evening routine with expressions like <i>first</i> and <i>as soon as</i> 	 Whose? and possessive pronouns Order of adjectives Pronouns one and ones Location expressions after pronouns and nouns Extra practice 	 Places where you keep things in your home Home furnishings for different rooms Things you keep in your room 	 Speaking naturally Reduction of grammatical words Sounds right Matching vowel sounds
Unit 9 Things happen pages 85–94	 Tell anecdotes about things that went wrong using the past continuous and simple past Talk about accidents (e.g., <i>I broke my arm.</i>) using the past continuous and <i>myself</i>, <i>yourself</i>, etc. React to show interest with expressions like <i>Oh</i>, <i>no!</i> Use <i>I bet</i> to show you're sure or that you understand Read anecdotes in an article Write an anecdote using <i>when</i> and <i>while</i> 	 Past continuous statements Past continuous questions Reflexive pronouns Extra practice 	 Parts of the body Injuries 	 Speaking naturally Fall-rise intonation Sounds right Simple past verbs with -ed endings
	Checkpoint	Units 7–9 pages 95–	96	
Unit 10 Communication pages 97–106	 Compare ways of communicating using comparative adjectives and <i>more, less</i>, and <i>fewer</i> Manage phone conversations Interrupt and restart a phone conversation Use <i>just</i> to soften what you say Read an article about texting Write an article giving pros and cons 	Comparative adjectives More, less, fewer Extra practice	 Ways of communicating Adjectives Phone expressions 	Speaking naturally • Linking Sounds right • The sounds /s/ or /z/
Unit 11 Appearances pages 107–116	 Describe people's appearance using adjectives and have and have got Identify people using verb + -ing and prepositions Use expressions like What do you call? if you can't remember a word Use expressions like You mean? to check or suggest words and names Read an article about fashion Write an article about fashion trends 	 Describing people; have got Phrases with verb + -ing and prepositions Extra practice 	 Adjectives and expressions to describe people's appearances 	 Speaking naturally Checking information Sounds right Matching vowel sounds
Unit 12 Looking ahead pages 117–126	 Make predictions and discuss future plans with will, may, and might Talk about jobs Discuss future plans using the simple present in <i>if</i> and time clauses Make offers and promises with will Agree to something using All right and OK Read an article about the future Write about an invention using First, Second, etc. 	 Future with will, may, and might Present tense verbs with future meaning Extra practice 	 Work, study, and life plans Occupations 	 Speaking naturally Reduction of will Sounds right Stressed and unstressed syllables

Interaction	Skills				Self study
Conversation strategies	Listening	Reading	Writing	Free talk	Vocabulary notebook
Respond to suggestions Use <i>I guess</i> when you're not sure	 It's good to travel. Predict what people are going to say about traveling, then listen for the exact words Recommendations Match advice about staying at hotels with pictures, then listen to a radio show to check your answers 	 Unique hotel experiences Read an article about three unusual hotels 	 Recommendations Write an email about staying at one of the hotels in the lesson Format and expressions for writing an email 	 Travel smart! Role play: Choose a role and give your partner travel advice according to the pictures 	 Travel items When you write down a new noun, write notes about it
Ask politely for permission to do things with <i>Do you mind</i> ? Ask someone politely to do something with <i>Would you mind</i> ? Agree to requests	 Could you do me a favor? Listen to conversations between roommates, complete their requests, and then check if each person agrees Evening routines Listen to someone describe his evening routine, and number pictures in order 	Do you have an unusual home habit? • Read online comments about people's unusual home habits	 Evening routines Write a short article about the evening routines of your partner Order events using sequence words 	All about home • Pair work: Discuss questions about your homes, and find out ways you are alike and different	 The ABCs of home Write down a word for something in your home for each letter of the alphabet
React to and comment on a story Respond with I bet	 A funny story Listen to an anecdote, and choose the best response Happy endings? Listen to two anecdotes, and answer questions about the details 	Every cloud has a silver lining • Read a magazine article featuring anecdotes from readers	 Anecdotes Write an anecdote telling about a time something went wrong Link ideas with when and while 	 What was happening? Pair work: Look at a picture, and see how much detail you can remember about what was happening 	From head to toe • Draw and label pictures to remember new vocabulary
		Checkpoint Units 7	7–9 pages 95–96		
Interrupt and restart phone conversations Use <i>just</i> to soften things you say	 Sorry about that! Listen to three phone conversations to infer the reason for each call and for each interruption <i>It can be annoying</i> Listen to a teenager talk about texting; check the opinions she agrees with 	Why all the interest in texting?Read an online article about texting	 The pros and cons Write a short article about the advantages and disadvantages of a means of communication Structure of an article comparing pros and cons 	 Which is better? Pair work: Compare pairs of actions, and discuss which is better and why 	 Phone talk Learn new expressions by making note of the situations when you can use them
Show you're trying to remember a word or name Use You mean or Do you mean? to help someone remember something	 Celebrities Listen to descriptions of celebrities, and match them with their photos What's in style? Listen to four people answer questions about current styles, and fill in a chart 	 Fashion statements Read a blog article about fashion trends 	 Fashion trends Write a fashion article describing the current "look" Expressions to describe new and old trends 	 What's different? Pair work: Ask and answer questions to determine what's different about people in two pictures, and guess where they went 	 What do they look like? Use new vocabulary in true sentences about yourself or people you know
Make offers and promises with I'll and I wan't Agree to something with All right and OK	 I'll do it! Listen to two people planning a party, and identify what each of them says they'll do A good idea? Listen to two people discussing predictions; identify who says each is a good idea and why 	 What will life be like in the future? Read an online article with predictions about the future 	 A good idea? Write a short article about how a future invention will make our lives better or worse List ideas with <i>First</i>, <i>Second</i>, <i>Next</i>, and <i>Finally</i> 	 I might do that. Pair work: Interview a classmate to find out his or her future plans 	 Writers, actors, and artists Write new vocabulary in groups by endings or topics

Useful language for . . .



xxviii • Introduction

Ideas for handling pair work and group work

Pair work and group work are an integral part of most language-learning classes and provide many advantages to language learners, including:

- They ensure that all Ss get many opportunities to practice the target language.
- They provide variety in classroom activities, and so keep Ss engaged.
- They allow Ss of different language proficiency to learn from one another.

Arranging pairs and groups

One challenge is setting up the pairs or groups. Here are some suggestions:

- Pair or group Ss by different language proficiency levels. Pairing stronger Ss with less proficient ones allows peer teaching to take place. Less proficient Ss often feel more comfortable asking questions of a classmate rather than of the teacher. The stronger S is challenged by having to explain the material.
- Pair or group Ss randomly. To form random groups, try any of the following:
 - Have Ss count off (e.g., from 1 to 4). All the "1s" form a group, all the "2s,"and so on.
 - (2) Write numbers on slips of paper and mix them up. Ss draw slips and work with Ss with the next number (e.g., S1 and S2, S3 and S4) or set of numbers (e.g., Ss 1 to 4 form a group, Ss 5 to 8, and so on).
 - (3) Have Ss form groups by what they are wearing, such as a particular color.
- Allow Ss to group themselves. The danger with this, however, is that friends will form pairs or groups and speak about personal things as opposed to doing the activity.

Regardless of the arrangement you use, vary pair and group members often. This way Ss can interact with most of or all of their classmates, thereby building a class community.

Tips for effective pair work and group work

- Model the task before having Ss do it. Many tasks fail because Ss do not completely understand what to do. State the instructions simply and clearly, and, when possible, have Ss come to the front of the class to demonstrate the activity.
- Set time limits for tasks. Setting time limits ensures that Ss use their time effectively. Establish a signal to indicate time is up; for example, clap your hands.
- Assign specific roles to group members. These roles are leader and secretary. The leader makes sure that the task is carried out correctly and ensures that group members speak English. The secretary writes down the group's answers and reports on what the group discussed. In addition, it is of critical importance that all Ss are doing something productive during group work. There is a danger that when it is not a S's turn to speak, he or she will lose interest. To avoid this, make sure that each group activity has a focused task – so that when Ss are not speaking, they have to actively listen. For example, if Ss are discussing their favorite foods, have Ss make a note of a food each person likes or find someone who likes the same food. Make sure Ss report what they have heard.
- Monitor pairs and groups as they work. Circulate and remind Ss to use English. Make note of problematic language points to reteach later.

Pair work and group work are tried-and-true classroom techniques. Trying out ideas such as the ones here and sharing ideas with other teachers can lead to their effective use.

Making friends

Lesson A Getting to know you

Speaking naturally Stress and intonation

(See Student's Book p. 2.)

This section reviews the main points of stress and intonation taught in *Touchstone* Level 1, Units 7 and 11. People stress, or say louder, the words they think of as the main content words. The intonation changes on the most stressed syllable.

Questions

- In information questions, the intonation often rises slightly but then mostly falls on the stressed syllable in the main content word.
- In yes-no questions, the intonation often rises on the stressed syllable in the main content word.

Statements

In statements that give information that the speaker does not expect the listener to know, the intonation often falls. Falling intonation also signals that all the information has been given.

Grammar Present of be and simple present (review)

(See Student's Book p. 3.)

This lesson reviews simple affirmative and negative statements, *yes-no* questions, short answers, and information questions with *be* and other verbs.

Form

The grammar chart includes the verb structures taught in *Touchstone* Level 1, Units 1 to 5. (For more information, see Language Notes at the beginning of those units.)

Use

The simple present is one of the most common structures in spoken English. Ss review the main uses taught in Level 1:

- for repeated activities and routines (e.g., We usually go out on Fridays.).
- for permanent states, or things that are true all the time (e.g., *I have a brother. I'm from Tokyo.*).
- for verbs for expressing likes and dislikes (e.g., *I hate mornings.*).

Corpus information

Common errors with *do* or *does* in simple present questions.

Ss may leave out the auxiliary verb do or does in simple present questions. Where do you go to school? NOT Where you go to school? AND What does your brother look like? NOT What your brother look like?

Lesson B Things in common

Grammar Responses with too and either

(See Student's Book p. 4.)

The chart in the lesson introduces short responses to affirmative and negative statements using *too* and *either*.

Form

- Use *too* or *Me too* to respond to affirmative statements:
 - A I'm allergic to cats. A I watch pro football. B I do too. / Me too.
 - A I can shop for hours! B I can too. / Me too.
- Use either or Me neither to respond to negative statements:
 A I'm not an animal lover. B I'm not either. / Me neither.
 A I don't watch much television. B I don't either. / Me neither.
 - A I can't afford anything new. B I can't either. / Me neither.

Use

- These responses show you have something in common with someone or agree with the person.
- It is possible to use short answer responses without too and either to show that you do not agree or to contradict

what someone said. However, these are not as common. They can also sound rude.

A I like football. B Oh, I don't.

 It is possible to use So and Neither with an inversion of the verb and pronoun (e.g., So do I. / So am I. / Neither do I.). However, in general, these structures are less frequent than the ones taught in this lesson.

Corpus information Responses with *too* and *either*

The most common of this type of response are *Me too*, *I do too*, *I don't either*, and *Me either*. *Me either* is not considered correct by some people, though it is twice as frequent as *Me neither*.

Vocabulary review

(See Student's Book p. 5.)

The lesson provides an opportunity to review many of the vocabulary topics taught in Level 1: TV shows, clothes, colors, weekend activities, and food.

Countable and uncountable nouns

In English, nouns are classed as countable or uncountable. Countable nouns have a singular and a plural form; they can be used with the article *a / an* and with numbers (e.g., *a bean, some beans, an apple, two apples*). Uncountable nouns have no plural form and are not used with the article *a / an* (e.g., *milk, rice, meat*).

I often have beef with rice and beans for dinner.

 Plurals are often used to talk about things in general. *I like cartoons, but I don't like reality shows.*

Lesson C It's cold tonight.

Conversation strategy Starting a conversation

(See Student's Book p. 6.)

- Starting a conversation with someone you meet for the first time in a second or foreign language can be challenging.
- In North America, people often start conversations by commenting on the weather, things in the immediate environment, or by asking general questions about where people are from, where they live (but not their address), what they do for a living, or their family. They generally avoid questions about very personal topics such as salary, age, or religion.

Strategy plus Actually

(See Student's Book p. 7.)

- People use *actually* when they give information that they do not expect the other person in the conversation to know. This information can be new or surprising.
 A Do you drive to school?
 - B Actually, I walk. It's only two miles.

Lesson D Making small talk

Reading tip

(See Student's Book p. 8.)

The Reading Tip tells Ss that the title of an article can help them predict what the article will be about. Predicting ideas and activating your own knowledge about a subject can help you read a text more easily.

Grammar Imperatives

(See Student's Book pp. 8-9.)

The reading text and writing activity include examples of imperatives, including imperatives with *be*:

Leave politely. Don't ask very personal questions.

Collocations for activities

Many sports activities require a specific verb before the name of the activity. The most common are *play*, *do*, and *go*.

I like to play tennis and baseball. On the weekends, I do aerobics and yoga. In the summer, I go swimming every morning.

- People also use *actually* to correct things people say, to correct beliefs people might have, or to disagree politely.
 A Did you watch the football game on TV last night?
 B No, I didn't. I actually don't watch much TV.
- Actually can be a "false friend" a word that sounds similar to a word in another language, but that has a very different meaning. In some languages, the equivalent word means *now, these days*, or *currently*. It is not used with these meanings in English.

O Corpus information Actually

- Actually is one of the top 200 words. It is approximately five times more frequent in conversation than in newspapers and other written texts.
- Most uses of actually are embedded in the middle of what people say. About 15 percent are at the beginning, and about 10 percent are at the end.

Help note Punctuation

(See Student's Book p. 9.)

The Help Note reviews the basic punctuation taught in Level 1: capital letters at the beginning of sentences, commas before quotations and in lists, quotation marks, periods at the end of statements, and question marks at the end of questions.

Making friends

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

Introduce the theme of the unit Say, "This unit is about making friends." Ask, "Who are your friends? How do you know them?" Call on some Ss to tell the class about a friend. [e.g., My friend, José, is a friend from my neighborhood.] Ask Ss to say why they like their friends. [e.g., He's really funny.]

In Unit 1, you learn how to . . .

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

Extra activity INDIVIDUALS

Ss look through the lessons to familiarize themselves with how each unit in the Student's Book is set up. Say, "Read the Unit 1 aims for Lessons A, B, and C again. Look quickly through the lessons. Try to find at least one example of each. You have three minutes."

At the end of three minutes, read each aim aloud. Call on a few Ss to identify an example (e.g., Aim 1: What's your name?; Aim 2: I watch pro football. I do too.; Aim 3: Do you drive to class? Actually, no. I take the subway.).

Before you begin ...

 Introduce the topics Say, "Imagine you want to get to know someone. When you're getting to know someone, what are you doing?" [learning about him or her] Ask, "How do you learn about people you meet?" [ask questions] Read aloud the questions in Before You Begin. Have Ss call out ideas about where people can make friends. [school, work, neighborhood, clubs, online, etc]. Write ideas on the board.

CD Recycle grammar Tell Ss to look at the topics. Say, "Imagine you meet someone at school or work. What questions can you ask to get to know the person?" Elicit suggestions and write the questions on the board. [e.g., What's your name? What do you study? Do you like your job?] Ask, "What tense are you using in these questions?" [Simple present]

- Now write the second topic on the board: Home and family. Say, "Think of a yes-no question etc ..."
- Say, "Look at picture 2. What's the topic?" [home and family] Say, "Think of a *yes-no* question and an information question that you can ask about *home and family.*" Get suggestions from a few Ss, and write them on the board. Underline the information question word(s) (e.g., *Do you live with your parents? Where do you live? Do you have any brothers or sisters? <u>How many</u> brothers or sisters do you have?).*
- Ask, "What's the topic in picture 3?" [free time] Get suggestions about questions from a few Ss, and write them on the board (e.g., <u>What</u> do you do in your free time? Do you like sports / music / movies? Who's your favorite?).

Extra activity PAIRS

Pairs try to agree on the three best places to meet people and the three best reasons to become friends. Ss use the two lists already on the board and their own ideas. Several pairs report to the class.

- Ask, "What's the topic in picture 4?" [favorite things] Get suggestions about questions from a few Ss, and write them on the board (e.g., What do you like to talk about with friends or family – cars, movies, music, or something else? What is your favorite thing to do? What is your favorite possession?).
- Follow-up Ss work in pairs, taking turns asking and answering two questions for each topic.

Extra activity CLASS

Ss each write one question to ask their classmates and their own answer. They walk around asking and answering. S1 asks the question. If S2 gives an answer that is also true for S1, S1 writes S2's name on a piece of paper. After five minutes, Ss sit down. A few Ss report back to the class (e.g., *My favorite singer is Beyoncé. This is true for six students.*).

Making friends

Solution: Solution of the second s

Lesson A

 Ask questions to get to know your classmates using the simple present

Lesson B

- Talk about your favorite things
- Use responses with too and either to show what you have in common

Lesson C

- Start conversations with people you don't know
- Use actually to give new or surprising information

Lesson D

 Read an article about small talk

UNIT

 Write a How-to article using correct punctuation

Before you begin . . .

Where do people make friends? What questions can you ask a new friend about these topics?

- school or work
- home and family

- free time
- favorite things

Lesson A

Getting to know you

How well do you know your new CLASSMATES?

YOUR NAME

- 1. What's your name? _____
- 2. What does your name mean? _____
- 3. Are you named after someone? _____
- 4. Do you like your name? _____
- 5. Do you have a middle name?

LIFESTYLE

- 1. Are you a full-time student? _____
- a. If yes: What's your major? _____
- b. If no: What do you do for a living? _____
- 2. How do you get to work (or class)? _____
- 3. How long does it take? _____

4. _____

9

HOME AND FAMILY

- 1. Where do you live? _____
- 2. Do you like your neighborhood? _____
- 3. Do you live alone or with your family? _____
- 4. Where are your parents from? _____
- 5._____

FRIENDS

- 1. Do you often make friends online? _____
- 2. What's your best friend like? _____
- 3. What does your best friend do? _____
- 4. What do you and your friends do when you get together?

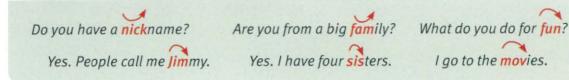
5._____

Getting started

About A Pair work Write one more question in each section of the questionnaire. Then interview a partner and take notes.

B Pair work Tell a new partner five interesting things about your first partner.

2 Speaking naturally Stress and intonation



A ■)) 1.02 Listen and repeat the questions and answers above. Notice the stress on the important content word. Notice how the voice rises, or rises and then falls, on the stressed word.



Lesson A Getting to know you

1 Getting started

Set the scene Books closed. Ask, "Do you think you know a lot about your classmates? Raise your hand if the answer is *yes*. Now raise your hand if the answer is *no*. What are some things you want to know about your classmates?" Get ideas from Ss, and write them on the board (e.g., *name, where they live, their free-time activities*). Books open. Read the title of the questionnaire aloud. Ask, "What are the four topics in the questionnaire?" [your name, home and family, lifestyle, friends]

About

A

- Preview the task Say, "Read the questionnaire, and underline any words you don't know." Ask Ss to call out their underlined words. Write them on the board. Get as many definitions as possible from Ss. Explain any remaining words.
- Tell Ss to read the questions in the questionnaire again. Tell them that they are going to write one more question for each section. Review the questions from Before You Begin, if necessary.
- Do the task Have Ss write their questions. Call on individual Ss to tell the class their questions. [e.g., Your name: What's your middle name? Lifestyle: Are you a morning person? Do you get up early? Home and Family: Do you have brothers and sisters? Friends: What are your friends like?]
- Tell Ss to work in pairs. Ss 1 interviews his or her partner and takes notes. Ss then exchange roles.

Possible responses

Your Name

- 1. My name is ____.
- 2. My name means "light."
- 3. Yes, I'm named after my grandmother.
- 4. Yes, it's OK. It's a pretty common name.
- 5. Yes, I do. It's _____

Lifestyle

- 1. a. Yes, I am. My major is history.
 - b. No, I'm not. I work in a supermarket.
- 2. I get to class by subway.
- 3. It takes about 45 minutes.

Home and Family

- 1. I live on _____ Street.
- 2. No, I don't. My neighborhood is really boring.
- 3. I live with my family.
- 4. My parents are from _____

Friends

- 1. No, most of my friends are from school.
- 2. She's a lot of fun.
- 3. She's a student, and works after school at her family's restaurant.
- 4. We usually go to the movies.

В

Preview and do the task Read the instructions aloud. Give Ss time to choose five interesting things about their partner from the questionnaire. Then have them sit with a new partner and tell that partner the five things they thought were interesting about their first partner.

2 Speaking naturally

A 🜒) 1.02

- Preview the task Tell Ss to look at the three sets of questions and answers. Say, "People say the most important content word in a statement or question louder and more clearly. This is called *stress*. Look at the three questions. What are the stressed words?" [nickname, family, fun] Ask, "Which part of the words are stressed?" [nick, fam]. Say, "These are the stressed syllables or parts of words."
- Tell Ss to look at the questions. Say, "Look at the arrows. They all start to go up on the stressed word. But two of them then go up and one of them goes down. What's different about these questions?" [Two are *yes-no* questions; one is an information question.] Say, "The voice rises on the stressed word in *yes-no* questions and it stays up. In information questions, the voice rises slightly on the stressed word and then falls. This rising and falling of the voice is called intonation."
- Tell Ss to look at the three answers. Ask, "What are the stressed words in the answers?" [Jimmy, sisters, movies] Say, "In answers to questions, the information that answers the question is the important word, so it

is stressed. This is where the intonation changes." Ask, "What happens to the intonation on the stressed words?" [It falls.] (For more information, see Language Notes at the beginning of this unit.)

- Read the instructions aloud. Please note the use of color in the Speaking naturally sections throughout this book. Red indicates stress and maroon indicates any other feature that is being taught.
- Play the recording Ss listen. Tell them to listen carefully for the stressed words and how the voice rises and falls.
- Play the recording again Ss listen and repeat.
- If students need extra practice with stress and intonation in questions and answers, use the questions from the questionnaire in *Getting started*.

About

В

 Preview and do the task Read the instructions aloud. Tell pairs to take turns asking and answering the questions, this time using their own information. You may want to model some *no* answers (e.g., *No*, *I don't. I don't have a nickname.*).

3 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 simple present of verbs, including *be*, affirmative and negative statements, *yes-no* questions, short answers, and information questions. Give Ss two minutes to review the chart.
- Books closed. Review the various grammar patterns.
 Write sentences 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.
- Review the forms as needed.
- Books open. Tell Ss to ask and answer questions from the chart in pairs, taking turns playing each role.

A

- Preview the task Read the instructions aloud. Write on the board: Answer. Red. A ____? B No, I'm not. I have a brother and sister. Ask Ss to think of a question to complete the conversation. Write suggestions on the board [e.g., Are you an only child?] Explain to Ss that the questions they write and the answer should sound like a real conversation and that they should pay close attention to the verb used in the answer. For example, "Do you have a big family?" is not an acceptable question for #1. It matches the topic, but uses a different verb than the answer.
- Do the task Have Ss complete the task by writing a possible question for each answer. Have Ss compare their questions in pairs.

 Check answers with the class: For each item, have a few Ss read their questions aloud, and ask other Ss with the same question to raise their hands.

Possible answers

- 1. Are you an only child?
- 2. What does your sister / mother do?
- 3. Do you have a car? / Do you take the subway to class?
- 4. What's your favorite color?
- 5. Are your parents from here?
- 6. What do you and your friends do in your free time?
- 7. Does your best friend / sister live near here?
- 8. What are your classmates like?
- Follow-up Ss work in pairs to take turns asking their questions and reading the answers.

About you

В

- Preview and do the task Read the instructions aloud. Have Ss work in pairs to ask and answer their questions. Make sure Ss answer with their own information.
- Present Common Errors Read the information aloud. Write on the board: What you study? Where your family live? Ask Ss to correct the sentences.
- Follow-up Have Ss find a new partner and ask the questions from Exercise 3A again. Ss give their own answers again.

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.)

4 Listening and speaking

A 🜒) 1.04

- Preview the task Preview any vocabulary from the audio script (p. T-164) that will cause Ss problems. Read the instructions aloud. Say, "Read each of the six questions carefully. Listen for the stressed words to get the main ideas in Miranda's answers."
- Play the recording Audio script p. T-164 Ss listen and choose the best question for each answer. Pause after each exchange to give Ss time to write the number in the box.
- Play the recording again Ss review their answers. Check answers with the class.

Answers

- 1. What's your favorite season?
- 2. What's your favorite band?
- 3. Do you ever go out on weeknights?
- 4. Do you have any pets?
- 5. How much time do you spend with your family?
- 6. What do you usually do on the weekends?

В

 Preview and do the task Read the instructions aloud. Play the recording again. Have Ss write down what they learn about Miranda. Then have volunteers share their notes with the class.

About you

С

 Preview and do the task Read the instructions aloud. Remind Ss that follow-up questions are questions that you ask to get more information. Pairs take turns asking each other the questions from A and then asking follow-up questions.

Extra activity PAIRS

Ss write three questions and their answers on six separate pieces of paper. Pairs exchange "answer" papers and try to write the matching questions. Ss then compare questions and see how many are the same.

Workbook

Assign Workbook pp. 2 and 3. (The answer key begins v on p. T-181.)

Making friends UNIT 1

Grammar Present of *be* and simple present (review) ◀)) 1.03

Extra practice p. 140

P	re	S	e	n	t	0	f	b	e	
-						-				

Are you from a big family? Yes, I am. I'm one of six children. No. I'm not. There are only two of us.

Are you and your friends full-time students? Yes, we are. We're English majors. No, we're not. We're part-time students.

Simple present

Do you have any brothers and sisters? Yes, I do. I have a brother. No. I don't. I'm an only child.

Do you and your friends get together a lot? Yes, we do. We go out all the time. No, we don't. We don't have time.

What's your name? Is it Leo? Yes, it is. My name's Leo Green. No, it's not. My name isn't Leo. It's Joe.

Where are your parents from? Are they from Peru? Yes, they are. They're from Lima. No, they're not. My parents aren't from Peru.

What **does** your brother **do**? **Does** he **go** to college? Yes, he **does**. He **goes** to the same college as me. No, he doesn't. He works at a bank.

Where do your parents live? Do they live nearby? Yes, they do. They live near here. No, they don't. They don't live around here.

A Think of a possible question for each answer. Compare with a partner.

- 1. A _____?
 - B No. I'm not. I have a brother and a sister.
- 2. A _____?
 - B She works at a software company.
- 3. A _____?
 - B No, I don't. I usually use my dad's car.
- 4. A _____? 8. A _____?

- 5. A ? B Yeah, they are. My grandparents are from here, too.
- 6. A _____ ?
 - B We usually go shopping or have lunch.
- 7. A _____?
- B No, she doesn't. She lives an hour away.
- B Turguoise. And I like blue, too. B My classmates? They're all smart.

About vou **B** Pair work Ask your questions. Give your own answers.

Listening and speaking What's the question?

A () 1.04 Listen to Miranda's answers to these questions. Number the questions 1 to 6.

- Do you have any pets? 1 What's your favorite season? Do you ever go out on How much time do you spend with your family? weeknights? What's your favorite band? What do you usually do on the weekends?
 - B (1) 1.04 Listen again. What do you learn about Miranda? Take notes for each question.
- About C Pair work Ask and answer the questions above. Ask your partner follow-up questions to keep the conversations going.

Common errors

Use do or does in simple present questions.

What do you study? Where does your family live? (NOT What you study? Where your family live?)



Lesson B

Things in common



A 105 Listen. What do these friends have in common? Practice the conversations.



- A Dogs are so noisy, and they always wreck things. I'm just not an animal lover, I guess.
- B Well, I'm not either. I'm allergic to dogs and cats.



- A I don't watch much television.
- B No, I don't either.
- A I mean. I watch pro football.
- B Yeah, I do too, But that's about it.



- A llove shopping. I can shop for hours! Too bad I can't afford anything new.
- B I know. I can't either. I'm broke.
- A Yeah, I am too.

Figure B Complete the responses so the speakers agree. Use the conversations above to help you.

- 1. A I'm a football fan.
 - B Yes, I am _____.
- 2. A Hove shopping.
 - B Oh. I do _____.

- 3. A I don't like animals.
 - B No, I don't _____.
- 4. A I can't have a pet.
 - B I can't

C Grammar Responses with too and either 4)) 1.06

A Respond to these statements using too or either.

Present of be I'm allergic to cats. am too. I'm not an animal lover. I'm not either.

Simple present I watch pro football. do too. I don't watch much television. I don't either.

can

I can shop for hours! can too. I can't afford anything new. can't either.

In conversation

People actually say Me either more often than Me neither.

Extra practice p. 140

Me either.

- Me neither.
- 1. I watch a lot of sports on TV. I do too. 4. I'm not a morning person.

Then practice with a partner.

- 2. I'm allergic to nuts.
- 3. I can't afford a new laptop.
- 5. I don't have a pet. 6. I can eat chocolate all day.
- About B Pair work Student A: Make the statements above true for you. Student B: Give your own responses.

People also respond with Me too and Me neither (or Me either).

A I don't watch a lot of sports on TV. B I don't either. OR Really? I watch all the basketball games.

Lesson B Things in common

Building language

 Set the scene Tell the class two things you and a friend have in common (e.g., *My friend and I like cooking. We can't* stand horror movies.). Ask, "What do you and your best friend have in common?" Call on several Ss to answer.

A ()) 1.05

- Preview the task Say, "Look at the pictures. What are they talking about?" [dogs, TVs, clothes/shopping]. Then ask, "What do you think the people have in common?" [e.g., They like dogs. They both want a new TV. They like shopping] Say, "Listen. What do these friends really have in common? Take notes."
- Play the recording Ss listen and take notes. Pause the recording after each conversation to give Ss time to write the answer.
- Play the recording again Ss listen and review their answers. Then ask, "What do the people in conversation 1 have in common?" [They're not animal lovers.] Do the same for conversations 2 and 3. [2. They don't watch much television. They watch pro football. 3. They can't afford anything new. They're broke.]

Practice

Groups: Divide the class into two groups, one group playing A and the other group playing B. Have groups read each conversation aloud and then change roles.

Pairs: Tell pairs to take turns playing the roles of speakers A and B.

Figure it out

В

Preview the task Write on the board: 1. I watch pro football. 2. I'm broke. Ask, "Are these negative or affirmative statements?" [They're affirmative statements.]

Grammar

1.06

- Present the grammar chart Play the recording. Ss listen and repeat.
- Understand the grammar Tell Ss to look at the chart. Ask, "What's the pattern when you respond to an affirmative statement with *am*? How about negative statements?" [I + am + too.; I'm + not + either.] Write the patterns on the board.
- Ask, "What are the patterns when you respond to statements with verbs other than be?" [I + do + too.; I + don't + either.]
- Ask, "What are the patterns when you respond to statements with the verb *can*?" [I + can + too.; I + can't + either.] (For more information, see Language Notes at the beginning of this unit.)
- Present In Conversation Tell Ss to cover the information. Say, "People say Me either or Me neither. They have the same meaning. Which do you think is more common – Me neither or Me either?" Have the class vote, and then ask a S to read the information aloud to find the correct answer. Say, "You can use Me either in conversations with friends, but not in formal conversations."

- Write on the board under each statement: 1. 1 do too. 2. 1 am too. Ask, "What two words do these responses have in common?" [I, too] Circle the words. Write on the board:
 1. I'm not an animal lover. 2. 1 don't watch much television.
 3. 1 can't afford anything new. Ask, "What do you notice about these three statements?" [They're negative statements.] Write on the board under each statement:
 1. I'm not either. 2. 1 don't either. 3. 1 can't either. Ask, "What three words do these responses have in common?" [I, not / n't, either] Circle the words.
- Read the instructions aloud.
- Do the task Have Ss complete the sentences. Tell them to look at the board and the conversations for help. Have Ss compare.

Answers

1.	Yes, I am too.	3. No, I don't eithe	er.
2.	Oh, I do too.	4. I can't either.	

• Focus on the form and the use Say, "Look at Exercise 1B. All the responses of the B speakers agree with the statements by the A speakers. Note that that *too* is used in responses that agree with affirmative statements and *not* or *n*'t and either is used in responses that agree with negative statements."

Extra activity

Have Ss practice the conversations in pairs.

A

 Preview and do the task Read the instructions and the example aloud. Have Ss write responses to the remaining statements. Check answers with the class: Have pairs of Ss read a statement and its response aloud.

Answers

۱.	1	do too.	3.	I can't either.	5.	1	don't either.
2.	۱	am too.	4.	I'm not either.	6.	I	can too.

 Tell Ss to take turns reading each statement and its response in pairs.

About

В

 Preview and do the task Read the instructions aloud. Have two Ss read the example aloud. Then have pairs make and respond to statements.

Extra practice

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

3 Building vocabulary

 Set the scene Read the names of the four topics aloud. Ask Ss to identify what they see in each picture. [Weekend activities: play basketball; TV shows: news; Food: fruit / bananas / strawberries, vegetables, fish; Clothes: T-shirts]

Α

- Preview the task Read the instructions aloud. Have Ss work in small groups to do the task.
- Do the task Give groups five minutes to brainstorm as many words as they can. Call on groups to report their lists, and write them on the board. Tell Ss to add any new words to their lists and keep their lists.

Possible answers

Weekend activities: go to the movies, go swimming, go skiing, watch TV

TV shows: sports, game shows, sitcoms, soap operas *Food:* bananas, pasta, salad, milk, cheese, eggs, shellfish *Clothes:* jeans, pants, tie, top, skirt, blouse, coat

Word

B

- Preview the task Ask Ss to look at the chart. Read the instructions aloud. Tell Ss to write their favorite things from their lists in each column.
- Do the task Have Ss complete the chart and then compare their completed charts in pairs. To model how to compare their charts, ask two Ss to read the example aloud. Say, "When you and your partner find something you have in common, write a statement about it – for example: We both sleep late on the weekends."
- When pairs finish comparing their charts, call on a few pairs to report to the class.

Extra activity CLASS

Ss find out what they have in common with other classmates. Using their chart from Exercise 3B, Ss have ten minutes to walk around the class telling classmates about themselves. Ss write the names of all the classmates who agree with their statements. Call on a few Ss to report to the class (e.g., *Jun, Luis, Yuki, and I like pizza.*).

Vocabulary notebook

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

About

С

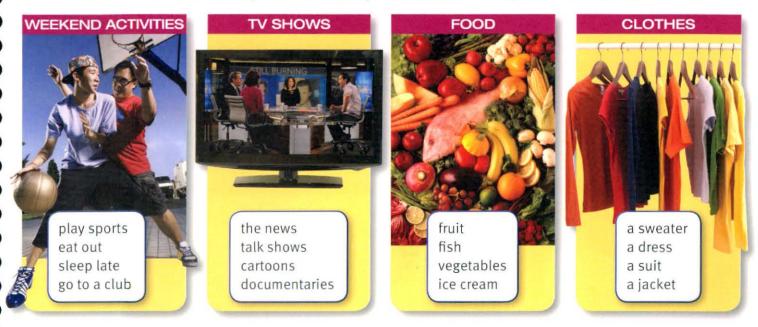
- Preview and do the task Read the instructions aloud. Have Ss complete the sentences. When Ss finish, have them walk around the class, reading their completed sentences to their classmates. For each sentence, they should try to find someone with the same tastes and write his or her name next to the sentence.
- Ask several Ss to report to the class.

Workbook

Assign Workbook pp. 4 and 5. (The answer key begins on p. T-181.)

Building vocabulary

A Brainstorm! How many other words can you think of for each topic? Make a class list.



B Pair work Complete the chart with your favorite things. Compare with a partner. Then tell the class what you and your partner have in common.

weekend activities	TV shows	food	clothes
eat out			

"We both eat out on the weekends."

Vocabulary notebook p. 10

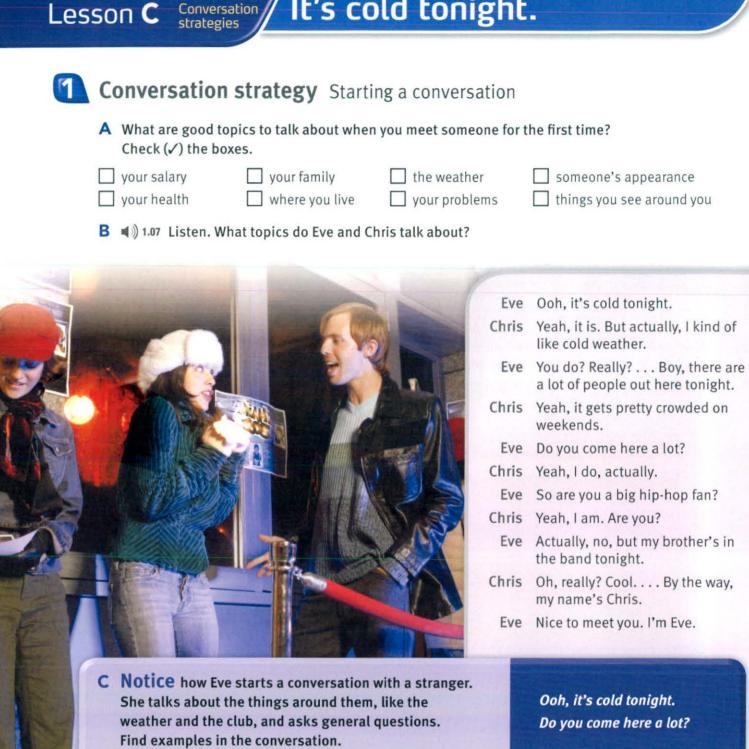
About you C Class activity Complete the sentences with your likes and dislikes. Then tell your classmates your sentences. Find someone with the same tastes.

My tastes		Classmate with same taste
1. love	. (type of food)	
2. I don't	very often. (weekend activity)	
3. I like to wear	(item of clothing)	
4. I'm not a big	fan. (sport)	
5. I like	(color)	
6. I can't stand	. (type or name of TV show)	
7. I hate	. (type of food)	

A llove pineapple.

B I do too.

B I do too. OR Oh really? I don't like it so much.



D Pair work Think of a situation where you could use each conversation starter below. Compare with a partner. Then role-play the conversations.

- 1. "The flowers are beautiful, huh? I love spring."
- 2. "Gosh, it's so crowded here. And it's hot!"
- 3. "Wow. The elevator is really slow today."
- 4. "Hi there. It's windy, huh?"
- 5. "Hmm. This food doesn't look too good."
- 6. "I'm a bit nervous. Is it your first class, too?"
- on a bench in a park

Lesson C It's cold tonight.

CD Lesson C recycles the simple present.

Conversation strategy

 Set the scene Say, "Look at the picture. Where are they? [outside a club] What are they doing? [talking] What's the weather like? [cold].

Α

- Preview the task Ask Ss to read the eight topics. Help with new vocabulary as needed. Read the instructions aloud.
- Ask Ss, "Why do we use common, general topics to start a conversation with people that we don't know? [General topics aren't difficult or controversial. The answers are easy and not personal. There is little chance of someone being uncomfortable answering the question.]
- Have Ss check (✓) the boxes and then compare with a partner. Check answers with the class.

Answers

your family, where you live, the weather, things you see around you

 Tell Ss to look at the picture again. Say "Eve and Chris are waiting to go into a club. They don't know each other. What can they say to start a conversation?" Write Ss' ideas on the board (e.g., It's cold tonight. Do you know the band? Do you come here a lot?).

B 🜒) 1.07

Culture note

When meeting someone for the first time, people often ask, "Where are you from?" and "What do you do?" Topics that should be avoided when meeting people for the first time are age, politics, and religion. Topics that should be avoided in general are salary and appearance, especially someone's weight.

- Say, "Now listen to the conversation. What are Eve and Chris talking about?"
- · Play the recording Books closed. Ss listen.
- Play the recording again Ss listen and write a few words about what Eve and Chris are talking about.
- Have Ss compare their answers in pairs. Check answers with the class. [*The weather:* It's cold tonight. *Things they see around them:* There are a lot of people out here tonight. *Taste in music:* Are you a big hip-hop fan? *Names:* My name's Chris. / I'm Eve.]
- Play the recording again Books open. Ss listen and read along. Help with new vocabulary as needed.
- Tell Ss to look at the conversation starters they suggested earlier. Ask, "Do Eve and Chris use any of these conversation starters? Which ones?" Circle any that are the same.
- Practice Tell Ss to practice the conversation in pairs, taking turns playing each role.

С

Present Notice Have a S read the information aloud. Write on the board: weather, the club, general questions. Say, "Find these in the conversation." Call on a few Ss to respond. [Weather: Ooh, it's cold tonight. The club: Boy, there are a lot of people out here tonight. / Do you come here a lot? General questions: So are you a big hip-hop fan?]

D

- Preview the task Say, "Read the six conversation starters. Where can you use the first one?" Point to the example given and then elicit more ideas. [e.g. on campus, in a supermarket by the flower stand]
- Do the task Have Ss complete the task. Have Ss compare their answers in pairs. Ask a few Ss to read their answers aloud.

Possible answers

- 1. on a bench in a park
- 2, in a club / at a conference
- 3. in an office building / in a hotel
- 4. at a bus stop / on a hiking trail
- 5. in a cafeteria / at a buffet (restaurant)
- 6. at school / at a class

Write on the board:

A: These flowers are beautiful, huh? I love spring! B:

Ask, "What can B say to continue this conversation?" Have Ss call out ideas, and write them on the board (e.g., *I do too. It's so nice to have warm weather.*).

Tell pairs to act out each situation. Remind Ss to continue each conversation as long as they can. Ask Ss to write out one of their conversations, and then call on a few pairs to act them out for the class.

Extra activity PAIRS

Each pair writes a description of a situation where people are meeting for the first time. (Ss can get ideas from Exercise 1D.) Pairs exchange their situations. Ss in each pair then start a conversation based on the situation and continue it as long as they can.

2 Strategy plus

- Present Strategy Plus Read the information aloud. Explain that actually is very common in spoken English. People use it to show that the information they are giving is new for the listener or surprising. People also use it when they want to "gently" correct another person. Read the conversation aloud. Have Ss repeat the conversation. Have Ss find the sentences with actually in Chris and Eve's conversation on p. 6. Ask Ss to read the sentences aloud. Write them on the board:
 - 1. But actually, I kind of like cold weather.
 - 2. Yeah, I do, actually.
 - 3. Actually, no, but my brother's in the band tonight.

Point to sentence 1 and ask, "Why does Chris use *actually*?" [to give surprising information] "Why does he use it in sentence 2?" [to give new information] "Why does Eve use *actually* in sentence 3?" [She wants to "correct" the idea that she is a hip-hop fan – she's not.]

Present In Conversation Books closed. Ask, "Is actually in the top 100, 200, or 300 words that people use most in conversation?" Say, "Write your guess and then read the information to find the answer. Raise your hand if you were correct."

A

 Preview and do the task Read the instructions aloud. Have Ss complete the task. Check answers with the class: Have pairs of Ss read each starter and its response.

3 Listening and strategies

A () 1.08

- Preview the task Read the instructions aloud. Ask Ss to read the six conversation starters. Say, "Listen for the main idea in each response you hear. Use the information to help you choose the correct conversation starter."
- Play the recording Audio script p. T-164 Pause after the first response. Read aloud the correct conversation starter, numbered 1 in the box. Ask, "Which words help you choose?" [fun, good parties, great music] Play the rest of the recording, pausing after each response to give Ss time to write the number. Do not check answers at this time.

B ◀)) 1.09

- Preview the task Say, "Now listen to the complete conversations. Check your answers as you listen."
- Play the recording Audio script p. T-164 Pause after each conversation, and check the answers with the class.

Answers

- 6 Great music, huh?
- 3 Are you a friend of Tom's?
- 1 This is a great party.
- 4 The desserts look good.
- 2 Is it me, or is it really hot in here?
- 5 I don't really know anyone here. Do you?

Answers

- 1. b 2. c 3. g 4. f 5. a 6. d 7. h 8. e
- Tell Ss to practice the conversations in pairs, taking turns playing each role.
- About

В

- Preview and do the task Read the instructions aloud. Ask two Ss to model the example by reading it aloud.
- Tell pairs to take turns starting the conversation. Remind them to respond with their own ideas.

Extra activity PAIRS

Ss write five statements about their partners that are unlikely to be true (e.g., *I think you have ten brothers and* sisters. *I think you live next to the school. Your family doesn't have a TV.*). S1 in each pair reads a statement, and S2 corrects it with actually (e.g., Actually, I'm an only child. Actually, I live downtown. Actually, we have three TVs.).

 Play the recording again Ss listen again and write one fact about Tom from each conversation. Pause the recording after each conversation to give Ss time to write.

Answers

- 1. He has a lot of parties. He plays volleyball.
- 2. He cooks. He takes beautiful photographs.
- 3. He has four sisters.
- 4. He's a great cook. He's allergic to peanuts.
- 5. He goes to the gym. He's training for a marathon.
- 6. He sings in a band.

About you

С

 Preview and do the task Read the instructions aloud. Have Ss stand and walk around the room. Tell them to talk to at least three different students. They may want to take notes as they talk to classmates. Have Ss report back to the class on their findings.

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. 6 and 7. (The answer key begins on p. T-181.)

2 Strategy plus Actually

You can use *actually* to give new or surprising information. You can also use *actually* to "correct" things people say or think.

A So, you're American?B Well, actually, I'm from Canada.

But actually, I kind of like cold weather.

Actually is one of the top 200 words.

In conversation

A Match each conversation starter with a response. Then practice with a partner.

- 1. It's really chilly in here. <u>b</u>
- 2. Is this your first class here? _____
- 3. So, you're a full-time student? _____
- 4. Do you like this neighborhood? _____
- 5. Do you drive to class? _____
- 6. I like your sweater.
- 7. Do you play guitar or anything? _____
- 8. So, you're from around here? _____

- a. Actually, I take the subway. It takes an hour.
- b. It's the air conditioning. Actually, I feel OK.
- c. Yes, it is, actually. I'm a little nervous.
- d. Thanks. It's actually from a vintage store.
- e. No, actually I'm from a small town about three hours away.
- f. Yeah, I do, actually. It has some great stores.
- g. Um, part-time, actually. I work in a hotel.
- h. Actually, I do. And piano.

About you B Pair work Start conversations using the ideas above. Use *actually* in your responses if you need to.

"It's pretty warm in here."

"Yeah it is, but I kind of like it, actually."

B Listening and strategies This is a great party!

- A ■)) 1.08 Listen to six people talk at Tom's party. Which conversation starters are the people responding to? Number the sentences 1 to 6.
- Great music, huh?
- Are you a friend of Tom's? This is a great party.

The desserts look good. Is it me, or is it really hot in here? I don't really know anyone here. Do you?



About you Class activity Imagine you are at a class party. Start conversations with your classmates. Find out something new about six classmates.

A 1 like your jacket.

B Thanks. Actually, it's from a vintage store.



Reading

- A What is small talk? When do people use small talk? Tell the class.
- **B** Read the title of the article and the introduction on the left. Think of a tip. Then read the whole article. Was your tip mentioned?

Reading tip

First, read and think about the title. Try to predict three ideas in the article.

Improve your skills and "SMALL TALK" your way to success

According to some surveys, the ability to make small talk is important for social and professional success. Chatting about topics like the weather or weekends helps you connect with people, and that can be the key to making friends or business contacts. You don't have to be outgoing to make small talk. Just follow these easy tips. Someone new. Say your name and shake hands. Try to repeat the person's name: "Nice to meet you, Mariana."

Make a comment about your surroundings – for example, the weather ("It's really cold today.") or the event ("There are a lot of people here.").

Ask questions. Try to find something you have in common: "Are you new to the company, too?" However, don't ask very personal questions, for example about someone's salary or age.

LISTEN actively. Show interest with comments like "Oh, really?" or "That's interesting." Keep eye contact, and don't look around the room during your conversation.

EAKN about what's going on in the world, so you can add to any discussion.

TAKE your time. Don't rush the conversation, and don't look at your watch. It can seem rude.

ANSWER people's questions with interesting or funny stories. People love stories and will remember you.

EAVE politely. To end a conversation, say something like, "Well, it was nice talking to you." or "Great meeting you. Good luck with your job search!"

It in touch. Send a quick email or text message. Say, "It was good to meet you."

C Read the sentences below. Which tips from the article are they examples of? Write the number of the tip.

- 1. "Well, it was great talking with you. By the way, here's my card." _____
- 2. "So, what kind of work do you do?" _____
- 3. "The desserts look really good." _____
- 4. "Hi, Carlos. Pleased to meet you. I'm Frank." _____
- 5. "Wow! That sounds amazing!" ____
- 6. "Well, I often go biking on the weekends. Actually, last weekend I got lost and . . ." _____

Lesson D Making small talk

1 Reading

A

Prereading

- Read the questions aloud. Ask, "What does making small talk mean?" Get ideas from Ss (e.g., starting a conversation with someone you don't know well, talking about unimportant things). Then ask Ss when they use small talk (e.g., at a party with many new people, talking to someone while waiting in line at the movies, talking to other students before class begins, to network with other people).
- Write on the board: Do you like to meet new people? Do you like to talk, or are you shy? Do you ever use small talk at work? Ask a few Ss the questions. Encourage them to say more than just yes or no. Tell Ss to take turns asking and answering the questions in pairs. Then have a few pairs share their answers with the class.

B

During reading

- Preview the task Read the instructions aloud.
- Present Reading Tip Have a S read the tip aloud. Ask, "What is the title of the article? Can the title help you predict three ideas in the article?"
- Preview the reading Say, "Look at the pictures. Where are the people?" [at work] "Now read the title. What do you think the article is about?" [how to use small talk, how small talk can help you be successful]
- Ask Ss what they notice about the way the article is set up [The first letters of the tips spell "small talk" vertically.].
 Explain that this format is called an "acrostic." Now ask Ss to give their ideas about why someone would write an article in this format [Remembering the vertical word can help you remember each individual tip.].
- Do the task Have Ss read only the first paragraph and then think about their own tips for making small talk.
- Have Ss share their tips with the class. Write them on the board.
- Now have Ss read the rest of the article. Tell them to see if any of their tips are mentioned.
- After Ss finish reading, ask Ss to call out any tips from the board that are in the article.
- Follow-up Write the acrostic on the board vertically. Tell Ss to close their books. Ask Ss to call out the tips for each letter of the acrostic. How many tips can Ss remember? Ask Ss which tips they need to use more. Call on Ss to tell the class.

С

Post reading

- Preview the task Read the instructions aloud. Have a S read the first sentence aloud. Ask, "Which tip from the article is this an example of?" [Leave politely.]
- Have Ss complete the task. Check answers with the class.

Answers

- 1. (8) Leave politely.
- 2. (3) Ask questions.
- (2) Make a comment about your surroundings for example, the weather.
- 4. (1) Smile and say "hello" when you meet someone new.
- 5. (4) Listen actively.
- (7) Answer people's questions with interesting or funny stories.
- Follow-up Refer Ss back to the other ideas for tips that you wrote on the board in Exercise 1B. Ss work in pairs to write examples for each of the tips.

Extra activity PAIRS

Ss call out interesting conversation topics. Write them on the board. Pairs choose one of the topics to have a short conversation about (no more than thirty seconds). A few pairs act out their conversations for the class. The class tries to guess which suggestion the pair is using.

D

 Preview and do the task Read the instructions aloud. Have Ss work in pairs to complete the activity.

Possible answers

1. The music's really loud. / This is a nice place.

2 Writing

Α

- Preview the task Say, "The article on page 8 is a 'how to' article. It gives suggestions about how to improve something. Here are some other 'how to' topics." Read the topic heads and the examples aloud. Tell Ss to brainstorm ideas for each of the three topics.
- Do the task Have students work in pairs and write down their ideas.
- Check answers with the class: Write the three topics on the board. Call on three pairs to write one set of their ideas under each category. Have other pairs call out additional ideas to add to the lists.

B

- Preview the task Read the instructions aloud. Tell Ss to read the example article.
- Present Help Note Read the information aloud. Have Ss find examples of each punctuation mark in the article. (For more information, see Language Notes at the beginning of this unit.)
- Books closed. Write on the board several sentences from the example article or reading with missing punctuation.
 For example:

smile and say hello when you meet someone new show interest with comments like Oh, really or that's interesting

to end a conversation, say something like, well, it was nice talking to you

3 Talk about it

- Preview the task Read the instructions aloud. Have different Ss ask you the questions.
- Do the task Have Ss work in groups to take turns asking and answering the questions. Have Ss note the answers from their group. As they talk, go around the class and help as needed. Encourage Ss to use English only. When groups finish, tell Ss to look at their notes and find the most common answers.
- Follow-up Groups report their answers about each question to the class (e.g., Most of us make small talk at the beginning of a new class.).

- 2. Are you in the engineering department?
- Talk about the economy / big sports events / world weather events.
- 4. Answers will vary.
- 5. Compliment the other person. Say "You did a great job in the meeting."

Have Ss copy the sentences and add the punctuation. Check answers with the class: Have a few Ss write the corrected sentences on the board.

 Do the task Books open. Have Ss correct the punctuation. Check answers with the class: Have volunteers write their corrected sentences on the board.

Answers

How to improve your friendships

Are your friendships in good shape? Good friendships are important. They can make us happy and healthy. Here are some tips to improve your friendships.

 Keep in touch. Text or call and ask, "How are you?" Don't forget to say, "Thank you" when a friend helps you.

С

- Do the task Have Ss write their articles using one of the topics from Exercise 2A. Tell them to use at least three of their ideas in Exercise 2A and write at least two supporting sentences for each one. As they write, go around the class and help as needed. Have Ss read their partner's article and check the punctuation. Then have them think of another tip to add to their partner's article.
- Follow-up Ss work in groups and read one another's articles. Each group decides who has written the best or most interesting advice. That S in each group reads his or her article to the class.

Extra activity CLASS

Ss work in the same groups. Give each group a number. Each group makes recommendations to the other groups based on the information they reported back to the class (e.g., Group 1 said, "Most of us make small talk at the beginning of a new class. We suggest that they make sure to talk a little bit to all the students in class so no one feels left out.).

Sounds right

Tell Ss to turn to Sounds Right 1 on page 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. 8 and 9. (The answer key begins on p. T-181.)

D Pair work Discuss the questions below.

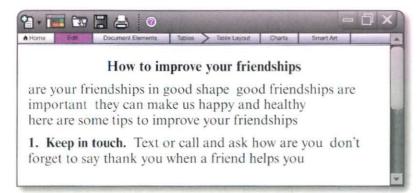
- 1. Read tip 2 again. Can you think of another example comment?
- 2. Read tip 3 again. What other good questions can you think of?
- 3. Read tip 5 again. What is going on in the world at the moment? Choose two topics that you can use in a conversation.
- 4. Read tip 7 again. Do you have a funny story you can tell? What is it?
- 5. Can you think of one more tip on how to improve your "small talk" skills?

Writing How to improve . . .

A Brainstorm ideas for each topic and write notes.



B Read the Help note and the extract from an article below. Correct the punctuation.



🖊 Help note

Punctuation

- Use a CAPITAL letter to start a sentence.
- Use a comma (,) before quotation marks ("") and in lists.
- Use a period (.) at the end of a statement and a question mark (?) at the end of a question.
- C Write an article on one of the topics you brainstormed above. Give three tips. Then read a partner's article and check the punctuation. Can you think of another tip?

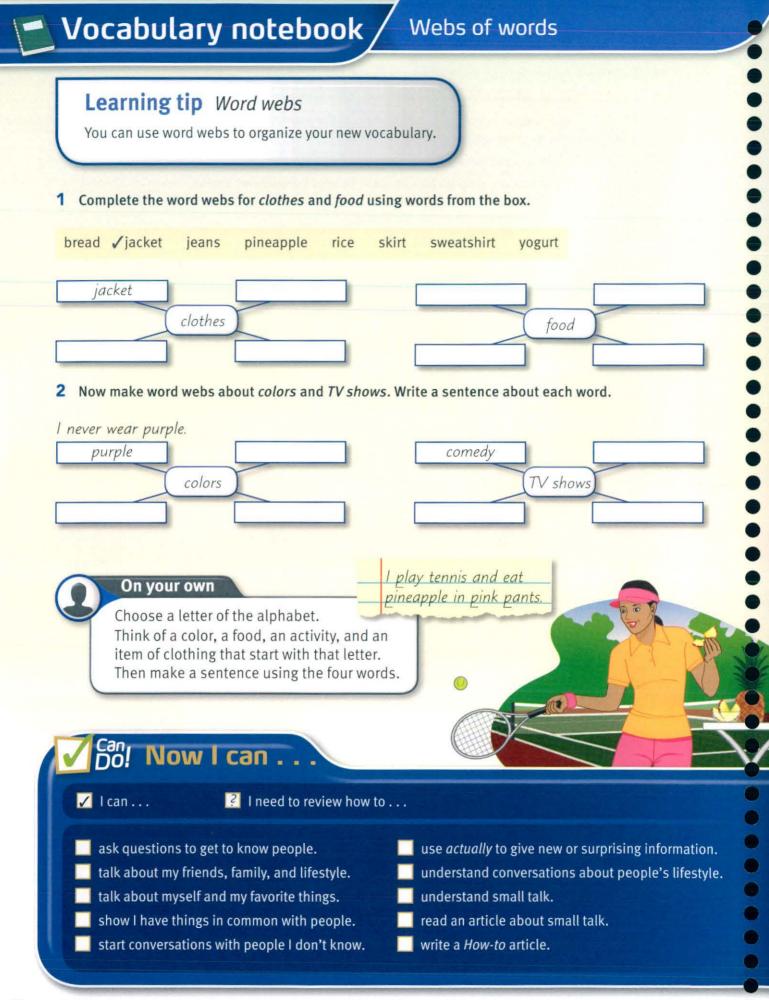
Talk about it Friendly conversations

Group work Discuss the questions. Find out about your classmates' conversation styles.

- When do you make small talk? What do you talk about?
- Do you think it's odd when a stranger talks to you?
- Are you a talkative person?
- Do you think you talk too much?
- Are you a good listener?
- Are you usually the "talker" or the "listener" in a conversation?
- What topics do you like to talk about?
- What topics do you try to avoid?



Sounds right p. 137



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. Explain the meaning of a word web by choosing a topic, writing it on the board, and having Ss give ideas to add

1

C This task recycles the vocabulary for clothes and food.

- Preview and do the task Read the instructions and the example aloud. Have Ss complete the webs. Have Ss compare their word webs in pairs.
- Check answers with the class: Copy the two word webs on the board. Have two Ss fill in each web.

Answers

Clothes: jacket, skirt, sweatshirt, jeans *Food:* bread, pineapple, rice, yogurt

2

C This task recycles the vocabulary for types of TV shows and colors.

- Preview and do the task Read the instructions aloud. Say, "Look at the word web for *colors*. Write the name of a color, and then write a true sentence about that color. Do the same for *TV shows*." Have Ss complete the webs.
- After Ss finish, have them compare their webs in pairs by reading their sentences to each other.

On your own

- Present On Your Own Read the information aloud.
- **Follow-up** At the start of the next class, put Ss in small groups to read their sentences aloud. When the groups finish, call out letters of the alphabet (e.g., *B*). Ss who wrote a sentence with that letter stand up and read it aloud.

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.

to the web. Say, "Word webs are a good way to organize vocabulary. They are like a 'word picture' of similar things, like kinds of food. They can help you remember words that are related more easily."



Lesson A Leisure time

Grammar Verb forms

(See Student's Book p. 13.)

This lesson focuses on verb complements — verb forms after other verbs. The lesson reviews the modal verb *can / can't*. It also reviews the verbs *love*, *like*, *hate*, *prefer*, *would like* with following *to*-infinitives and presents the use of the *-ing* form (gerunds) after them. It also presents the *-ing* form (gerunds) after prepositions.

Form

can/can't

subject + *can / can't* + base form of the verb *I can sing. I can't dance.*

love, like, hate, prefer, would like subject + love / like / hate / prefer / would like + to + verb (infinitive)

I like / love / hate to swim. I prefer to watch TV. I'd like to learn play jazz.

- love, like, hate, prefer, enjoy subject + love, like, hate, enjoy, prefer + verb + -ing (gerund) I like / love / hate / enjoy swimming.
- Prepositions
 After prepositions, use the *-ing* form.
 I'm good at drawing people.

Use

Verbs following *love, like, hate,* and *prefer* can be either *to* + verb (*to*-infinitive) or verb + -*ing* (gerund). *To* + verb is more common.

O Corpus information

to-infinitive vs. verb + -ing

- In conversation, after I like, I love, and I hate, the to-infinitive is between two and five times more common than the -ing form. The -ing form is more likely after hate when people talk about activities (e.g., working out). The to-infinitive is often used in expressions such as I hate to think / see / say. After can't stand, the to-infinitive is only slightly more common than -ing.
- I prefer + to-infinitive is over eight times more frequently used than I prefer + verb + -ing (or gerund).

Common errors with I like vs. I'd like

Students may confuse *I like* with *I'd like*. Explain that *I like* with *to* + verb or verb + *ing* is used for things you already do and enjoy. *I'd like* is only followed by *to* + verb and means *want*. It's used for things you don't do. *I'd like to go to Paris*. NOT *Ho go to Paris*.

Lesson B Music

Vocabulary Music

(See Student's Book p. 14.)

Ss learn the names of different types of music. The word *music* can be added after most types (e.g., *I like rock.* or *I like rock music*.). However, it is not usually added to *jazz* or *rap / hip-hop*. When music is already the subject of the conversation, people generally say, for example, *I like folk and classical*.

Speaking naturally Saying lists

(See Student's Book p. 14.)

The exercise contrasts falling and rising intonation in statements in which people are listing items.

- The statements here contain lists of types of music. The statements that are "complete" or "finished" have falling intonation.
- The statements that are not complete or not finished have rising intonation. Rising intonation suggests that the speaker may have more to say.

Grammar Object pronouns

(See Student's Book p. 15.)

Ss know the subject pronouns: *I, you, he, she, it, we,* and *they.* In this lesson, they learn the object pronouns: *me, you, him, her, it, us,* and *them.*

- In statements, subject pronouns usually come before the verb; object pronouns usually come after a verb or preposition.
- Because object pronouns are not normally stressed, the vowels are reduced. Also, the h of the pronouns him and her is not pronounced and the th of them is sometimes dropped. People say like him as /layk1m/ and like her as /laykər/. They say like them as /laykθəm/ or /laykəm/.

Grammar Everybody / everyone, nobody / no one

Everybody / everyone and *nobody / no one* are pronouns. When they are used as subjects, they take a singular verb: *Everybody likes pop music*. They are also used as objects: *I can hear everybody in the band*.

Corpus information -body vs. -one

- Everybody and nobody are more frequent in conversation than everyone and no one.
- Everyone and no one are more common in newspapers and other written texts.

Lesson C I'm not really into it.

Conversation strategy Saying no in a friendly way

(See Student's Book p. 16.)

This lesson extends the strategy of saying more than *yes* or *no* taught in *Touchstone* Level 1, Unit 4, Lesson C. It focuses on how to reply with a *no* answer while keeping a friendly tone to the conversation.

A Do you do any outdoor sports?

B No. But I ride my bike to work in the summer.

Use

In friendly conversation, people often try to find things in common or areas of agreement. Therefore, they often add comments or explanations as ways to "soften" a *no* reply.

Strategy plus Really

(See Student's Book p. 17.)

Use

 People use *really* to make the meaning of verbs, adjectives, and adverbs "stronger."

I really like it. = I like it a lot.

It's really good. = It's very good.

You play really well. = You play very well.

 In negative statements, *really* after *not* can also "soften" ideas.

I don't really like it. = I don't like it much.

I'm not really into sports. = I'm not so interested in sports.

Lesson D Online forums

Reading tip

(See Student's Book p. 18.)

The Reading Tip focuses on the importance of scanning a text to identify key words that give the information they are looking for. When scanning, Ss shouldn't get stuck on words that they are not familiar with, but rather look for recurring topic-related vocabulary that they do know and to read around that to find information they want.

Help note Linking ideas

(See Student's Book p. 19.)

The Help Note reviews the conjunctions *and*, *but*, and *because*, which were taught in *Touchstone* Level 1 (see Units 5 and 8, D lessons).

- Ideas in affirmative sentences are added by using and. I listen to music, and I like movies.
- In negative sentences, the items are linked by or. I don't like jazz or rock music.
- The adverb *also* (= *in addition*) usually comes before a main verb, or after *be*.

I also like books. I'm also into music.

- Compare this with *really* before the negative: *I really don't like chess. = I hate chess. I'm really not interested in sports. = I'm not interested at all.*
- In informal spoken English, speakers often use *real* instead of *really* to strengthen adjectives and adverbs (e.g., *Her sweater was real nice*. instead of *Her sweater was really nice*.). Many people consider this to be incorrect. It should be avoided in writing.

Not really

People often say *not really* when they mean *no* to answer questions such as *Do you like sports? Do you have a lot of hobbies?* It sounds "softer" or less direct than simply replying *no*.

O Corpus information Really

Really is one of the top 50 words. It is about ten times more frequent in conversation than in newspapers and other written texts. *Really* is followed by a verb in almost 45 percent of cases, an adjective in 25 percent, and an adverb in 5 percent.

The adverb *especially* (= *particularly*) emphasizes one thing.

I like sports, especially tennis.

- The conjunction and usually expresses addition. It can link two words, phrases or clauses. When the subject of two clauses is the same, you don't always need to repeat it. I enjoy knitting, and (1) make some really cool hats.
- The adverb also (= in addition) usually comes before a main verb, or after be.

I also like making jewelry.

The adverb *especially* (= *particularly*) emphasizes one thing.

I also like making jewelry, especially bracelets.

- The conjunction *or* usually expresses alternatives. It is often used after a negative form of the verb instead of *and*. *I don't like jazz or rock music.*
- The conjunction but usually expresses contrasts.
 I'm not good at sports but I want to do something outdoors.
- The conjunction *because* usually introduces causes or reasons, answering the question *why*.

My friends love wearing my hats because they are unique.

Interests

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

Introduce the theme of the unit Say, "This unit is about interests and hobbies. Interests and hobbies are things that you like to do in your free time." Call on several Ss to name an interest or a hobby. Help with new vocabulary as needed. Write Ss' responses on the board (e.g., *playing a sport, cooking, music, surfing the Internet, reading, playing a musical instrument*).

In Unit 2, you learn how to . . .

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

Extra activity CLASS

Ss look through Unit 2 for a minute and find the names of five interests or hobbies that are not on the board. (Ss can look on pp. 11–14, 16–18). Have a few Ss call out the activities they found. Add them to the list on the board.

Before you begin ...

- Introduce the magazine types Read the magazine titles aloud, and have Ss repeat. Write on the board: *The Traveler* and *Guitar Fan*. Ask, "Are these magazines useful for any of the interests on the board? Which ones?" If not, have Ss name the interests they relate to [travel, music]. Write the answers on the board under the appropriate titles.
- Tell Ss to work in pairs, matching the other magazine titles to the interests on the board. Explain that not every magazine may have an interest on the board. When there is not an interest on the board for a magazine, have Ss name an interest or two for it.
- Check answers with the class: Write the remaining magazine titles on the board. Ask Ss to call out interests from the board for each magazine. Write the interests under each magazine title.

C Recycle grammar This task recycles would like (to) as a polite form of want. (This grammar point is recycled from *Touchstone* 1, Unit 12, Lesson B.)

- Have Ss look at Before You Begin. Read the directions aloud. Model the task by answering the questions yourself (e.g., *I'd like to read* Guitar Fan *because I want to learn to play the guitar.*). Call on a few Ss to answer the questions.
- Have Ss work in pairs, telling each other which magazines they would like to read and why. Ask several Ss to report on their partners' choices.
- Follow-up Ask, "Who would like to buy *The Traveler*? Raise your hand." Write the number on the board. Repeat this with the other magazine titles. Then have a S call out the names of the magazines in order from most popular to least popular.

Extra activity GROUPS

Ss form small groups. Each group chooses a secretary to take notes. Group members think of as many other types of magazines as they can in two minutes. Group secretaries read their lists aloud (e.g., *fishing, golf, women's, news, computer, art, science*). The group with the highest number wins.

Interests

Lesson A

П

G

U

• Talk about your interests with can, like, hate, prefer, be good at, etc.

Lesson B • Discuss your taste

in music, using

and everyone,

nobody, etc.

object pronouns

Lesson C

- · Say no in a friendly way
- Use really and not really to make statements stronger or softer

Lesson D

 Read an online forum about hobbies

UNIT

 Write posts for an online forum using linking expressions



Look at the magazine covers. Which magazines would you like to read? Why?

Leisure time

College News

Meet our new reporter for the College News...

The *College News* interviewed Brad Hayes, our new reporter. Brad is a full-time student majoring in journalism. We asked him about his hobbies.

1 College News: <u>What are your</u> hobbies?

Brad Hayes: Well, I enjoy writing. I like to do a bit of creative writing every day – in the evenings mostly. Someday I want to write a novel, but for now it's just a hobby.

2 CN:_

Lesson A

Brad: Let's see, what else? Well, I design cards. I'm good at drawing, and I'm really into computer graphics, so I sit and learn new programs, and I play around with them.



Brad: Yeah, I play the saxophone, and I can play the piano a little, but not very well. I'd like to play in a jazz band or something. And I like to sing, but I really can't sing at all.

() CN:_

Brad: Not really. I prefer to watch sports on TV. I like to play pool. Is that a sport? I guess I jog occasionally. But I hate going to the gym and working out.



6 CN:

1 What are your hobbies?

Brad: Yeah. I love to do new stuff all the time – learn new skills, you know. I'm really excited about writing for the *College News*.

Getting started

A What kinds of things do students do in their leisure time? Make a list.

B ■)) 1.10 Listen to student reporter Brad answer these five questions. Number the questions 1 to 5. Then write them in the interview.

- Are you good at sports?
- Can you play a musical instrument?
- Are you interested in learning new things?
- C ■) 1.11 Listen to the complete interview. Underline the things Brad likes to do. Circle the things he hates doing.
- Figure D Circle the correct forms of the verbs to complete the sentences. Which sentences are true for you? Tell a partner.
 - 1. I can play / to play the piano.
 - 2. I like to watch / watch sports on TV.

- 3. I enjoy listening / to listen to music.
- 4. I'm good at learn / learning new skills.

What else do you enjoy doing in your free time?

Lesson A Leisure time

1 Getting started

- Set the scene Read the lesson title aloud. Ask, "What's another way to say *leisure time*?" [free time]
- Tell Ss to cover items 1-5 in the newspaper article. Say, "Look at the newspaper. What's it called?" [College News]
 Tell Ss to read the introduction to the article and to look at the picture of Brad. Ask, "Can you guess Brad's hobbies?" Elicit ideas and write them on the board.

A

- Preview the task Read the instructions aloud. Tell Ss what you do in your leisure time. Ask Ss if they think the activities are different from what a S does.
- Do the task Ss make their own list of what they think students do in their leisure time.
- Ss compare answers in pairs.

B ()) 1.10

- **Preview the task** Tell Ss to cover the questions in Exercise 1B. Have Ss read the article quickly. Point to the first question. Say, "Brad answers the question in paragraph 1. Now look at paragraph 2. What do you think the question is?" Elicit ideas from Ss and write them on the board. Repeat for items 3, 4 and 5. Then read the instructions aloud, and have Ss read the five questions in Exercise 1B.
- Play the recording Ss listen and read along. Pause the recording after the first paragraph. Point out the example. Play the rest of the recording. Ss write the numbers in the boxes and then write the questions in the interview.
- Ss compare answers in pairs. Check answers with the class.

Answers

- 4 Are you good at sports?
- 3 Can you play a musical instrument?
- 5 Are you interested in learning new things?
- 1 What are your hobbies?
- 2 What else do you enjoy doing in your free time?
- Follow-up Ss compare the questions in Exercise 1B with their predictions on the board to see how many are correct. Point Ss back to the board and the hobbies they predicted Brad would have. How many of the Ss guesses were right?

C () 1.11

- · Preview the task Read the instructions aloud.
- Play the recording Ss listen and underline the things Brad likes to do and circle the things he hates doing.
- Have Ss compare their answers in pairs. Check answers with the class.

Answers

Likes: creative writing, designing cards, drawing, computer graphics, learning new programs, playing the saxophone, playing the piano, singing, watching sports on TV, playing pool, learning new things. **Hates:** going to the gym and working out.

Figure it out

D

- Preview the task Write on the board: can, like, enjoy, good at. Say, "Look at Brad's responses. What comes after can?" [play] Write it on the board next to can. Tell Ss to find the words that come after *I like* [to do, to sing, to play]. Repeat for enjoy [writing] and good at [drawing].
- Do the task Have Ss circle the correct form in each sentence. Tell Ss to use the article and the words on the board to help them.
- Have Ss compare answers with a partner. Check answers with the class.

Answers

- 1. I can play the piano.
- 2. I like to watch sports on TV.
- 3. I enjoy listening to music.
- 4. I'm good at learning new skills.
- Have Ss tell a partner which of the sentences are true for him or her. Call on Ss to tell one sentence to the class.
- Focus on the form Say, "Look at the article and the sentences in Exercise 1D. What verb form is used after can and can't?" [base form] "What about after I like and I'd like?" [to + verb (or infinitive)] "After I hate, you can use the to + verb, but what does Brad say?" [verb + -ing] "What form comes after enjoy?" [verb + -ing] "How about good at?" [verb + -ing]
- Say, "Verbs such as *can, like*, and *enjoy* follow regular patterns. The same kind of verb form always comes after them. The same is true for phrases like *good at*."

Extra activity PAIRS

Ss use the five questions from Exercise 1B to interview their partners. Ss make brief notes of their partners' answers. A few Ss report one fact about their partner to the class.

2 Grammar

(1)) 1.12

- Present the grammar chart Play the recording. Ss listen and repeat.
- Understand the grammar Tell Ss to cover the headings in the chart, and to look at the first column of example sentences. Ask, "What's the pattern for verbs with can or can't?" [can / can't + verb]
- Say, "Look at the second column. What's the pattern for these verbs? [love / like / hate / prefer / would like + to + verb] Ask, "What's the pattern in the third column?" [love / like / hate / prefer / enjoy + verb + -ing] Ask, "What's the pattern when a verb comes after a preposition, for example, I'm good at or I'm interested in . . . ?"[preposition + verb + -ing]. (For more information, see Language Notes at the beginning of this unit.)
- Tell Ss to uncover the headings and read them again. Point out the verbs *love / like / hate / prefer* in columns two and three. Say, "The meanings of the sentences with those verbs are the same in both columns."
- Present In Conversation Books closed. Write on the board: to + verb and verb + -ing. Ask Ss to guess which is more common in conversation.
- Books open. Tell Ss to read the information to find the answer. Point out that the biggest difference in numbers of people who use the two forms is after *like*, and the smallest difference is after *love*.
- Present Common Errors Read the information aloud. Write on the board: *I like to go to the concert tomorrow*. Have a S correct the sentence and then have several Ss write a sentence on the board using *I'd like*.

Α

- Preview the task Read the instructions and the example aloud. Ask, "Why is *cooking* the correct answer?" [It comes after *enjoy*, and *enjoy* is followed by the *-ing* form of the verb.]
- Do the task Have Ss complete the rest of the sentences.
- Have Ss compare their answers in pairs. Check answers with the class.

Answers

- 1. A Do you enjoy cooking?
 - B Actually, yeah. I like to make / making my own bread, too.
- 2. A Are you good at reading music?
 - B No, but I can play music by ear.
- A What kinds of games do you enjoy <u>playing</u>? Do you like to <u>play</u> games online?
 - B No. I hate to sit / sitting at the computer in my free time.
- 4. A Are you interested in joining a gym class?
 - B Well, I enjoy going to the gym, but I'm not interested in taking a class. I'd like to start tennis lessons though.
- 5. A How do you like to spend / spending an evening? Do you prefer to be / being alone or with friends?
 - **B** That's easy. I love to eat out / eating out with my friends.

About

B

 Preview the task Read the instructions aloud. Ask a pair of Ss to demonstrate asking and answering one of the questions for the class.

C Recycle a conversation strategy Encourage Ss to use *actually* in their answers when they want to give new or surprising information (e.g., *A: Do you enjoy cooking? B: Yes, actually I cook dinner every evening.*).

 Do the task Have pairs ask and answer the questions from Exercise 2A and Brad's interview. As Ss do the task, go around the class and help as needed.

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 Survey

About

A

- Preview the task Read the instructions aloud. Ask Ss to read the survey. Call on a few Ss to supply the correct question for each item on the survey before doing the task (e.g., *Do you like to read or write blogs?*).
- Do the task Have Ss walk around the class, asking and answering the questions. Remind Ss to make notes like those in the example.

В

- Preview and do the task Read the instructions and the example aloud. Call on a few Ss to tell the class about a S on their list.
- Follow-up Ask, "Did you find someone who hates dancing? Raise your hand." As hands are raised, Ss who

were unable to find a *yes* answer add a name to their surveys. Continue asking about the rest of the items on the list.

Extra activity CLASS

Ss write three questions related to their own hobbies or interests to ask their classmates (e.g., *Do you like taking photos? Can you play any sports really well? Are you good at gardening?*). Ss walk around the room, asking and answering their questions. Encourage Ss to answer more than yes or *no* when answering. When finished, Ss tell the class the names of any classmates who have the same interest as they do, and what the interest is (e.g., *Both Yuji and I are really good at soccer.*).

Workbook

	can / can't + verb I can play the piano. I can't play very well. I can't sing at all.	Verb + to + verb I love to swim. I like to play pool. I hate to work out. I prefer to watch TV. I'd like to play jazz.	Hove swimming. Hike playing pool.	Preposition + verb + -ing I'm good at drawing people. I'm not interested in skiing.
A		rsations. Sometimes m Then practice with a pa		I like / love / hate to + verb is more common than I like / love / hate + verb + -ing
1.	A Do you enjoy	<u>cooking</u> (cook)?		I like ing
	B Actually, yeah. I l	ike (ma	ike) my own <mark>brea</mark> d, too.	I love to
2.	A Are you good at	(read) m	iusic?	I hate to
		(play) mus		I hate ing
3.		nes do you enjoy (play) gan		Common errors Remember: <i>I'd like = I want.</i>
1		(sit) at the conduction (jo	mputer in my free time.	<i>I'd like</i> to find a piano teache (NOT / like to find)
4.			gym, but I'm no t interes	sted
			(start) 1	
5.	A How do you like _ alone or with frie		an evening? Do you pre	efer (be)
	B That's easy. I love	e(eat o	ut) with my friends.	
B	Pair work Ask and a	nswer the questions a	hove and in Brad's inte	rview. Give your own answers.
	, an work Ask and a	nower the questions a		them are your own answers.
S	urvey What are	your interests?		
			Theorem	1
A	class activity Write take notes.	questions in the chart	. Then ask your classma	ates the questions and
F	ind someone who	. Question	Mame	Notes
1	. can sing really well	Can you sing i	really well? Pablo	He can whistle, too!
2	2. likes to read or write			
	 hates dancing 			

4. can ride a motorcycle

•

- 5. is good at playing guitar
- 6. enjoys horseback riding
- **B** Tell the class about someone on your list.

"Pablo sings really well. He sings pop songs, and he can whistle, too."

1

Building vocabulary

Music

A () 1.13 Listen. Number the types of music you hear. What other kinds of music do you know?



word sort **B** Complete the chart with the words above. Add ideas. Then compare with a partner.

I love	I like	I don't care for	I can't stand
pop music		electronic music	

A I love pop music.

B Yeah, I do too. Adele is my favorite singer.



2 Speaking naturally Saying lists Jim What kinds of music do you like? Sam I like classical, and hip-hop, and jazz. Silvia I like pop, and rock, and folk, ...

A ■) 1.14 Listen and repeat the sentences above. Notice that Sam's list is complete, but Silvia's list is not.

About **B** Class activity Ask your classmates, What kinds of music do you like? What are the most popular answers?

Lesson B Music

 Set the scene Books closed. Say, "This lesson is about music." Ask the class several questions such as, When do you listen to music? Where do you listen to music? Is music

Building vocabulary

A ()) 1.13

- Preview the task Books open. Tell Ss to look at the pictures. Read the names of the types of music aloud, and have Ss repeat. Say, "Now listen and number the types of music you hear."
- Play the recording *Audio script p. T-165* Ss listen and number the pictures.
- Play the recording again Ss listen and review their answers. Replay again if necessary. Have Ss compare their answers in pairs.
- Play the recording again Check answers with the class: Replay the recording, pausing after each excerpt for Ss to call out the answer.
- Have Ss call out other types of music they know. Make a list on the board.

2 jazz

6 Latin music

Answers

- 7 rock music 3 country music
- 1 hip-hop and rap 4 folk music
- 5 pop music
- 8 classical music

Extra vocabulary KINDS OF MUSIC

Present or have Ss suggest extra vocabulary for music, such as blues, chamber, disco, electronic fusion, grunge, heavy metal, indie, new age, oldies, opera, punk, reggae, rhythm and blues, show tunes, and traditional.

Word sort

В

- Preview and do the task Read the column headings aloud. Ss listen and repeat.
- Read the instructions aloud. Point out the example. Have Ss complete the chart with words from Exercise 1A and from the list on the board.
- Have Ss compare their charts in pairs. Ask two Ss to read the example conversation aloud. Call on a few Ss to tell the class their music likes and dislikes. Ask other Ss to raise their hands if they feel the same way.
- Follow-up Books closed. Ss work with a partner and write as many kinds of music as they can in one minute.

Vocabulary notebook

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

2 Speaking naturally

A 🜒) 1.14

- Preview the task Tell Ss to look at the question and the two answers. Ask for or explain the meaning of a *list* [several items in the same category, said one after the other].
- Say, "When people say lists in English, the intonation rises on each item in the list, and falls on the last item. When you hear falling intonation, you know the list is complete. If you don't hear falling intonation, it means the list is not complete."
- Read the instructions aloud. Say, "Listen carefully to whether the intonation rises or falls at the end of Sam's and Silvia's sentences."
- Play the recording Ss listen.
- Play the recording again Ss listen and repeat.

About

В

 Preview the task Read the instructions aloud. Say, "Listen if the intonation falls on the last kind of music your classmate names. If the intonation rises, you can ask, 'What else?"

- Do the task Give the class a time limit for the task. Have Ss walk around the class, asking and answering the question, and making notes.
- Have Ss share their information in small groups. Each group chooses a secretary. Say, "Read your answers to the group. Each kind of music gets one point. After all the group members read their lists, the secretary counts the points." Ask a S from each group (not the secretary) to read the most popular answers aloud. Write the results on the board.

Extra activity PAIRS

Pairs compare their answers from the chart they completed in Exercise 1B, and make lists of music tastes they have in common. Pairs then find another pair and read aloud their four lists (*We Love . . . , We Like . . . , We Don't Care For . . . , We Can't Stand . . .*). Tell pairs to end two lists with falling intonation and two lists with rising intonation. The other pair says which lists were complete and which were not.

important to you? Ask Ss if they go to concerts and if so, who their favorite bands are. (For more information, see Language Notes at the beginning of this unit.)

3 Building language

 Set the scene Tell Ss to quickly look through the conversation. After fifteen seconds ask, "What is the conversation about?" [a new (local) band]

A 🜒) 1.15

- Preview the task Books closed. Say, "Alex and Carla are listening to a song. What does Carla think of the band? Listen and write her opinion."
- Play the recording Ss listen and write the answer. Ask a few Ss to read their answers aloud. Write the answers on the board.
- Play the recording again Books open. Ss listen, read along, and check their answers. Check answers with the class. [They're pretty good. She likes the lead singer. She's not sure about the guy.]
- Practice Tell Ss to practice the conversation in pairs, taking turns playing each role.

Figure

В

 Preview the task Write *him*, *her* and *them* on the board. Say, "Find these words in the conversation and circle them." Ask, "Who is *him*?" [the guy] Ask, "Who is *her*?" [the lead singer] "Is the lead singer a man or a woman?" [woman] Ask, "Who are *them*?" [some local guys] Say,

Grammar

1.16

- Present the grammar chart Play the recording. Ss listen and repeat.
- Understand the grammar Books closed. Write in a column on the board: *I, you, she, he, it, we, they.* Say, "These are subject pronouns." Now write a second column: *us, you, her, them, me, it, him.* Say, "These are object pronouns. For every subject pronoun, there's an object pronoun. Object pronouns come after the verb (for example, *I like him, I like her*) or after a preposition (for example, *Come listen to us. I'm not sure about him.*)." Tell Ss to match each object pronoun with the correct subject pronoun [I / me, you / you, she / her, he / him, it / it, we / us, they / them].
- Write on the board:
 - 1. All the students are here today.
 - 2. There are no students here today.
 - A Nobody is here today. No one is here today.
 - B Everybody is here today. Everyone is here today.

Ask, "Does *A* or *B* have the same meaning as sentence 1? [B] "What about sentence 2?" [A]

- Say, "What do you notice about the verbs in sentences 1 and 2? [They're plural.] Say, "How about the verbs in sentences A and B?" [They're singular.] Explain, "When everybody, everyone, nobody, or no one is the subject, always use a singular verb."
- Present In Conversation Have Ss read the information silently. Ask, "Which do people say more often, everybody or everyone?" [Everybody] "What about nobody or no one?" [Nobody]

"Find *everybody* in the conversation and underline it and the verb after it." Then ask, "Is the verb singular or plural?" [singular]

- Do the task Say, "Think of the names of a male singer, a female singer, and a band. Use them to complete the question in each conversation. Then circle the correct word in each answer."
- Have Ss circle the correct choice for the answer in each conversation. Check answers as a class.

Answers

- A What do you think of (name of male singer)?
 B I like him.
- A Do you know (name of female singer)?
 B Yeah, I love her.
- 3. A Do you like (name of band)?
 - B Yeah. Everybody likes their music.
- Focus on the use Say, "Him, her, and them and are object pronouns. They come after a verb. What do they mean or replace?" [a man, a woman and a group of people or things]
- Say, "Now ask a partner the questions. Give your own answers." Have Ss complete the task.

A

- Preview and do the task Read the instructions and the example aloud. Have Ss complete the conversations.
- Have Ss exchange books, review answers, and make any corrections. Check answers with the class.

Answers

1.	Α	likes / it	В	listens		
2.	Α	them	B	him	A	knows / loves / them
З.	Α	her	В	her / us	5	
4.	Α	them	В	writes /	hi	TT

Have Ss practice the conversations in pairs.

About

В

 Preview and do the task Read the instructions aloud. To model the task, ask a pair of Ss to read the example conversation. Tell Ss to use their own ideas.

Extra Practice

Tell Ss to turn to the 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-140.)

Workbook

Assign Workbook pp. 12 and 13. (The answer key begins on p. T-181.)

Building language

A () 1.15 Listen. What does Carla think of the band? Practice the conversation.

- Alex Listen. What do you think of this song?
- Carla It's good I like it. Who is it?
- Alex A new band ... some local guys. Do you like them?
- Carla They're local? Really? They're pretty good. Who's the lead singer? I like her. She sounds like Mariah Carey.
- Alex Yeah, everybody says that. It's my friend Lori.
- Carla Who's the guy singing with her? I'm not sure about him.
- Alex Uh... actually, that's me. I'm in the band, too.

Figure B Complete the questions with your own ideas. Circle the correct words in the answers. Then ask and answer your questions with a partner.



- 1. A What do you think of ______ (male singer)? B I like him / it / them. 2. A Do you know ______ (female singer)? B Yeah, I love him / her / them.
- 3. A Do you like _________ (band)? B Yeah. Everybody like / likes their music.

Grammar Object pronouns; everybody, nobody ()) 1.16

Object pronouns

I'm a singer. That's me on the CD. You're a musician? I'd like to hear you. We play in a band. Come listen to us. She's pretty good. I like her. He's not local. I don't know him.

It's a nice song. I like it. They're local guys. Do you like them?

- A Complete the conversations. Use object pronouns or the correct form of the verbs given. Then practice with a partner.
- 1. A I love classical music. Everyone in my family <u>likes</u> (like) <u>it</u>.
 - B Really? Nobody in my house _____ (listen) to classical music.
- 2. A I like to watch talent shows. Do you like _____?
 - B I do, actually. Do you know Javier Colon? He was a winner. I like _____.
 - A Yeah. It's amazing. Nobody _____ (know) these people, and then the next day everybody _____ (love) _____.
- 3. A Do you know Taylor Swift? She's great. I like _____.
 - B Oh yeah. My friend and I saw ______ in concert. She smiled at ______!
- 4. A My favorite band is Coldplay. They're great in concert. Do you like _____?
 - B Yeah. No one _____ (write) music like they do. And Chris Martin he's got a great voice. Too bad I can't sing like _____!

About B Pair work Practice the conversations above with your own ideas.

- A I love The Beatles. We listen to them a lot.
- B Yeah. I think everyone likes them.

Extra practice p. 141

Everybody, nobody Everybody says that. Everyone likes pop. Nobody is a jazz fan. No one listens to rap.

In conversation

Everybody and nobody are more common than everyone and no one. everybody everyone

nobody

no one

/ I'm not really into it.

Conversation strategy Saying *no* in a friendly way

- A How many hobbies and interests can you think of in 30 seconds? Make a list.
- (1) 1.17 Listen. What hobbies do Sarah and Greg have?

Conversation strategies

Lesson C



Sarah	Hmm, that smells really good. What is it?
Greg	Homemade lasagna.
Sarah	Nice. Do you do a lot of cooking?
Greg	Not really. But I like to make pasta dishes. How about you? Do you enjoy cooking?
Sarah	Um, no, not really. I mean, I cook every day, but I'm not really into it.
Greg	So what do you do in your free time? Do you have any hobbies, or ?
Sarah	Well no, I don't really have much time. But I do a little photography. I have a blog and post my photos on it.
Greg	Yeah? I'd really like to take a look sometime.
Sarah	Sure. I can email you the link. Or stop by my desk later, and I can show you some photos.
	LINE STOLET THE STATE OF STREET, STOLET

C Notice how Sarah and Greg say more than just no when they answer questions. They want to be friendly or polite. Find examples in the conversation.

Um, no, not really. I mean, I cook every day, but...

D Match the questions and answers. Then practice with a partner.

- 1. Are you into photography? <u>d</u>
- 2. Do you read a lot? _
- 3. Are you good at fixing things? _____
- 4. Are you interested in sports? _____
- 5. Do you do any martial arts? _____
- 6. Do you like to play board games? ____
- Can you swim? I mean, are you a good swimmer? _____

- a. No, I'm not really good with my hands. Are you?
- b. No, not really. But I like to go to the pool.
- c. No, not really. I enjoy doing puzzles, though. Like Sudoku.
- d. Not really. I mean, I take pictures. But I never edit them or anything.
- No. I don't have a lot of free time. I look at magazines sometimes.
- f. Not really. But I like to watch the Olympics.
- g. No, but my sister does. She does Tae Kwon Do.

About **E** Pair work Ask and answer the questions. Give your own answers.

- A Are you into photography?
- *B* Well, no. I just take photos of me and my friends.

Lesson C I'm not really into it.

C Lesson C recycles verb forms after like, enjoy, prefer, would like, and prepositions, as well as names of hobbies and interests

1 Conversation strategy

Set the scene Explain to Ss that the word *no* used by itself as an answer can sound harsh or even rude. Because of this, people often give more information to keep the tone of the conversation friendly and polite. (For more information, see Language Notes at the beginning of this unit.) Read the title of the lesson aloud. Ask, "What does it mean?" Elicit ideas. [I'm not interested in it. I don't like it.] Write on the board: A _____? B I'm not really into it. Ask Ss to write a question for the response. Have Ss call out their ideas.

Α

- Preview and do the task Ask Ss to name a few hobbies or interests. Then read the directions. Make sure Ss have their pen and paper ready. Say, "Go!" and have Ss write down as many hobbies and interests as they can in 30 seconds.
- Have Ss share their lists with the class.

B ■)) 1.17

- Preview the task Say, "Now listen to the conversation. What hobbies do Sarah and Greg have?" Have Ss take notes.
- Play the recording Books closed. Ss listen.
- Play the recording again Ss listen and write Greg's and Sarah's hobbies.
- Play the recording again Books open. Ss listen, read along, and review their answers. Check answers with the class. [Sarah's hobbies: photography, blogging; Greg's hobby: making pasta dishes]
- Help with new vocabulary as needed.

С

- Present Notice Read the information aloud. Ask a S to read the example given. Ask, "What other examples are there in the conversation?" [Not really. But I like to make pasta dishes. / Well no, I don't really have much time.] (For more information, see Language Notes at the beginning of this unit.)
- Practice Tell Ss to practice the conversation in pairs, taking turns playing each role.

D

- Preview the task Have Ss read the questions and answers. Help with new vocabulary as needed. Say, "Now match the questions and answers." To model the task, ask two Ss to read question 1 and its answer aloud.
- Do the task Have Ss match the remaining questions and answers. Check answers with the class: Ask pairs of Ss to each read a question and an answer aloud.

Answers

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

 Follow-up Ss take turns asking and answering the questions in pairs. S1 reads each question, and S2 reads the answer.

About you

Е

 Preview and do the task. To model the task, ask a pair of Ss to read the conversation aloud. Have pairs ask and answer the questions from Exercise 1D using their own information. Remind Ss to say more than yes or no in their answers.

Extra activity PAIRS

S1 chooses a question in Exercise 1D that he or she would like to discuss further and asks it. S2 responds and asks a follow-up question or says more than yes or no to keep the conversation going (e.g., A: Do you read a lot? B: Yes, I love mysteries. How about you? Do you like mysteries, too?)

Extra activity CLASS

Have Ss each write one question about hobbies and interests that they think their classmates will answer 'No' to. [e.g., Do you do a lot of gardening?] Tell Ss to go around class, asking and answering their questions. Can they find someone who answers, 'Yes.'?

2 Strategy plus

- Present Strategy Plus Explain to Ss that people use really to show how strongly they feel about things. It makes verbs, adjectives, and adverbs stronger. It is often used instead of very with adjectives and adverbs. Really can also make negative statements sound softer. Not really makes no sound softer. (For more information, see Language Notes at the beginning of this unit.) Read the information and the example aloud. Write three column headings on the board: Stronger, Softer, Polite No. Ask Ss to copy them.
- Ask Ss to read the conversation on p. 16 again. Say, "Find statements with *really* and *not really* in the conversation. How do Greg and Sarah use them? Write the sentences under the correct heading."
- Have Ss compare their answers in pairs. Then check answers with the class. [Stronger: That smells really good; I'd really like to take a look sometime. Softer: I'm not really into it; I don't really have much time. Polite No: Not really. But I like to make pasta dishes. / Um, no. Not really. I mean, I cook every day, ...].
- Present In Conversation Read the information aloud. Point out that *really* comes before the verb.

About

 Preview the task Read the instructions aloud. Ask Ss to read the questions. Help with new vocabulary as needed.

3 Listening and strategies

About

Α

- Preview and do the task Tell Ss to look at the four pictures. Ask, "Do you know anyone with these interests?" Call on a few Ss to tell the class.
- Read the instructions aloud. Ask a pair of Ss to read the example conversation.

B ■)) 1.18

- · Preview the task Read the instructions aloud.
- Play the recording Audio script p. T-165 Ss listen and number each picture. Check answers with the class.

Answers

3 collecting baseball memorabilia

1 fixing up motorcycles

2 hiking

4 editing videos

С

- Preview the task Tell Ss to read the four statements in the chart. Say, "Listen again and complete the chart. Think about the main idea of each statement as you listen to each conversation. You can check more than one name for each question."
- Play the recording Audio script p. T-165 Ss listen and check (I) the names. Have Ss compare their answers in pairs.
- · Play the recording again Check answers with the class:

Point out question 1 and then ask two Ss to read the example.

- Do the task Have Ss take turns asking and answering the questions. As Ss do the task, go around the class and help as needed.
- Check answers with the class: Read a question aloud and ask a few Ss to say their answers.

Possible answers

- 1. Not really. I can't really do anything artistic.
- Well, I'd really like to learn to use financial software. It's really useful.
- 3. Not really. I don't really have the time.
- 4. Not really. I mean, I'm really into computer games, but that's it.
- No, but my sister collects old photos. They're really cool.
- 6. Actually, yes, I do. I really enjoy making model airplanes.

Sounds right

Tell Ss to turn to Sounds Right on page 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.)

Play each conversation, and then pause. Have Ss call out

3. Lori

4. Bill

Extra activity CLASS

Write on the board:

Answers

1. Sue, Lori

1: When does Bill fix up motorcycles?

who the sentences are true for.

- 2: How long does Sue go out for hikes?
- 3: How much does Jeff sometimes pay for a card?

2. Jeff

4: What does Lori take videos of?

Ss write their answers to the four questions in complete sentences and then compare their answers in pairs. [1. He fixes it every weekend. 2. She goes out just for the day. 3. Sometimes he pays \$300–\$400 for one. 4. She takes videos of her kids and her vacations.]

D

Preview and do the task Tell Ss to tell a partner about one of their hobbies, and include information from the sentences in Exercise 3C. Call on a few Ss to tell the class their hobby, and to say one sentence that is true for them.

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. 14 and 15. (The answer key begins on p. T-181.)

17

Free talk p. 129

Strategy plus Really

You can use *really* to make statements stronger and to make negative statements softer.

I'd really like to take a look sometime.

About **Pair work** Ask and answer the questions. Give your own answers using *really* or *not really*.

- 1. Can you do anything artistic, like paint or draw?
- 2. Would you like to learn a new skill, like web design or . . . ?
- 3. Are you good at puzzles and crosswords?
 - A Can you do anything artistic, like paint or draw?
 - B Well, I really like drawing cartoons. OR Not really. I'm not very artistic.

Listening and strategies Interesting hobbies

About you A Pair work Do you know anyone who does things like these? Which look interesting? Discuss with your partner.



collecting baseball

B ◀)) 1.18 Listen to Bill, Sue, Jeff, and Lori talk about their hobbies. Number the pictures 1 to 4.

C ■) 1.18 Listen again. Who are the statements true for? Check (✓) the names. Sometimes more than one answer is possible.

		Bill	Sue	Jeff	Lori
1.	I don't really have much time for my hobby.				
2.	I spend a lot of money on it.				
3.	I'm not really very good at it.				
4.	I make money on my hobby.				

editing videos

D Pair work Talk about one of your hobbies. Are the statements above true for you?

In conversation

The top verbs used with really

(I Sounds right p. 137

are: enjoy, like, know, think.

4. Are you into computers?

I don't really have

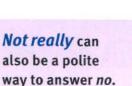
much time.

fixing up

motorcycles

- 5. Do you collect anything?
- 6. Do you like making things?





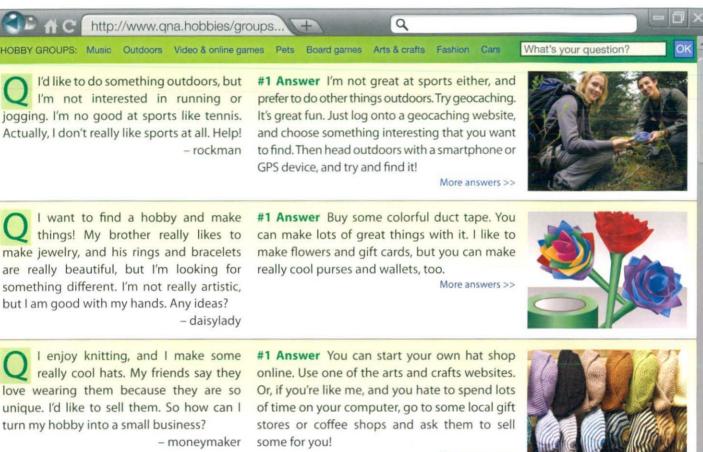
UNIT 2

Online forums

Reading

Lesson D

- A Look at the list of hobby groups on the online forum. Which ones are you interested in? Tell the class.
- B Read the online forum. What problem does each person have?



More answers >>

Reading tip

Before you read something, "scan" it

for key words that give you the

information you need. Read the sentence with the key word or words.

C Read more answers to the questions above. Who are they for? Write the names.

- 1. To: ______ I like making jewelry, especially necklaces and earrings. I usually take them to a flea market and sell them there. It's easy to find flea markets in your area if you search online.
- 2. To: ______ More and more I hear that walking is one of the best exercises around. It's really good for you. And you don't have to walk fast. Just walk for 30 minutes or an hour at a normal speed.
- 3. To: ______ You could try pottery. You can make cups and bowls. You don't have to be creative.
- 4. To: ______ There are some good classes. They teach you all about making money out of your hobby.
- 5. To: ______ How about creating your own greeting cards? People love getting handmade cards.
- 6. To: ______ Buy a bicycle. It's fun, it's good for you, and getting around is free!

About **D** Pair work What do you think of the answers to the questions on the message board? Can you think of a different answer for each question? Discuss with a partner.

Lesson D Online forums

1 Reading

- Set the scene Say, "An online forum is like a bulletin board on the Internet – usually about one topic or interest. You can put messages and questions on a message board. Other people read them and answer them. When you put a message on a message board, you post it." Write on the board: post.
- Ask, "Do you ever read or post on message boards?" Ss raise their hands if they do. Ask a few Ss who raise their hands, "Which ones do you read? What are they about? What do you write about?"

A

Prereading

- Preview and do the task Say, "This online forum is about different hobbies. Look at the hobby groups on this website. Which ones are you interested in? Circle two or three hobbies." Help with new vocabulary as needed.
- Read aloud the eight hobby groups on the board. Have Ss raise their hands if they circled it. Have Ss decide which hobby was most popular.

В

During reading

- Present Reading Tip Read the tip aloud. Say, "When you scan, you look at a text quickly and try to find information you are looking for. A good way to do this is to look for the key words about the topic and read the sentences that they are in. This can be a quick way to find key information." Say, "Find out if you are like rockman scan the first question to find key words." ['outdoors, not interested in running, jogging, don't like sports']. Have Ss raise hands to show if they are like or not like rockman.
- Preview the reading Tell Ss to look at the pictures on the website. Ask, "What hobby does each picture show?" Have Ss can the article for ideas. Elicit answers. [geocaching, making things from duct tape, knitting hats]
- Do the reading Say, "Read each of the messages. What problem does each person have?" [Rockman: He wants to do something outdoors, but he doesn't like sports. Daisylady: She wants to make things, but she's not very artistic. Moneymaker: She/he wants to know how to start a small business and sell hats.] Tell Ss to read the website again, including the answers.

Answers

rockman – outdoors daisylady – arts and crafts moneymaker – fashion/arts and crafts Do the reading again Tell Ss to scan the online forum and underline any vocabulary words they are unsure of. Have Ss call out the words. Write them on the board. Ask Ss to explain the meaning of the words, or explain them yourself.

Extra activity CLASS

Call out incomplete sentences about the posts. Ss scan the posts for the information and raise their hands when they find the words to complete the sentences. Call on a different S to complete each sentence. (e.g., Rockman doesn't like to _____? – play tennis; Daisylady's brother enjoys _____? – making jewelry; Moneymaker likes to _____? – knit hats).

С

Postreading

- Preview the task Read the instructions aloud. Tell Ss that these are replies to the three messages on the online forum in Exercise 1B. Call on a S to read the first reply. Call out incomplete sentences about the posts. Ss scan the posts for the information and raise their hands when they find the words to complete the sentences. Call on a different S to complete each sentence. (e.g., Rockman doesn't like to ____? play tennis; Daisylady's brother enjoys ____? making jewelry; Moneymaker likes to _____? knit hats).
- Do the task Have Ss read the other replies and write the screen name for each message.
- Check answers with the class: For each one, ask Ss which word(s) in each message helped them choose the hobby group.

Answers

- 1. To: moneymaker sell
- 2. To: rockman exercises
- 3. To: daisylady make
- 4. To: moneymaker money
- 5. To: daisylady creating
- 6. To: rockman bicycle

About you

D

Preview and do the task Have pairs discuss the answers to the questions on the online forum. Ss discuss their own short reply to each of the messages from the online forum. Ss then share their replies, and the class decides the most helpful reply.

Listening and speaking

 Set the scene Ask, "Do you have a favorite website?" Ss raise their hands if they do. Ask a few Ss who raised their hands, "What kind of website is it? Why do you like it?"

A 🜒) 1.19

- Preview the task Read the instructions aloud. Write the two questions on the board: What kind of website is it? Why does Joe like it? Say, "In the conversation, Joe gives three reasons why he likes the website. Write down one reason."
- Play the recording Audio script p. T-165 Ss listen and write their answers. Ask, "What kind of website is it?" [An outdoors website / It's about hiking and camping.] "Why does Joe like it?" [It has lots of good articles. There are some amazing photos. There are competitions.] Write the answers on the board.
- Follow-up If many Ss did not hear all of the answers, play the recording again. Ss raise their hands when they hear a reason. Pause the recording, and call on Ss to give the reasons.

B

 Preview the task Read the instructions aloud. Have Ss read the five sentences.

3 Writing

A

- Preview the task Read the instructions aloud. Tell Ss to read the example message. Ask a few comprehension questions (e.g., What hobby group is the message to? What does the writer want to do? What does the writer want to know?).
- Present Help Note Have Ss read the information. (For more information, see Language Notes at the beginning of this unit.)
- Write on the board: but, and, or, because, and especially.
 Say, "Look at the question and answer. Circle the linking expressions."
- Do the task Ss circle the linking expression in the question and answer. Check answers.

Answers

Q: I'm interested in learning a musical instrument. I also want to join a band and play with other people, but I don't have a lot of time. What do you recommend? Answer: I love to play music, especially with other people. I recommend the guitar because you can play it alone or in a band. Join a class and meet other musicians. It's only an hour a week, but you need to find time to practice, too!

About

В

- Preview and do the task Read the instructions aloud. Write on the board: *To* and *From*. Say, "First choose the hobby or interest you want to write about. Write the group name in the *To* line. Then think of an interesting screen name. Write it in the *From* line. Then write your message.
- T-19 Unit 2 Interests

- Play the recording Audio script p. T-165 Ss listen and circle the correct answers.
- Play the recording again Ss listen and review their answers. Check answers with the class.

Answers

- 1. every week
- 2. 50,000
- 3. in different countries
- 4. bike
- 5. indoors

About

С

- Preview the task Read the instructions aloud.
- Do the task Have Ss take turns asking and answering the questions. Tell Ss to remember three pieces of information that their partner gives.
- **Follow-up** Have Ss work with another pair. Ss report three pieces of information about their partner. Does anyone have anything in common?

First write about what you like. Then think of a question to ask about your hobby or interest."

- Have Ss write a question about their hobby. Then call on a few Ss to share their questions.
- Preview and do the task Read the instructions aloud. Write on the board: Question. Say, "Choose a hobby or interest you want to write about. Write one or two sentences about your hobby. Then write a question.
- Have Ss exchange questions with another S. Ss write an answer to the question. Have Ss exchange two more times, each time writing an answer to the question.
- Have Ss find the paper with their question on it and three replies.

C

- Have Ss take turns reading aloud their question and answers to their group. Ss in the group listen and together decide on the best of the three replies.
- Follow up Call on a few Ss to share their question and the best answer with the class.

Extra activity PAIRS

Ss look back at the hobby groups on the website on page 18. For each of the 8 categories [music, outdoors, etc.] Ss A talks about a problem he or she has with that hobby. [e.g., I love listening to music, but I always listen to the same music.] Ss B replies with an idea. [e.g., Go to a music streaming site on the Internet and listen to a different type of music. Try indie music or new age music.]

Workbook

Assign Workbook pp. 16 and 17. (The answer key begins on p. T-181.)

Listening and speaking Favorite websites

- ▲ ◀) 1.19 Listen to Lisa and loe talk about a website. What kind of website is it? Why does Joe like it?
- **B** () 1.19 Listen again. Circle the correct options to complete the sentences.
- 1. Joe checks the website every day / every week.
- 2. The website lists 50,000 / 5,000 places to hike.
- 3. Joe is reading an article about hiking in the U.S. / in different countries.
- 4. Joe wants to enter the competition to win a tent / bike.
- 5. Lisa prefers to cycle indoors / outdoors.

About C Pair work Ask and answer the questions.

- What kinds of websites do you regularly use? What do you use them for?
- What are your favorite websites?
- Do you ever post comments on websites?
- Do you have your own website? What's it like?
- Do you ever enter competitions online?
- Do you prefer to read magazines online or in print?
- Do you ever read websites in English? Which ones?

🕄 Writing A message board

A Read the Help note. Then read the question and answer about hobbies. Circle the linking expressions.

> OK What's your question?

I'm interested in learning a musical instrument. I (also) want to join a band and play with other people, but I don't have a lot of time. What do you recommend?

#1 Answer I love to play music, especially with other people. I recommend the guitar because you can play it alone or in a band. Join a class and meet other musicians. It's only an hour a week, but you need to find time to practice, too!

- About B Write a question about hobbies to post on a message board. Write an answer to three of your classmates' questions.
 - **C** Group work Read your question and classmates' answers to the group. Decide on the best idea.

Help note

Linking ideas

• Add an idea: I enjoy knitting, and I make some really cool hats.

Interests

UNIT 2

- I also like making jewelry, especially bracelets.
- I'm not interested in running or jogging.
- Contrast two ideas: I'm not good at sports, but I want to do something outdoors.
- Give a reason: My friends love wearing my hats because they are unique.

1.11

	using the words and expres	ssions below.	ssical 5. country
	ne guitar skiing g chess writing poetry		
I'm good at	and	and	
don't like to 🕨	or	or	ŀ
2 Now complete the word cha	ains with your own ideas.		
l enjoy 🕨	and	and	
l can't ►	or	or	į.
I hate to 🕨	and	and	
I'd like to ►	and	and	
Can you link them tog	ngs you are interested in. gether? Use the last letter ion to start the next word.		cheseoccerockclimbing
V Do! Now I ca	n		
CALLS FOR MARKED STREET	need to review how to		

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 link things, you join them together. Word chains, like the ones on this page, can help you remember new words. Make the information in your word chains true for you, and the words will be easier to remember."

Preview and do the task Read the instructions aloud.

Ask Ss to look at the chart. Point out that they can use

Have Ss complete the word chains. Check answers with

the class: Have one S read the I'm good at ... list aloud, and

each word or expression from the box only once.

another read the I don't like to ... list aloud.

 Present In Conversation Ask pairs to guess the top five types of music that people talk about. Then have them read the information and check their answers.

C The following tasks recycle the verb forms to use after verbs that talk about likes and dislikes, *can*, and prepositions. They also recycle *and* for joining items in affirmative sentences and *or* for joining items in negative sentences. Checking the answers for these tasks recycles the intonation patterns when giving lists.

Answers

I'm good at playing chess and skiing and writing poetry. I don't like to bake cakes or play the guitar or listen to rock music.

2

- Preview and do the task Read the instructions aloud. Say, "Complete the chart with words or expressions that are true for you." Have Ss complete the word chains.
- Have Ss work in pairs, taking turns reading each word chain aloud.
- Call on several Ss to read one of their word chains to the class.

Possible answers

I enjoy playing word games, and . . . I can't sing in tune, and . . . I hate to play board games, and . . . I'd like to learn to sew, and . . .

3

- Preview and do the task Read the instructions aloud and the expressions aloud. Say, "Now make your own word chains with each of the expressions."
- Have Ss work in pairs, taking turns reading each word chain aloud.
- Call on several Ss to read one of their word chains to the class.

On your own

- Present On Your Own Read the information aloud. Give an example on the board. boardgameshoppingolfootball Show Ss how the last letter of an item starts the next word. Ask Ss if they can add an interest at the end of the list beginning with l. [lacrosse, learning poetry] Tell Ss to make their own string of hobbies at home.
- Follow-up At the start of the next class, Ss read their chains aloud in small groups.

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.



Lesson A Healthy living

Grammar Simple present and present continuous

(See Student's Book p. 23.)

This lesson contrasts the two present verb tense forms.

Form

Simple present

The grammar chart reviews structures taught in *Touchstone* Student's Book 1, Units 4 and 5. (For more information, see Language Notes for those units in *Touchstone* Teacher's Edition 1.)

Present continuous

 The grammar chart reviews structures taught in *Touchstone* Student's Book 1, Unit 7. (For more information, see Language Notes for that unit in *Touchstone* Teacher's Edition 1.)

Use

- The simple present is used to talk about regular or repeated events or routines (e.g., We exercise six days a week.) and situations that are true all the time (e.g., I eat everything I want.).
- The present continuous is used for activities and events that are temporary, or in progress "around now" (e.g., I'm

trying to lose weight.). It is also used for activities that are in progress at the time of speaking (e.g., *I'm rushing to class.*).

 Verbs such as *like, love, know, want*, and *need* – which describe permanent situations, mental processes, attitudes, and feelings – are usually not used with the present continuous.

O Corpus information Simple present and present continuous

The simple present is approximately six times more frequent in conversation than the present continuous. The present continuous is often used in conversation in expressions such as *I'm saying* . . . ; *Do you know what I'm saying*?

Common errors with be in the present continuous

Students may forget to use the appropriate form of the verb be with the present continuous. The present continuous includes the correct form of the verb be, followed by a verb in *-ing* form. *I'm* doing karate. NOT *I* doing karate.

Lesson B Aches and pains

Vocabulary Aches and pains

(See Student's Book p. 24.)

This lesson presents a range of minor health problems.

The verb *have* is used with many of these to describe a current health problem.

I have a cold, a headache, the flu, etc.

Get is used to describe repeated problems.

I get a lot of colds.

Get is also used to describe the onset of a health problem. *I think I'm getting a cold.*

Speaking naturally Contrasts

(See Student's Book p. 24.)

This section shows how stress can be used both to highlight the important content words and to contrast or correct information. Speakers may also raise the pitch of their voices slightly when correcting information (e.g., *A: What's the matter? Do you have a cold? B: No, I have a headache.*).

Grammar Joining clauses with if and when

(See Student's Book p. 25.)

- Ss have already learned *when* to order events in simple past narratives (*Touchstone* Student's Book 1, Unit 10, Lesson D, Help Note). In this lesson, it means *whenever* or *every time* (e.g., *When I have a sore throat, I drink tea with honey.*).
- There is very little difference in meaning between *when* and *if* in the sentences in this lesson.
- The *if / when* clauses can come first in the sentence or after the main clause. If they are first, the two parts of the sentence are separated by a comma.

If I have a headache, I take aspirin.

If they are after the main clause, the two parts of the sentence are not separated by a comma.

I take aspirin if I have a headache.

People usually put what they feel is the most important information first.

Corpus information If and when If and when are in the top 100 words.

Lesson C Really? How come?

Conversation strategy Encouraging people to talk

(See Student's Book p. 26.)

C This lesson recycles and extends the strategies of showing interest and asking follow-up questions from *Touchstone* Student's Book 1 as a way of getting people to say more about a topic. (See *Touchstone* Student's Book 1, Unit 3, Lesson D; Units 6, 7, 10, 11, Lesson C). Being an active listener is an important way to participate in conversations.

In the conversation on p. 26, Yuki uses a range of new reaction expressions (e.g., *Wow! You're kidding!*) and asks follow-up questions (e.g., *How come? Two jobs?*) to encourage Stan to say more about his problems.

Strategy plus Showing surprise

(See Student's Book p. 27.)

- Strategy Plus presents a number of expressions for showing surprise at news and information. For example:
 A I'm working two jobs this semester.
 B You're kidding! Two jobs? Wow.
- Most of these expressions are for informal use with friends. In more formal situations, *oh* and *really* are more appropriate.

Or corpus information Oh, really, wow, and gosh Oh and really are in the top 50 words; wow and gosh are in the top 500.

Lesson D Health advice

Reading tip

(See Student's Book p. 28.)

The Reading Tip explains that articles sometimes start by presenting a problem and then offering possible solutions. Often the problem is presented in the first paragraph and then the solutions are outlined in the following paragraphs. Understanding how this type of article is organized can helps Ss know what to expect and help them better understand what they read.

Help note Commas after if and when clauses

(See Student's Book p. 29.)

The Help Note shows how commas are used with *if* and *when* clauses:

- When the *if / when* clause comes before the main clause, there is a comma at the end of the clause.
 If you're feeling stressed, you can go to the gym.
- When the *if / when* clause follows the main clause, there is no comma.

You can go to the gym if you're feeling stressed.

Health

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

Introduce the theme of the unit Say, "This unit is about health. What are some things that anyone can do to stay healthy?" Write all the responses on the board (e.g., *do exercise, play sports, eat good food, get enough sleep*).

In this unit, you learn how to ...

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

Extra activity PAIRS

Ss work in pairs and look through the unit to find and write: a statement with *when* (e.g., *When I have a cold, I don't take anything.*, p. 25); two health habits (e.g., *I'm doing karate.*, p. 22); and two statements of surprise (e.g., *Oh!*, p. 27). A few pairs share their findings.

Before you begin ...

- Introduce the health tips Tell Ss to cover Before You Begin and look at the pictures. Say, "These six pictures show things people can do to stay healthy. Work with a partner and write a short sentence about the health tip in each picture."
- Ask several pairs to share their tips with the class. Write their sentences on the board (e.g., 1. You need to eat healthy food like salads and things.).
- Read Before You Begin aloud. Ss listen and repeat. Help with new vocabulary as needed. Have individual Ss read a sentence aloud, and have other Ss point to the picture it matches.

C Recycle grammar and a conversation

strategy This task reviews the simple present and can.

- Write on the board: Um ..., Uh ..., Well, Let's see ..., and Let me think Remind Ss they can use one of these at the beginning of an answer to get a little more time to think. (See *Touchstone* Student's Book 1, Unit 8, Lesson C.)
- Ask the class, "Which of the things in the pictures do you do to stay healthy?" Have several Ss answer. Ask, "What else can you do? Use ideas from the board, or think of more things to do."

- Have Ss work in pairs, asking and answering the two questions in Before You Begin. Tell Ss to write down any new ideas.
- **Follow-up** Ss report their new ideas to the class.

Extra activity PAIRS

Pairs make a list of things to avoid in order to stay healthy, beginning each piece of advice with Don't (e.g., Don't watch a lot of TV. Don't play a lot of computer games. Don't smoke. Don't eat junk food.). Call on several pairs to present their lists to the class. Tell Ss to listen for what advice they hear most often.

Health

Lesson A

.......

 Talk about exercise and how to stay healthy using the simple present and present continuous

Lesson B

Discuss common

health problems

using if and when

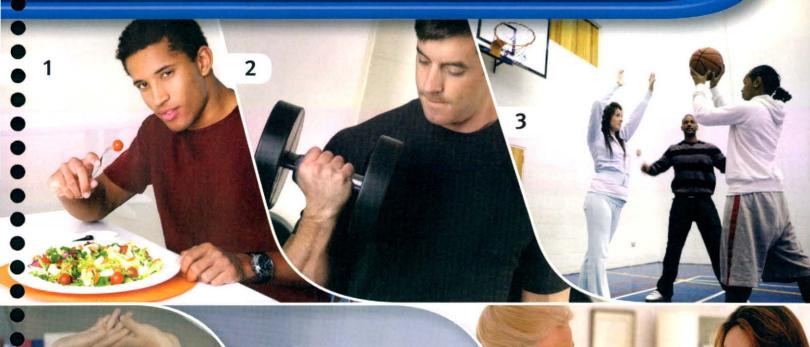
Lesson C

- Comment and ask follow-up questions to encourage people to say more
- Use expressions like Really? and Oh! to show surprise

Lesson D

UNIT

- Read an article about staying healthy
- Write questions and answers about health concerns



Before you begin . . .

Which of these things do you do to stay healthy? What else can you do?

- Eat plenty of fruits and vegetables.
- Go to the gym and work out.

5

Play sports.

- Take regular breaks to cope with stress.
- Sleep at least seven hours a night.
- Get a checkup once a year.

Lesson A / Healthy living

Are you doing anything to stay healthy?

"Well, I generally don't eat a lot of junk food, and I don't eat red meat at all. And right now I'm doing karate. It's getting me in shape quick."

-Brian Jones

ht

'Not really. I kind of eat everything I want. I don't do anything to stay in shape. I'm just lucky, I guess." –Lisa da Silva "Um . . . right now I'm trying to lose weight before my school reunion, so I'm drinking these diet drinks for dinner." -Carmen Sanchez

"Well, I walk everywhere I go because I don't have a car, so I think I get enough exercise."

"Yeah, we exercise six

swimming every other day, and in between

days a week. We go

we go to the gym.

we go hiking."

And once in a while,

-Mei-ling Yu

-The Parks

"Um . . . to be honest, I'm not doing anything right now. I'm studying for exams this month, so I'm eating a lot of snacks, and I'm not getting any exercise at all."

-Michael Evans

Getting started

▲ ▲)) 1.20 Listen to the on-the-street interviews. Who do you think has a healthy lifestyle? Why?

Figure B Complete these sentences with a simple present or present continuous verb. Use the interviews to help you. Are the sentences true for you? Tell a partner.

- 1. I generally _____ (not eat) junk food.
- 2. I usually _____ (get) enough exercise.
- 3. We usually _____ (go) to the gym every other day.
- 4. I ______ (eat) a lot of snacks this month.
- 5. These days I _____ (not get) any exercise at all.
- 6. Right now I _____ (try) to get in shape.



Lesson A Healthy living

1 Getting started

Set the scene Read the lesson title aloud. Ask, "What are some things you do in your daily life, and your life in general, to stay healthy?" Ask a few Ss to answer (e.g., *I always eat a lot of fruit. I get a checkup once a year.*). Ask, "Who is doing something special, or different, to stay or get healthy right now?" Ask a few Ss to answer (e.g., *I'm starting a new exercise class. I'm not eating any junk food.*).

A () 1.20

- Preview the task Read the instructions aloud. Tell Ss to write the names of the people they think have a healthy lifestyle. Ss write one reason why they think they are healthy.
- Play the recording Ss listen and write their answers.
- Play the recording again Books closed. Ss listen and write their answers.
- Have Ss compare their answers in pairs. Check answers with the class [*Brian:* He doesn't eat a lot of junk food, he doesn't eat red meat, and he does karate. *Mei-ling:* She walks everywhere. *The Parks:* They exercise six days a week, they go swimming, they go to the gym, and they go hiking.].

Figure it out

В

- Preview the task Say, "Read the interviews again. Look for time words and expressions." Write these column headings on the board: *Routines / All the Time* and *Temporary Events / Now*. Ask a few Ss to call out the time expressions for the first heading, and write them on the board [generally, six days a week, every other day, once in a while]. Ask, "What verb tense do you see in the sentences with these time expressions?" [simple present]
- Ask a few Ss to call out the time expressions for the second heading, and write them on the board [right now, this month]. Ask, "What verb form do you see in the sentences with these time expressions?" [present continuous]
- Read the instructions aloud. Model the first item to the class. Say, "What is the time expression?" [generally]. "Is that for routines and all the time or for temporary events and now? [routines / all the time]. "What verb form do you use?" [simple present]. Elicit the correct answer from the class, and have a S write the correct answer in the board. [don't eat]
- Do the task Have Ss complete the sentences with a simple present or present continuous verb forms of the verbs given.
- Have Ss compare their answers in pairs and then check answers with the class.

Answers

- 1. I generally don't eat junk food.
- 2. I usually get enough exercise.
- 3. We usually go to the gym every other day.
- 4. I'm eating a lot of snacks this month.
- 5. These days I'm not getting any exercise at all.
- 6. Right now I'm trying to get in shape.
- Focus on the use Say, "Underline the time words and expressions in Exercise 1B, and name the column they go in." Add them in the appropriate column as Ss call them out [Routines: generally, usually; Temporary Events: this month, these days, right now].
- Say, "The simple present goes with the time words and expressions in the Routines column. You use it to talk about repeated activities. The present continuous goes with the time words and expressions in the Temporary Events column. You use it to talk about things that are happening around now or these days."
- Ask, "Can you add more time words to each column?" Call on Ss to answer (e.g., Routines: often, sometimes, every week, every night, twice a week; Temporary Events: these days, this semester, this year, this season).
- Try it out Say, "Look again at Exercise 1B. Write true sentences, changing one piece of information each time."
 [*I generally don't buy junk food. I never get enough exercise.* etc.] Tell Ss to share their sentences with a partner.

Extra activity CLASS / GROUPS

Ss ask three different classmates, "Are you doing anything to stay healthy?" Ss make notes of the answers. When Ss finish, they form groups to discuss the answers. Groups report their information to the class.

Extra activity INDIVIDUALS / PAIRS

Ss read the on-the-street interviews again and underline any sentences that are true for them (e.g., *I don't eat red meat at all.*). Ss compare sentences in pairs and ask questions for more information (e.g., *Why not? Are you vegetarian? Do you eat chicken?*).

Culture note

Health and fitness are high priorities for a lot of people. Gyms and fitness centers are becoming more and more popular. Some people hire personal trainers to create individual workout programs for them. Many people read the list of ingredients on packaged foods so they will know exactly what the foods contain (e.g., calories, protein, fat, sugar, salt, vitamins, and minerals).

2 Grammar

■)) 1.21

- Present the grammar chart Play the recording. Ss listen and repeat.
- Understand the grammar Say, "The grammar chart compares the simple present and the present continuous."
- Review the forms of simple present questions, affirmative and negative statements, especially with *he*, *she*, *it*. Write on the board questions like: *How _____ Mei-ling _____ in shape? _____ she _____ a car?* Have Ss come to the board and complete the questions. [does / stay; does / have]. Then have other Ss write answers.
- Review the forms of the present continuous in the same way.
- Write on the board: I'm drinking a lot of coffee these days. I like coffee. I don't drink iced coffee. Point to the first sentence and ask, "Why did I use present continuous?" [it's about "now"] "Why did I use I like?" [because it's 'all the time'] "Why did I use simple present in the last sentence?" [because it's talking about all the time].
- Present In Conversation Read the information aloud. Have Ss make a sentence in the simple present for each of the verbs presented. (For more information, see Language Notes at the beginning of this unit.)
- Present Common Errors Read the information aloud. Write on the board: I'm / I talking on the phone now. <u>They / They're</u> (enjoy) their vacation. Have Ss choose the correct options.

A

Preview the task Have Ss look at the picture. Ask,
 "What is she doing?" [She's meditating / relaxing.] Ask,
 "Do you ever meditate?" Elicit answers from Ss. Read the instructions and the example aloud. Ask, "Why is the simple present the verb form?" [It's asking how you cope with stress in general or all the time.]

 Do the task Have Ss complete the conversations. Have Ss compare their answers in pairs. Check answers with the class: Ask three pairs of Ss to each read a conversation.

Answers

- A How do you cope with stress? Do you get stressed a lot?
 - B Well, generally I don't feel stressed, but we're working long hours this month. So my co-workers and I are taking a meditation class right now. It's great. Meditation really relaxes you.
- 2. A Do you like to play sports?
 - B Not really, but my wife and I enjoy swimming. We usually go to the pool together in the summer. Now that it's winter, I'm not swimming at all. But my wife goes every day, even when it's cold.
- 3. A Is your family doing anything new to stay healthy?
- B Actually, yeah. We're trying to eat a balanced diet. I mean, everybody in the family loves fast food, but right now, we're cooking healthy meals. It's not easy because my husband doesn't like vegetables and things like that.
- Practice Tell Ss to practice the conversations in pairs, taking turns playing each role.

About

В

- Preview the task Read the instructions aloud.
- Do the task Have pairs take turns asking and answering the questions using their own information. Encourage Ss to give extra information.

Extra practice

After Ss complete the Grammar exercises, tell them 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 Listening and speaking

A ()) 1.22

- Preview and do the task Say, "Four people are talking about their unhealthy habits. Read the sentences. Can you guess what each person says? Have Ss call out different ideas for each sentence.
- Say, "Now listen to the four people and write what they actually say."
- Play the recording Audio script p. T-166 Ss listen and write the missing words. Check answers with the class.

Answers

- fast food
 coffee
 playing video games
 exercising
- Follow-up Have Ss read out the completed sentences in Exercise 3A. Ss raise their hands if they predicted the correct words.

B 🜒 1.23

- Preview the task Read the instructions aloud.
- Play the recording Audio script p. T-166 Pause after each speaker to ask, "Do you agree? Why or why not?" Ask several Ss for their opinions on what the speakers say.

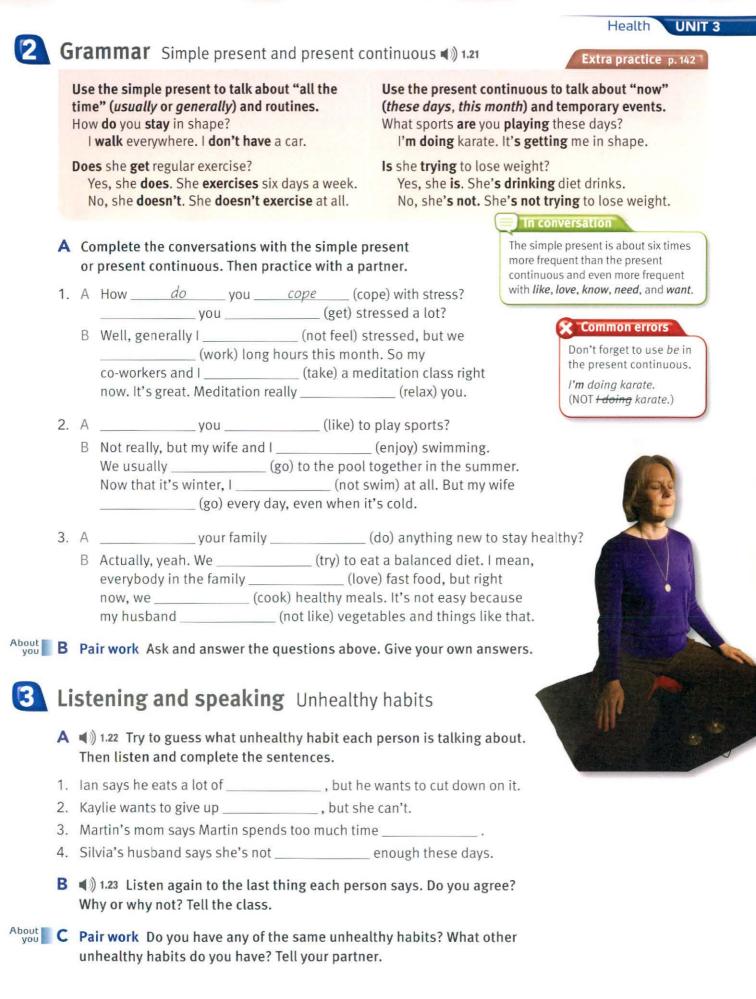
About

С

Preview and do the task Read the instructions aloud. Model the activity. Point Ss to Exercise 3A #1. Ask, "Do you eat a lot of fast food?" Call on a few Ss to answer. Then tell Ss to discuss the rest of the sentences and think of two more unhealthy habits they have. Ask Ss to report back to class about their partners.

Workbook

Assign Workbook pp. 18 and 19. (The answer key begins on p. T-181.)



Lesson **B**

Aches and pains



Building vocabulary

▲ ▲)) 1.24 Listen and say the sentences. Do you have any of these problems right now?



I have **a fever**. I think I'm getting **the flu**.



I have **a bad cough**. I'**m coughing** a lot.



I have **a stomachache**. I often get stomachaches.



I have a toothache.





a sore throat. I get a lot of colds.



I feel **sick.** I often get sick when I eat shellfish.



I have **allergies**. I'**m sneezing** all the time, and my eyes itch.

Vocabulary notebook p. 30

word Sort Complete the chart with the words above. Add other ideas. Then compare with a partner.

I never	I hardly ever	I sometimes	I often
get colds		have a runny nose	sneeze

"I never get colds. But sometimes I have a runny nose. I think I have allergies."



- A What's the matter? Do you have a cold?
- B No, I have a headache. I feel terrible.
- A That's too bad. I hope you feel better.

B Thanks.

A ■)) 1.25 Listen and repeat the conversation above. Notice how stress shows the contrast between *headache* and *cold*, and between *better* and *terrible*.

B Pair work Practice the conversation. Then practice again using different health problems.

Lesson B Aches and pains

1 Building vocabulary

Set the scene Hold your head as if it hurts. Say, "I have a headache." Write *I have a headache* on the board. Hold your stomach as if it hurts. Say, "I have a stomachache." Write it on the board. Ask, "What other health problems do you know the words for in English?" Write Ss' responses on the board (e.g., *a backache, the flu, allergies*). (For more information, see Language Notes at the beginning of this unit.)

A 🜒) 1.24

- **Preview the task** Read the instructions aloud. Have Ss look at the pictures.
- Play the recording Ss listen and read along.
- Play the recording again Ss listen and repeat.
- Ask, "Do you have any of these problems right now? If yes, raise your hand." Ask any Ss who raise their hands, "Which problem do you have?"
- Say, "Notice you say 'I have a headache' not 'I'm having' when you talk about now. You can use *have* or *get* when you talk about things that happen all the time. Find the examples." [I often get stomachaches; I hardly ever get headaches. I get a lot of colds] Ask, "What do you notice about the words for health problems?" [They're plural.]

Word

В

 Preview the task Ask Ss to look at the chart. Read the instructions aloud. Tell Ss to use ideas from the lists on the board or their own ideas.

2 Speaking naturally

A ()) 1.25

- Preview the task Have Ss look at the conversation. Say, "When people are speaking, they put stress on the words that are important in the sentence. An important word can be, for example, the answer to a question." Say, "Stress is also used to contrast, or correct, information. For example, imagine I call you by the wrong name. When you correct me, you say your name clearly and a little more loudly." (For more information, see Language Notes at the beginning of this unit.)
- Read the instructions aloud.
- Play the recording Ss listen and read along. Tell Ss to pay attention to the stressed words.
- Play the recording again Ss listen and repeat.

В

- Preview the task Tell pairs to practice the conversation in Exercise 2A, taking turns playing each role. Read the instructions aloud.
- Do the task Have pairs complete the task, practicing the conversation but using different health problems.

C Recycle grammar This task reviews adverbs of frequency (e.g., *often, sometimes, hardly ever, never*). (See *Touchstone* Student's Book 1, Unit 5, Lesson B.)

 Do the task Have Ss complete the chart. Ask a few Ss to call out what they wrote in each column. Have Ss compare their answers in pairs. To model this part of the task, ask a S to read the example aloud.

Extra vocabulary MINOR HEALTH PROBLEMS

Present or have Ss suggest extra health problems, such as asthma, nausea, rash, sunburn, bee sting.

Extra activity CLASS / GROUPS

Mime different aches and pains. Ss call out the problem. Ss can also do this activity in groups.

Extra activity PAIRS

Give Ss three minutes to learn expressions from Building Vocabulary. Books closed. Pairs see how many they can write down. Find out which pair remembered the most.

Vocabulary notebook

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

Follow-up Call on several pairs to role-play their conversations for the class.

Extra activity PAIRS

Ss write four health-related questions on a piece of paper (e.g., *How many hours do you sleep every night? How* often do you get headaches? Do you eat a lot of junk food?). Ss then interview each other in pairs and write down the answers. Pairs then join another pair. S1 reads S2's answers aloud, giving out one piece of incorrect information per answer. S2 corrects the statement using contrastive stress (e.g., *S1: Anna sleeps six hours every night. S2 (Anna): Actually, I sleep* eight *hours every night.*). Ss 3 and 4 listen and then read their statements aloud.

3 Building language

Set the scene Write on the board: *remedy*. Explain, "A remedy is used to fix a problem, like a health problem. For example, one remedy for a headache is to take an aspirin. Imagine you have a cold. What remedy do you use?" Write Ss' responses on the board (e.g., *take cold medicine, drink hot tea with lemon and honey*).

A () 1.26

- Preview the task Look at the picture. Say, "Ken and Nora are talking on the phone. Where's Ken?" [at home]
 "What's wrong with him?" [He's sick / has a cold.] "What do you think Nora and Ken are talking about?" [a remedy]
- Books closed. Say, "What does Nora want to make for Ken? Listen and 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 [hot vinegar with honey].
- Practice Tell Ss to practice the conversation in pairs, taking turns playing each role.

Figure it out

В

 Preview the task Tell Ss to find *if* and *when* in the conversation and circle them [I never take that stuff *when*

4 Grammar

1.27

- Present the grammar chart Play the recording. Ss listen and repeat.
- Understand the grammar Say, "When and if have very similar meanings. You can use when to talk about a situation that is usual for you, and you can use if to talk about a situation that is not so usual. But both are possible in the sentences in the chart." (For more information, see Language Notes at the beginning of this unit.)

A

- **Preview the task** Read aloud the instructions and the phrases from the box. Read the example question aloud. Have Ss complete the task.
- Have Ss compare their answers in pairs. Check answers with the class: Call on a few Ss to read their questions aloud.

Answers

- 1. if you have a sore throat
- 2. If you get an upset stomach
- 3. if you feel run down
- 4. if you feel sore
- 5. If you have a runny nose
- 6. If you get a toothache
- 7. if you have a bad cough
- 8. if you have a headache

About

В

 Preview and do the task Read the instructions aloud. To model the activity, ask two Ss to read the example conversation aloud. Have Ss work in pairs. Say, "Take turns asking and answering the questions." Remind Ss to use *when* in their answers.

I have a cold. But if I get a really bad cold, I drink hot

Do the task Read the instructions aloud. Have Ss

each sentence?" [simple present]

when / if they have a cold or the flu.

1. I take medicine when I have a cold.

other part of the sentence?" [take]

habits when you're sick."

2. If I have the flu, I make hot tea with lemon.

Answers

vinegar with honey.]. Ask, "What form are the two verbs in

unscramble the sentences. Check answers with the class:

Have several Ss read their answers aloud. Then have Ss use the sentences as a model to tell the class what they do

Focus on the form and the use Write on the board:
 I take medicine when I feel bad. Say, "Sentences with when

and if have two parts with two verbs." Underline the part

the when part of the sentence?" [feel] "What verb is in the

Say, "In the sentences in Exercise 1B, all the verbs are in

the simple present because they're about your routines or

of the sentence from when to the end. "What verb is in

About

С

• **Preview and do the task** Read the instructions aloud. Have pairs tell the class the things they both do.

Extra practice

After Ss complete the Grammar exercises, tell them 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 page 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-181.)

Building language

▲ ▲)) 1.26 Listen. What does Nora want to make for Ken? Practice the conversation.

- Ken Hello?
- Nora Hi, Ken. How are you feeling?
- Ken Awful. I still have this terrible cold.
- Nora That's too bad. Are you taking anything for it?
- Ken Just some cold medicine.
- Nora Hmm. I never take that stuff when I have a cold. But if I get a really bad cold, I drink hot vinegar with honey. I can make you some.
- Ken Oh, no thanks! I don't feel that bad!

Figure B Unscramble the sentences below. Are the sentences true for you?

- 1. I take / a cold / when / medicine / I have
- 2. I make / I have / hot tea with lemon / If / the flu,

Grammar Joining clauses with if and when () 1.27

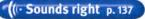
What do you take **when** you have a cold? I don't take anything **when** I have a cold. **When** I have a cold, I don't take anything. What do you do **if** you get a really bad cold? I drink hot vinegar with honey **if** I get a really bad cold. If I get a really bad cold, I drink hot vinegar with honey.

A Complete the questions with *if you* followed by the correct expressions from the box.

	eel run down eel sore	get a toothache get an upset stoma	have a bad cough th have a headache	have a runny nose ✓have a sore throat	
			<i>ave a sore throat</i> ?	rhal too?	
	2after a meal, do you drink herbal tea?				
3.	What do you o	lo0	and you have no energy?		
4.	Do you stretcl	ı	after exercising?		
5.	5 and itchy eyes, do you take allergy medicine?				
6.	, do you go to the dentist right away?				
7.	What do you d	lo0	? Do you suck on a cough drop?		

- 8. What do you do _____? Do you take aspirin?
- About B Pair work Ask and answer the questions above. Use when in your answers.
 - A Do you gargle salt water if you have a sore throat?
 - B Actually, when I have a sore throat, I drink hot tea with honey. Do you take anything?

About C Do you and your partner do any of the same things in the situations above? Tell the class.



Health

Extra practice p. 142

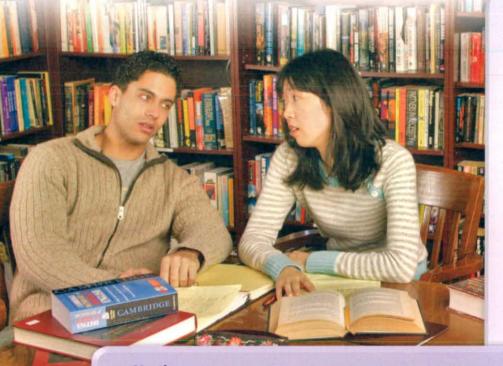
UNIT 3

Conversation strategy Encouraging people to talk

- A Why do people get tired? Brainstorm ideas and make a list. "People often feel tired when they have a cold."
- B ◀)) 1.28 Listen. Why is Stan tired?

Conversation strategies

Lesson C



Stan I'm so tired.

- Yuki Really? How come?
- Stan Well, I'm working two jobs this semester, so I'm getting up at, like, 5:30 to study.
- Yuki You're kidding! Two jobs? Wow.
- Stan Yeah. Just for a couple of months. I'm working in a supermarket after class, and then I have my regular job at the restaurant till 11:00.
- Yuki Oh, that's late. So, what time do you go to bed?
- Stan About 1:00 . . . 1:30.

Yuki Gosh. So you're only getting about four hours' sleep? That's not much.

C Notice how Yuki encourages Stan to continue talking. She comments on what Stan says and asks follow-up questions. Find examples in the conversation.

"I'm so tired." "Really? How come?"

D Match each sentence with an appropriate reply. Then practice with a partner.

- 1. I often stay up until 2:00 or 3:00 a.m. <u>e</u>
- 2. I love sleeping late on weekends. _____
- I often take a nap during my lunch break.
- 4. I only sleep about five hours a night. _____
- 5. I sometimes fall asleep in lectures.
- 6. I usually go to bed early during the week.
- a. You do? Does the professor notice?
- b. That's good. Do you wake up early, too?
- c. That's not much. Do you get tired during the day?
- d. At work? How long do you sleep?
- e. Really? What do you do all night?
- f. Me too. What time do you get up on Sundays?

About your Sleep habits. Use the ideas above. Student B: Respond with comments and questions. Then change roles.

- A I usually stay up until about 11:00, 11:30 during the week.
- B Really? That's not too late. Do you stay up late on weekends?
- A Not really. I go to bed about the same time.

Lesson C Really? How come?

C Lesson C recycles the simple present and the present continuous.

Conversation strategy

 Set the scene Read the title of the lesson aloud. Ask, "What does *How come*? mean?" Write on the board:
 A ______. B How come? Say, "What can A say?" Have Ss call out their ideas, and write some on the board (e.g., I'm tired. I'm taking medicine right now.)

Α

Preview and do the task Tell Ss to look at the example statement. Read it aloud. Give an example of when you get tired. Then say, "When do you get tired? What about your family and friends?" As Ss call out their answers, write them on the board.

B ◀)) 1.28

- Preview the task Tell Ss to cover the conversation in their books and to look at the picture. Ask questions like "Who do you think is tired?" "Can you guess why?" Elicit ideas from Ss. Then read the instructions aloud. Tell Ss to write a sentence saying why Stan is tired.
- Play the recording Ss listen and write their answers.
- Play the recording again Ss listen and and read the conversation. Ss check their answers. [Stan is working two jobs and going to school. He's only getting four hours' sleep each night.].

С

- Present Notice Read the information aloud. Ask two Ss to read the example conversation. Say, "Find more examples of how Yuki encourages Stan to continue talking in the conversation." [You're kidding! Two jobs? Wow.; Oh, that's late. So, what time do you go to bed?; Gosh. So you're only getting about four hours' sleep?]
- Ask, "Why is it important to ask follow-up questions when you are having a conversation with someone?" (They keep a conversation going and show that you are closely listening to the speaker and that you are interested in what they are saying.)
- Practice Have Ss practice the conversation in pairs, taking turns playing each role. Tell Ss to practice again, changing two pieces of information in the conversation.

D

- Preview the task Have Ss read the sentences and replies. To model the task, ask two Ss to read aloud sentence 1 and its reply [e].
- Do the task Have Ss match the remaining sentences and replies. Check answers with the class: Ask pairs of Ss to read the sentences and replies aloud.

Answers

- 1. e 2. f 3. d 4. c 5. a 6. b
- Have Ss work in pairs, taking turns reading the sentences and replies.

About

Е

Preview and do the task Read the instructions aloud. To model the task, have two Ss read the example conversation. Have pairs use the sentences in Exercise 1D for ideas and give their own answers. Remind Ss to say more than just *yes* or *no*.

Extra activity PAIRS

Have Ss look at the statements in Exercise 1D again and think of an alternative reply for each statement. Ss then work in pairs. S1 reads aloud the first statement, and S2 responds with his or her own reply. Ss continue each conversation.

Extra activity CLASS

Ss think about their main sleep habit and write a sentence. Ss then walk around class telling other Ss their sentence. Ss respond by commenting and asking a follow up question.

2 Strategy plus

- Say, "Look at the conversation on p. 26 again. Find the expressions that Yuki uses to show surprise [Really? You're kidding! Wow! Gosh.].
- Present Strategy Plus Read the information and the examples aloud. Ask, "Why does Yuki say 'You're kidding! Two jobs? Wow!""[to show surprise that Stan is working two jobs] Explain that Yuki is showing that she is really listening to Stan and that she is interested in what he is saying. When you are an active listener, you can encourage the speaker to say more.
- Present In Conversation Books closed. Write on the board: Oh, Wow, Really, and Gosh. Say, "Two of these are in the top 50 words, and two are in the top 500 words. Which two are in the top 50? Which two are in the top 500? Write your guesses." Books open. Ask a S to read the information. Have Ss raise their hands if they guessed correctly.

A 🜒) 1.29

- Preview the task Have Ss read the conversations. Say, "Now listen and write the expressions you hear."
- **Play the recording** *Audio script p. T-166* Ss listen and write the missing expressions.
- Play the recording again Ss listen and review their answers.
- Check answers with the class: Ask pairs of Ss to read the completed conversations aloud.

Answers

- 1. Really
- 2. You're kidding
- 3. No way
- 4. Gosh
- 5. Are you serious
- 6. Oh
- Practice Have Ss practice the conversations in pairs. Say, "Continue each conversation as long as you can. Remember to use expressions that show surprise."

About	
you	

B ()) 1.30

- Preview the task Read the instructions aloud. Say, "Try to use a different expression each time, and think of a good follow-up question."
- Play the recording Audio script p. T-166 Ss listen, and then write a new expression and a follow-up question.
- Do the task Have pairs practice the conversations again. This time S B responds with his or her own expression to show surprise and asks his or her own follow-up question. Have several pairs say one of their conversations aloud to the class.

Possible answers

- 1. You're kidding!
- 4. No way!
- Gosh!
 Really?
- 5. Are you serious?
 6. Oh, wow!

3 Strategies

About

- Preview the task Read the instructions aloud. Ask Ss to read the discussion questions. Make sure that Ss understand the meaning of each question. Then have three Ss read the example conversation aloud.
- Do the task Have Ss discuss the questions in groups. Say, "When you find something you have in common, make notes."
- Follow-up Groups report the things they have in common to the class (e.g., We all have vivid nightmares about once a month.).

Extra activity CLASS / GROUPS

Ss do a sleep survey. Write on the board:

- 1. If you want to feel rested, how much sleep do you need?
- 2. How much sleep do you usually get every night?
- 3. What happens if you don't get enough sleep?

Ss copy the questions on a piece of paper, ask their classmates the questions, and make notes of the answers. In groups, Ss discuss their answers and then report to the class. Write on the board the average numbers of hours of sleep Ss say they need and how much they usually get. Discuss the effects of not getting enough sleep.

Extra activity GROUPS

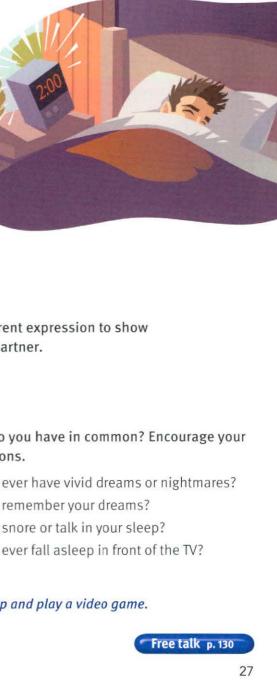
Groups prepare a short talk about something interesting they found out during their group discussion about sleep habits.

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. 22 and 23. (The answer key begins on p. T-181.)



- 2 Strategy plus Showing surprise I'm working two jobs You're kidding! this semester. Use expressions like these to show Two jobs? Wow. surprise in informal conversations: Gosh! Oh, my gosh! Wow! You're kidding! Are you serious? Oh, wow! No! In formal conversations, use Oh! or Really? In conversation Oh and Really are in the top A () 1.29 Listen and write the expressions you hear. 50 words. Wow and Gosh are Then practice with a partner. in the top 500. 1. A I never hear my alarm clock. B *Really* ? So how do you wake up? 2. A Toften fall asleep on the subway. B _____! Do you ever miss your stop? 3. A Thave the same dream every night. B _____! Every single night? 4. A I can't sleep if it's light. B ______! Do you wear an eye mask? 5. A loften sleep for 12 or 13 hours.
 - 6. A I can't fall asleep without music.
- About **B** (1) 1.30 Listen to the comments again. Respond with a different expression to show surprise and add your own question. Then practice with a partner.

Strategies Sweet dreams

About vou Group work Discuss the questions about sleep habits. What do you have in common? Encourage your classmates to talk by commenting and asking follow-up questions.

- What do you do if you can't sleep?
- Do you ever wake up during the night?
- Are you tired today? If so, why?
- Do you ever take naps during the daytime?
 - A What do you do if you can't sleep?
 - *B* Well, if I wake up and can't get back to sleep, I usually get up and play a video game.
 - C You're kidding! So do you go back to bed after that?

- Do you ever have vivid dreams or nightmares?
- Do you remember your dreams?
 - Do you snore or talk in your sleep?
- Do you ever fall asleep in front of the TV?

- B _____? Is that only on weekends?

Oh!

Really?

No way!

B ______! What do you listen to?





Health UNIT 3

1 Reading

Lesson D

- A What can you do to stay healthy? How many ideas can you think of in 30 seconds? Make a list.
- **B** Read the article. Which of your ideas are mentioned? What other ideas does it suggest?

Reading tip

Articles sometimes start with a problem (for example, *Let's face it: many of us are not too healthy.*) and then continue with possible solutions (*exercise*, etc.).

Rethink Your Way to Great Health

L et's face it: many of us are not too healthy. We often take an "all or nothing" approach to health. If we can't exercise every day, follow a healthy diet, or manage our stress levels, then we give up and do nothing. However, looking after our health doesn't have to take a lot of time and effort. It just takes a little thought. Follow these simple ideas and rethink your way to better health!

First, get moving. How much are you exercising these days? Not a lot? Research shows not exercising is

really bad for your health. If you can't afford to go to the gym, go running. Skip the elevator and take the stairs; don't take the bus or train all the way – walk. Or, try exercising while you watch TV.

Second, don't forget to take a break from work sometimes. Our bodies can't go, go, go all day! We need to take regular breaks. If work is stressing you out, take a few deep breaths in between tasks. Try a relaxation technique, like meditation, or take a relaxing ten-minute walk.

Next, be sure to make good food choices. When you get stressed, do you reach for a cookie? Don't snack on junk food. Plan ahead and keep healthy snacks like fruit or nuts nearby. When you go shopping, buy only healthy foods for your next meal. If you have to order fast food, choose something light, go easy on the dressings, and add a healthy side dish like a salad or fruit.

> Finally, remember to sleep well. Don't fall asleep with the TV on. When you go to bed, make sure your room is quiet, cool, and dark. Research shows it's the best way to get a good night's sleep.

> > With simple changes like these, you can rethink your way to great health, one choice at a time. It's up to you!

C Read the article again. Answer the questions. Then compare with a partner.

- 1. Why do some people stop exercising and eating well?
- 2. What relaxation technique does the article mention?
- 3. What are some examples of healthy snacks from the article?
- 4. What healthy options do you have when you eat fast food?
- 5. What kinds of things can you do to get more exercise?
- 6. What can help you get a good night's sleep?

About D Pair work Discuss the suggestions in the article. Do you follow any of them? If yes, which ones? If no, say why not.

Lesson D Health advice

1 Reading

Set the scene Read the title of the lesson aloud. Write on the board: Exercise every day. Say, "That's a piece of advice about your health." Ask, "Do you ever give health advice?" Have Ss raise their hands.

Α

Prereading

- Preview the task Write the word *healthy* on the board. Ask, "What does *healthy* mean?" Elicit ideas from Ss (e.g., your body feels good, you don't have any aches and pains, you don't get sick very often). Write ideas on the board.
- Ask, "Do you feel healthy?" Have Ss raise their hands if they do. If there are Ss who *do not* raise their hands, call on a few of them. Say, "Many people think they should be healthier than they are. What do you do that is not so healthy?" Have Ss explain (e.g., *I eat too much sugar. I stay up too late, etc.*).
- Do the task Read the instructions aloud. Say, "go!" and have Ss make their own lists in 30 seconds.

В

During reading

- Present Reading Tip Read the tip aloud. Explain that articles sometimes start with a problem, and then offer possible solutions. If you understand this organization, it can help you understand what you're reading.
- Preview the reading Have Ss look at the reading. Say, "This is an article from a lifestyle magazine. Lifestyle magazines offer helpful information on how to improve different parts of your life."

Write these questions on the board.

- 1. What is the topic of the article?
- 2. What is the problem? Where does it describe the problem?
- 3. How many tips are given?
- Have Ss scan the article and answer the questions. Tell them to raise their hands when they find all the answers. Check answers with the class [1. Health 2. Many people are not healthy. In the first paragraph 3. four].
- Read the instructions aloud. Tell Ss to circle two new or interesting things they learn as they read.
- Do the reading Have Ss read the article and circle the information.
- When Ss finish, call on a few Ss to tell the class the information they circled.
- Say, "Look at the ideas on the board about how to stay healthy. Are any of these ideas mentioned in the article?" Have Ss call out their answers, and circle those ideas on the board.
- Do the reading again Tell Ss to read the article again and underline any new vocabulary. Have Ss work in pairs to compare new words and help each other with the meanings. Help with new vocabulary as needed.

Extra activity PAIRS

Pairs role-play a conversation about being more healthy. S1 imagines he or she doesn't feel healthy and tells S2 how he or she feels and why. S2 responds with comments and gives advice. After Ss finish practicing their conversations, call on a few Ss to act them out for the class.

С

Postreading

- Preview the task Read the instructions aloud. Ask six Ss to each read a question aloud. Make sure Ss understand what information they are looking for. (For some questions, Ss look for answers in the article. For others, Ss answer using their own ideas.)
- Do the task Have Ss answer the questions and then compare their answers in pairs. Check answers with the class.

Possible answers

- Some people stop exercising and eating well because they can't exercise, eat healthy foods, and manage stress all at once.
- 2. The article mentions meditation as a relaxation technique.
- 3. Some examples of healthy snacks are fruits and nuts.
- When you eat fast food, you can order something light, go easy on the dressings, and add a healthy side dish.
- To get more exercise, you can take the stairs instead of the elevator.
- A cool, quiet, dark room can help you get a good night's sleep.

About

D

- Preview and do the task Have Ss read the article again. Get Ss to underline or highlight the suggestions the article makes. [e.g., get moving / go running / skip the elevator, etc.] Then read the instructions
- Call on Ss to share their answers with the class.

Extra activity PAIRS

Ss make a list of what they think are the most important ways to stay healthy (that are not mentioned in the article) and then share them with their partner. Each pair chooses two ideas – one from each list. They work together to write two short paragraphs like the ones from the article. Then several pairs read their paragraphs to the class.

2 Listening

 Set the scene Tell Ss to look at the pictures. Ask, "Where are the people? What are they doing?" Get ideas from Ss.

A

- Preview and do the task Read the instructions aloud. Have Ss work in pairs and discuss the questions.
- Call on several Ss to tell the class what they do to cope with stress.

B ()) 1.31

- Preview the task Read the instructions aloud.
- Play the recording Audio script p. T-167 Play the first conversation, and then pause the recording. Ask, "Which picture does this conversation go with?" [the picture of the woman riding a bike in the mountains] Ask, "What words in the conversation helped you choose this picture?" [mountains, biking] Ss write the number *l* in the correct box.
- Play the remaining conversations, and have Ss write their answers. Check answers with the class.

Answers

3, 4, 2, 1

3 Writing

A

- Preview the task Read the instructions aloud. Call on different Ss to each read the example problem and the replies.
- Present Help Note Read the information aloud. (For more information, see Language Notes at the beginning of this unit.)
- Do the task Have Ss add commas after the *if* and *when* clauses that begin sentences in the two suggestions. Check answers with the class. Call Ss to the board to write the correct answers.

В

 Preview and do the task Have Ss write their own suggestions to Susana. Remind them to use *if* and *when* clauses. Then have them compare their answers with a partner. Have a few pairs share answers with the class.

About

С

 Preview the task Ask some general questions about common health problems, such as *Does anyone have a cold today? Is anyone feeling stressed?* Have a few Ss call out their answers.

C ◀)) 1.32

- Preview the task Read the instructions aloud.
- Play the recording Audio script p. T-167 Play the first conversation, and then pause the recording. Ask, "What else does she do when she feels stressed." [She goes hiking with a friend.] Ss write the answer under the picture they labeled *I*.
- Play the remaining conversations. Ss listen and write the activities.
- Play the recording again Ss listen and review their answers. Check answers with the class: Call Ss to the board to write the correct answers.

Answers

Picture 1: She sings loudly in the shower.

Picture 2: She goes running outdoors. Picture 3: She goes swimming.

Picture 4: She goes hiking with a friend.

- Read the instructions aloud. Call on two Ss to each read an example.
- Do the task Have Ss write a common health problem on a piece of paper. Tell Ss to write their names next to their problems and then exchange their papers with another group member. Ss pass the papers around the group until everyone has written a reply to each question.

About you

D

 Do the task Ss read the suggestions they received and then tell the group which ones they would like to try. Have several Ss share the best ideas with the class.

Workbook

Assign Workbook pp. 24 and 25. (The answer key begins on p. T-181.)

2 Listening Coping with stress



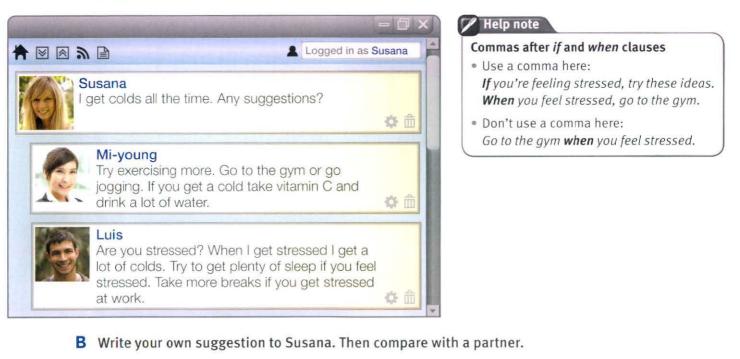
A What do you do to cope with stress? Do you do any of these things? Tell a partner.



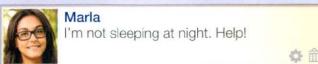
- (1.31 Listen to four people talk about how they cope with stress. Number the pictures 1 to 4.
- **C** (1) 1.32 Listen again. What else do they do when they're feeling stressed? Write the activity under the picture.

B Writing That's great advice!

A Read the Help note and the posts on a social networking site. Add commas to the *if* and *when* clauses in the two suggestions.



About vou C Group work Write a question about your health on a piece of paper. Use the ideas below to help you. Then exchange papers. Write a reply to each person.

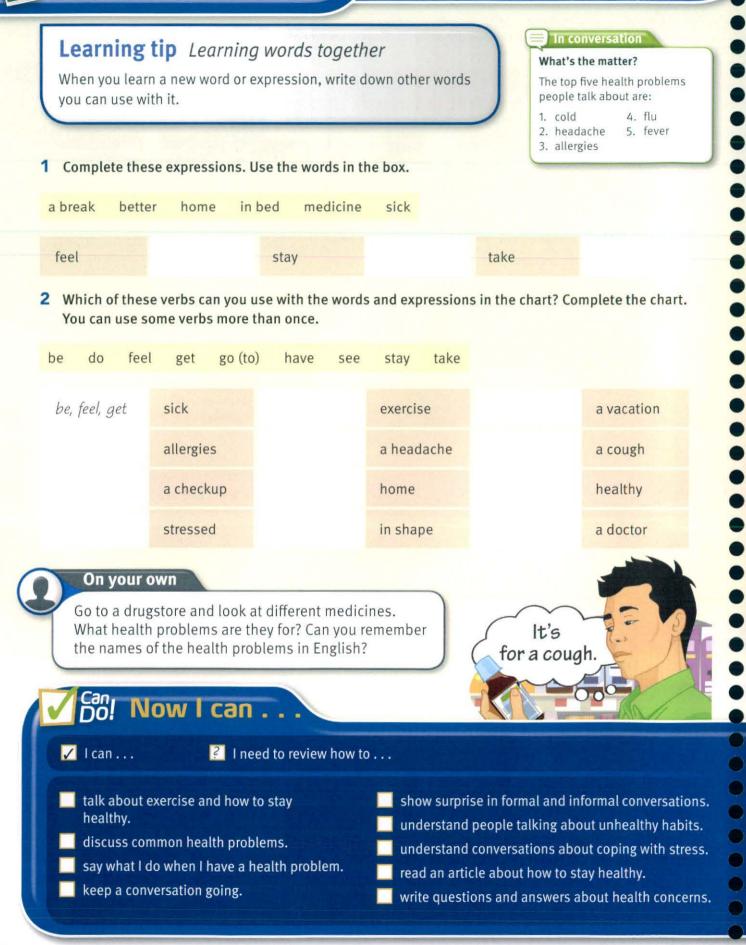




About D Group work Read the replies. Which suggestion(s) would you like to try? Tell the group.

Vocabulary notebook /

Under the weather



Vocabulary notebook

If done for homework

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

If done in class

- Present Learning Tip Read the information aloud. Say, "It's good to study new words or expressions with other words you can use with them. Get is a very common verb. You can get sick, get in shape, and get a doctor. What other health words can you use with get?" Call on a few Ss to answer (e.g., a checkup, healthy, a headache). Say, "Think about the adjective healthy. What verbs can come before healthy?" Call on a few Ss to answer (e.g., feel, get, stay).
- 1
 - Preview and do the task Read the instructions aloud. Have Ss look at the chart. Point out that they can use each word or expression from the box only once.
 - Have Ss complete the chart. Check answers with the class.

 Present In Conversation Ask pairs to guess the five health problems people talk about the most. Then have them read the information and check their answers.

C The following tasks recycle health-related vocabulary with emphasis on the verbs that precede them.

Answers

feel better, sick stay home, in bed take a break, medicine

2

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

Answers

- be / feel / get sick get / have allergies do / get / have a checkup be / feel / get stressed do / get exercise
- get / have a headache
- be / get / go / stay / take home
- be / feel / get / stay in shape
- get / have / take a vacation
- get / have a cough
- be / feel / get / stay healthy
- be / get / go to / have / see a doctor

On your own

- Present On Your Own Read the information aloud.
- Follow-up At the start of the next class, have Ss work in small groups to report the names of the medicines they found and what they are used for.

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.

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.

Can you complete this conversation?

C This task recycles the present of *be*, the simple present, and the present continuous.

- Set the scene Ss look at the pictures for 10 seconds and then close their books. Ask what they remember about the pictures.
- Preview and do the task Write these lines from the conversation on the board:
 - 1. Hi. How ____ you ____ (do)?
 - 2. Not bad. Actually, I _____ (have) a cold again.
 - 3. That ____ (be) my brother.

Have three Ss come to the board and each complete a sentence using the simple present or present continuous [1. are, doing 2. have 3. 's]. Point out the three different verb forms: present continuous, simple present, and the present of *be*.

 Have Ss complete the conversation. Check answers with the class: Have individual Ss each read a sentence aloud.

Answers

Teri Hi. How <u>are</u> you <u>doing</u>? *Ruth* Not bad. Actually, I have a cold again. But I'm OK.

2 How can you say no?

C This task recycles object pronouns. It also recycles the conversation strategy of saying *no* in a friendly way.

- Preview the task Write the example sentence on the board: Some friends and I go to a jazz club every week. Do you want to join _____ next Monday? Call on a S to say the pronoun [us], and write it in the blank. Ask, "What word does the object pronoun replace?" [Some friends and I] Circle the words.
- Do the task Have Ss complete the sentences with object pronouns. Check answers with the class: Call on individual Ss to each read an item. For each item, ask "What word or words does the object pronoun replace?"
 [2. colds; 3. I; 4. My brother; 5. Kylie Minogue; 6. a book]

3 How many words do you remember?

These tasks recycle the vocabulary of music, TV shows, hobbies, clothes, and health problems. They also recycle the conversation strategy of encouraging people to talk.

A

Preview and do the task Read the instructions, the category names, and the example in the chart aloud. Have Ss complete the chart with their own ideas. When Ss finish, check answers with the class: Have Ss call out ideas for each category.

Teri Oh, that's too bad. So, what are you doing?

- **Ruth** My classmate Sally's here. We're planning an endof-term party. Everybody wants some live music this year, but we don't know any good bands. How about you? Are you doing anything special today? What's that music? Are you listening to the radio?
- Teri No, that's my brother. He's playing his guitar. He practices every morning.
- Ruth Wow. He's good. Hey, is he free on Saturday? Does he want to play at our party? We need somebody like him.

Teri Are you kidding? He's only ten!

 Practice Tell Ss to practice the conversation in pairs, taking turns playing each role.

Extra activity PAIRS

Write these questions from the conversation on the board: How are you doing?; What are you doing?; How about you?; Are you doing anything special today? Pairs write and practice their own phone conversation using the cues. A few pairs act out their conversations for the class.

Answers

- 1. ... Do you want to join us next Monday?
- 2. I hate colds, and I get them a lot. . .
- 3. . . . Can you come with me?
- 4. ... Can you teach him?
- 5. . . . Do you like her, too?
- 6. . . . Would you like to borrow it sometime?
- Have Ss work in pairs. Say, "Take turns. Read the statements, and ask and answer the questions. If your answer is *no*, remember to say *no* in a friendly way." To model the activity, have two Ss read the example.
- Follow-up A few pairs present their questions and answers to the class.

В

- Preview and do the task Read the instructions aloud. Have two Ss read the example conversation aloud. Tell pairs to take turns talking about the things they wrote in the chart in Exercise 3A. Tell them to make note of anything they have in common.
- Follow-up A few pairs tell the class one thing they have in common (e.g., We both really like rock music.).

Checkpoint Units 1–3

Can you complete this conversation?

Complete the conversation. Use the simple present or present continuous. Then practice with a partner.

- Teri Hi. How <u>are</u> you <u>doing</u> (do)?
 Ruth Not bad. Actually, I <u>(have)</u> a cold again. But I'm OK.
 Teri Oh, that's too bad. So, what <u>you</u> (do)?
 Ruth My classmate Sally's here. We <u>(plan)</u> an end-of-term party. Everybody <u>(want)</u> some live music this year, but we <u>(not know)</u> any good bands. How about you? <u>you</u> (do) anything special today? And what's that music? <u>you</u> (listen) to the radio?
 Teri No, that <u>(be)</u> my brother. He <u>(play)</u> his guitar. He <u>(practice)</u> every morning.
 Ruth Wow. He's good. Hey, <u>(be)</u> he free on Saturday?
- Ruth Wow. He's good. Hey, _____ (be) he free on Saturday? _____ he _____ (want) to play at our party? We _____ (need) somebody like him.
- Teri _____ you _____ (kid)? He's only ten!

How can you say no?

Add object pronouns to the sentences. Then ask and answer the questions with a partner. If your answer is *no*, remember to say *no* in a friendly way.

- 1. Some friends and I go to a jazz club every week. Do you want to join ______ next Monday?
- 2. I hate colds, and I get ______ a lot. Do you get a lot of colds?
- 3. I have to go to the hospital tomorrow. Can you come with _____?
- 4. My brother wants to learn English. Can you teach _____?
- 5. I love Kelly Clarkson. She's great! Do you like ______, too?
- 6. I have a great book about martial arts. Would you like to borrow ______ sometime?

A Some friends and I go to a jazz club every week. Do you want to join us next Monday? B No, thanks. I'm not really a jazz fan.

How many words do you remember?

A Complete the chart. How many things can you think of for each column?

Types of music	Types of TV shows	Hobbies	Clothes	Health problems
hip-hop				

- **B** Pair work Talk about the items in your chart. Encourage your partner to talk.
 - A I like to listen to hip-hop.
 - B Really? Who do you listen to? I mean, who is your favorite artist?

4 What do you have in common?

Complete the sentences with activities. Then compare with a partner. Continue your conversations.

- 1. I'm not good at ______. 3. I like ______. 5. I hate ______.
- 2. I don't enjoy ______. 4. I can't _____. 6. I'm interested in ____
 - A I'm not good at singing.
 - B Oh, I'm not either. But actually, I'd really like to take singing lessons.
 - A Really? Do your friends take lessons?

5 Surprise, surprise!

Complete the conversation. Use the sentences in the box. Then practice with a partner.

Not well, but I'd love to play in a band.	Are you serious? Veah? I am too. What do you want to do? Veah? I am too. Veah? I am too. Vea
Alice Hi, Carl. How are things? Carl Great. How's school? Alice Um, actually, I'm not at school this year Carl So, what are you doi Alice Well, I'm looking for a job right now. Carl Really? Alice Well, I'd like to play music in clubs, but Carl	Alice You play the piano? That's great. Maybe we can practice together sometime. I'm free this Friday. Carl What's your phone number? Alice It's 555-9003. OK, so call me. Oh, look at the time. Sorry, I have to go.

What can you say or do . . . ?

A Pair work What can you say or do in these situations? Ask your partner. Do you agree?

- A new student joins the class and seems nervous.
- You meet your new neighbors for the first time.
- The person sitting next to you in class looks sick.
- You see someone standing alone at a party.
- The person next to you drops their cell phone.
- You have an umbrella at a bus stop on a rainy day, and the person next to you is getting very wet.
- You are getting on a train, and the person in front of you is carrying a very heavy bag.
- _____ (think of your own idea)

A What can you say when a new student joins the class and seems nervous?

- B Let me think.... You can say "Hi!" and say your name, or you can ask, "Are you a new student?"
- **B** Pair work Choose a situation. Prepare a short conversation to act out for the class.

4 What do you have in common?

C This task recycles the vocabulary for hobbies and interests. It also recycles *to* + verb, verb + *-ing*, and responses with *too* and *either*.

- Preview and do the task Say, "Complete the sentences with activities." Model the task by completing one or two sentences yourself (e.g., *I like to watch baseball. I don't enjoying dancing.*). Have Ss complete the sentences with their own information.
- When Ss finish, have two Ss read the example conversation aloud. Then say, "What other responses can A give to B?" Call on Ss to give ideas (e.g., *Really? Do you know a teacher?*; *No way! Can I come?*).

5 Surprise, surprise!

C This task recycles talking about hobbies and interests. It also recycles the strategies of encouraging people to talk and showing surprise.

- Set the scene Tell Ss to read the sentences in the box.
 Say, "There are two people talking in the conversation.
 What do you think they are talking about?" Get ideas from Ss (e.g., *They're talking about the kind of music they like / the instruments they play / school.*).
- Preview and do the task Read aloud the instructions and the example. Have Ss complete the conversation, using each choice only once. Check answers with the class: Read the conversation aloud, pause at the missing parts, and call on Ss to say the sentences.

- Have Ss compare their sentences in pairs: One S reads what he or she wrote, the other S agrees or disagrees, and then they continue the conversation. Have Ss make note of things they have in common. Tell Ss to take turns reading their sentences.
- Follow-up Pairs report to the class about what they have in common (e.g., We both like softball. Actually, I want to join her team!).

Answers

Alice Hi, Carl. How are things?

- Carl Great. How's school?
- Alice Um, actually, I'm not at school this year.
- Carl Are you serious? So, what are you doing?
- Alice Well, I'm looking for a job right now.
- Carl Really? What do you want to do?

Alice Well, I'd like to play music in clubs, but -

Carl No way! What kind of music?

Alice Well, I play jazz.

- Carl No! What instruments do you play?
- Alice Saxophone and trumpet. But I really need to find someone to play with me.
- Carl I play the piano. Not well, but I'd love to play in a band.
- Alice You play the piano? That's great. Maybe we can practice together sometime. I'm free this Friday.
- Carl Yeah? I am too. What's your phone number?
- Alice It's 555-9003. OK, so call me. Oh, look at the time. Sorry, I have to go.

Carl Me too. I have my first piano lesson today!

 Practice Tell Ss to practice the conversation in pairs, taking turns playing each role.

What can you say or do . . . ?

C These tasks recycle joining clauses with *when*. They also recycle the conversation strategy of starting a conversation with someone you do not know.

A

- Preview the task Read the instructions aloud. Have different Ss read each situation aloud. Then have two Ss read the example conversation aloud.
- Do the task Have pairs discuss their ideas. Have Ss make note of the answers they agree on.
- Follow-up Read each situation aloud, and call on pairs to tell the class about ideas they agreed on. The class discusses whether they are good suggestions.

В

- Preview the task Read the instructions aloud. Say, "Use your ideas from Exercise 6A to start a conversation for the situation. Continue it as long as you can."
- Do the task Have pairs prepare a short conversation. After pairs finish practicing their conversations, call on a few pairs to act them out for the class. The class guesses the situation the pairs chose.

Celebrations

Lesson A Birthdays

Grammar Future with be going to

(See Student's Book p. 35.)

Be going to + verb is one of the most common ways used to talk about the future.

Form

- Statements
 subject + be + going to + verb
 We're going to go out for dinner.
- Yes-No questions be + subject + going to + verb? Are you going to have a big wedding?
- Information questions question word + be + subject + going to + verb? What are you going to do on your birthday?

Use

- Be going to is used to talk about personal plans and intentions, especially when a person has already made a decision to do something.
 - I'm going to buy Mom something special.
- Be going to is used to make predictions about future actions or events, especially when the person has reasons or evidence to predict them.

She's going to be a great lawyer.

It's going to rain.

(See also Language Notes for Unit 4, Lesson B.)

O Corpus information Be Going to

Going to is one of the top 150 "items" (including single words and expressions) in spoken English. About 70 percent of the uses of *be going to* are for the future.

Grammar Indirect objects

(See Student's Book p. 35.)

The chart shows the word order for sentences with two objects: a direct object and an indirect object.

- In the sentence I'm going to buy my mother a necklace, the indirect object is my mother; the direct object is a necklace. The indirect object comes first. The indirect object is often the name of the person who receives the action explained by the verb.
- The person receiving the action can come after the direct object, but a preposition is used in this case (e.g., *to* or *for*).
 I'm going to buy a necklace for my mother.
 Let's send some flowers to Mom and Dad.

Form

Object pronouns are used for indirect objects.

I'm going to send <u>my boyfriend</u> a card. I'm going to send <u>him</u> a card. The school is going to give <u>our class</u> a graduation party. The school is going to give us a graduation party.

Speaking naturally Going to

(See Student's Book p. 35.)

In conversational speech, *going to* can be reduced to /gɔyŋtə/ or /gʌnə/. To reflect the reduction to /gʌnə/, *going to* is often spelled *gonna*, particularly in song lyrics.

Lesson B Special days

Grammar Present continuous for the future; *be going to*

(See Student's Book p. 37.)

This lesson presents another way of talking about the future: using the present continuous.

- People often use the present continuous to talk about arrangements that they have already made. What are you doing for New Year's Eve? = What arrangements have you made?
- Be going to suggests the idea of intentions. What are you going to do for New Year's Eve? = What do you intend or plan to do?
- There is little difference in meaning between be going to and the present continuous to talk about future plans.

 Be going to, but not the present continuous, can also be used to talk about predictions of events.

It's going to snow. = prediction

It's snowing. = ongoing action

Orpus information

Common errors with *be* in the present continuous *be* going to

Ss may forget to use the appropriate form of the verb be with be going to and the present continuous when talking about future plans.

We're going to meet some friends. NOT We going to meet some friends. We're meeting some friends. NOT We meeting some friends.

Lesson C It depends.

Conversation strategy "Vague" expressions

(See Student's Book p. 38.)

"Vague" expressions such as and things (like that), and stuff (like that), and and everything are very common in spoken English, especially in informal conversations. They avoid the need to give long lists of things when the meaning is clear. People use them when they expect the other person in a conversation to understand what they mean. For example:

How do you celebrate birthdays and things?

and things = special occasions in general, such as anniversaries or holidays

 "Vague" language can give conversations a friendly or an informal feel. (See also *Touchstone* Student's Book 1, Unit 12, Lesson C, for *or anything* and *or something*, which are recycled here.)

O Corpus information "Vague" expressions

- The expressions and stuff, and everything, and and things are in the top 900 single words and expressions in conversation. The most common is and stuff, and it is also the most informal.
- These expressions mostly follow nouns, but they can also be used after verbs and other types of words. Over 50 percent of the use of and things and 20 percent of and stuff are followed by like that.
- Other common expressions like this are and that kind of thing and and that sort of thing.

Strategy plus "Vague" responses

(See Student's Book p. 39.)

This teaches more vague expressions in the form of responses: *I don't know., I'm not sure., Maybe., It depends.* People use responses like these either when they are not sure of the answer or if they want to hear more information before they decide on a *yes* or *no* answer.

Corpus information "Vague" responses

I don't know and *maybe* are in the top 200 single words and expressions in conversation. *I'm not sure* is in the top 1,500. *It depends* is in the top 3,500. *I don't know* is the most common.

Lesson D Traditions

Reading tip

(See Student's Book p. 40.)

The Reading Tip tells Ss that photos or illustrations can help them with difficult vocabulary in an article. A visual representation of the details in an article can help Ss understand the content and keep them from getting stuck on individual words they are not familiar with.

Help note Writing personal notes and emails

(See Student's Book p. 41.)

The Help Note gives openings and closings for personal notes and emails. The less formal examples are for use with friends, family, and other people you know well. The more formal examples are for use with colleagues (e.g., at work) and acquaintances.

- Less formal openings Dear Elaine, Hi Elaine,
- More formal openings Dear Ms. Collins,
- Less formal closings Take care, See you,

Love,

 More formal closings Best wishes, Best regards, All the best,

Celebrations

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

Introduce the theme of the unit Say, "This unit is about celebrations. Celebrations can be special events in people's lives, like birthdays and weddings. They can also be special days that everyone in a country celebrates, like Mother's Day. On some days, the whole country celebrates a holiday, and people do not go to work. Name a special holiday in this country." Call on a few Ss to answer. Ask, "What other special days can you think of?" Call on a few Ss to answer (e.g., *Valentine's Day, a religious holiday*).

In this unit, you learn how to ...

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

Extra activity CLASS / PAIRS

Ss look through the pictures in the unit and find events that they celebrated in the past year (e.g., *a wedding*, p. 33; *a birthday*, p. 35 or 36; *a festival*, p. 39). In pairs, Ss tell each other the name of the event. Ask several pairs to call out the events they found.

Before you begin . . .

 Introduce the special events in the pictures Have Ss look at Before You Begin. Read the six events aloud, and have Ss repeat. Say, "These are special events that people celebrate in their own lives."

CRecycle grammar This task recycles the present continuous and the simple present and their uses.

- Say, "Look at the pictures. Which of these special events are the people celebrating?" Call out a picture number, and have Ss describe the event in a complete sentence (e.g., *T: What are the people celebrating in picture 1? S: They're celebrating the birth of a baby.*). Point out the number 1 in the checkbox. Repeat the question for pictures 2–6, and have Ss write the numbers in the checkboxes [2. a wedding; 3. an engagement; 4. a wedding anniversary; 5. a graduation; 6. a retirement].
- Ask the class, "What other special days do people usually celebrate? Work with a partner, and write down some special days."
- Follow-up Pairs report their list of special days (e.g., a birthday, a housewarming, a promotion, national holidays like President's Day). Remind Ss to answer in complete sentences (e.g., People celebrate their birthdays.). Write the special days on the board for the class to copy.

Culture note

Retirement ages vary. Traditionally, 65 was the age that people stopped working in North America. Some people now want to continue working past 65, and some want to retire earlier. Many consider 55 a good age to stop working. Some kinds of jobs require people to retire at a certain age whether they want to or not, for example firefighters or law enforcement agents in the Federal Bureau of Investigation. In the United States, people used to start to receive Social Security (retirement money) at age 65, although the age is going up.

Extra activity GROUPS

Group members tell each other what their favorite celebrations are and why (e.g., *My birthday is my favorite celebration because I like to get presents.*).

Celebrations

/ 🔐 In this unit, you learn how to . . .

Lesson A

 Talk about gift giving and birthdays using be going to and indirect objects

Lesson B

- Talk about how you celebrate special days
- Talk about plans using the present continuous or be going to

Lesson C

- Use "vague" expressions like and everything
- Give vague responses like *It depends* if you're not sure how to answer

3

Lesson D

UNIT

- Read an article about traditions around the world
- Write an invitation to a special event

Before you begin . . .

Which of these special events are the people celebrating?

a graduation an engagement

5

a wedding a retirement

- 1 the birth of a baby
 - a wedding anniversary

What other special days do people celebrate?

Lesson A

Birthdays



Getting started

- A What kinds of events do you mark on your calendar? Make a list.
- B ■) 2.01 Listen and say the months and days of the month. When is your birthday? Circle the month and the day above. Then tell the class.

"My birthday's in May." OR "My birthday's on May tenth." OR "My birthday's on the tenth of May."

- C (1) 2.02 Listen to Alicia and her brother Dave. What are the three events on their calendar? Practice the conversation.
- Figure **D** Complete the conversation. Use the conversation above to help you. Then practice with a partner.
 - A What ______ you _____ buy your mom for her next birthday?
 - B I think I _____ get her some flowers.
 - A Do you always buy ______ something on her birthday?
 - B Yeah, and on Mom and Dad's anniversary, I always send ______ some flowers.

Lesson A Birthdays

1 Getting started

Set the scene Read the lesson title aloud. Ask, "What are some ways that you celebrate your birthday?" Ask Ss to call out their ideas (e.g., *have a party, go out for dinner*). Ask, "What do you do when it's another person's birthday?" Ask Ss for ideas (e.g., *buy a cake, buy a special gift*).

Α

- Preview and do the task Show Ss a calendar with holidays already printed on it, or give examples of the kinds of days that are usually already printed on a calendar that you buy in a store. Give Ss an example or two of what day or days you mark off on your calendar (e.g., family birthdays, vacation, anniversary, etc.). Then have Ss make a list of the days that they mark off on their calendars throughout the year.
- Have several Ss share their lists with the class.

B 🜒) 2.01

- Preview the task Tell Ss to listen and repeat the months of the year and the numbers for the days of the month. Model a date by saying "My birthday is (July seventh)."
- Play the recording Ss listen and repeat.
- Write on the board: 1, 2, 3, 5, 2O, 21. Ask Ss to look at the numbers in Days of the Month. Say, "Find these numbers and circle them. How do you say them as dates?" As Ss call out the words, write the ordinal number and the word on the board [1st (first); 2nd (second); 3rd (third); 5th (fifth); 20th (twentieth); 21st (twenty-first)].
- Say, "With most numbers, just add *th* to say it as a date. Notice that *I*, *2*, and *3* are different – first, second, third. Also, the spelling changes for some numbers when you add *th*." Write *five* and *fifth*. Say, "Change -*ve* to *f* and add *th*." Write *twenty* and *twentieth*. Ask, "What's the change?" [Change *y* to *i* and add *eth*.] Say, "Look at the list. Find three more numbers that have different spellings." [ninth, twelfth, thirtieth]
- Ask, "When's your birthday?" Tell Ss to circle the month and day.
- Read the three examples aloud. Ask, "What's the preposition when you just name the month?" [in] "What's the preposition when you name the month and the date?" [on] "What are the prepositions when you name the date and then the month?" [on, of] Ask a few Ss to tell the class when their birthday is.

Extra activity CLASS

Write on the board: *in the same month, on the same day, on the same month and day.* One at a time, Ss quickly call out their birthday (e.g., *S1: My birthday's on October 13th, S2: My birthday's on May 31st, etc.*). Ss listen and make note of when they hear a classmate's birthday that is in the same month or on the same day. Ss listen to find out if any classmates have the same birthday.

C ()) 2.02

- Preview the task Tell Ss to look at the picture only. Ask, "What do you think they are talking about?" [special days in May]. Say, "Alicia and Dave have some special events to celebrate. What are the three events on their calendar? Listen and write the answers."
- Play the recording Have Ss listen and write the answers. Check answers with the class [Their mom's birthday. Their mom and dad's anniversary. Dave's birthday.].
- Play the recording again Tell Ss to listen and write the date of each event.
- Play the recording again Tell Ss to read along and review their answers. Check answers with the class [Their mom's birthday is on May first. Their parent's anniversary is on May tenth. Dave's birthday is on May twenty-third.]
- Practice Tell Ss to practice the conversation in pairs, taking turns playing each role.

Figure it out

D

- Preview the task Write on the board: be going to. Say, "Look at the conversation. Underline sentences with be going to." [She's going to be 50! What are you going to get her? I'm going to buy her something special, ... I'm going to get you the same thing.] Ask, "What kind of word comes after going to?" [base form of the verb] Write on the board: Let's get mom and dad some flowers. Say, "'Mom and dad' is an indirect object. What other word can you use here?" [them]
- Do the task Have Ss complete the conversation. Check answers with the class: Ask a few Ss to read one of the sentences. Tell Ss to practice the conversation in pairs.

Answers

- A What are you going to buy your mom for her birthday?
- B I think I 'm going to get her some flowers.
- A Do you always buy her something on her birthday?
- B Yeah, and on Mom and Dad's anniversary, I always send them some flowers.
- Focus on the form Write on the board:

1 ____ / She / He ____ / You / We / They ____ going to have a party.

Ask, "What comes before *going to*?" [a form of *be*] Ask a few Ss to go to the board and add the correct form of *be*. [am / 'm; are / 're; is / 's; are / 're; are / 're] Ask, "What kind of word comes after going to?" [base form]

- Focus on the use Have Ss read the first question and answer again. Ask, "Are they talking about the past, now, or the future?" [the future] Say, "You can use be going to + verb to talk about the future."
- Try it out Tell Ss to take turns asking and answering the question in pairs. When they finish talking, have Ss form new pairs and ask and answer the question again.

2 Grammar

()) 2.03

- Present the grammar chart Play the recording. Ss listen and repeat.
- Understand the grammar Tell Ss to look at the first column in the chart. Write these sentences on the board: She's going to be 50. What are you going to do for your birthday? Are you going to have a party? Elicit the following sentence patterns for future with be going to: statement, information question, and yes-no question. Have various Ss call them out, and write each one next to the appropriate sentence above:

subject + be + going to + base form of the verb question word + be + subject + going to + base form of the verb?

be + subject + going to + base form of the verb?

- Have Ss write new examples for each pattern on the topic of birthdays. Tell Ss to work in pairs, reading each other's examples and answering the questions with true information.
- Write on the board:

Alicia's going to buy her mother a necklace.

(who for) (what)

Ask, "What is Alicia going to buy?" [a necklace] "Who is Alicia going to buy a necklace for?" [her mother] Explain, "The answers to the *what*? and the *who for*? questions both come after the verb." Write on the board: *Direct object* and *Indirect object*. Say, "The answer to *what* is called a *direct object*. The answer to *who for* is called an *indirect object*."

Ask Ss to look at the second column of the chart. Say, "Compare the sentences using nouns as indirect objects and indirect object pronouns. What pronoun is used for *my mother*?" [her] "How about *Dave*?" [him] "What about *Mom and Dad*?" [them] (For more information, see Language Notes at the beginning of this unit.)

A

 Preview and do the task Read the instructions aloud. Model the example question and answer with a student.

3 Speaking naturally

A 🜒) 2.04

- Preview the task Say, "When people say going to, they often say it quickly and the two words sound like one word." Explain to the Ss that "going to" is only reduced when it is followed by a verb. It is not reduced when "to" is used as a regular preposition with a location, such as in "I'm going to school." Read the instructions aloud.
- Play the recording Ss listen and repeat.

About

- B ()) 2.05
- Preview the task Tell Ss to listen for the missing words in each sentence and write them in the blanks.
- Play the recording Audio script p. T-168 Pause after the first question. Point out the example answer. Play the rest of the recording. Ss listen and complete each question.

Have Ss identify the indirect object pronoun [me]. Have Ss unscramble the questions. Then check answers with the class.

 Say, "Write your own answers to the questions. Use indirect object pronouns where necessary." Have Ss complete the task.

Answers

- Are you going to do anything special for your next birthday? (Actually, my friends are going to buy me dinner.)
- 2. Are your parents going to buy you something nice on your next birthday? (They're going to get me . . .)
- 3. What are you going to get your friends for their birthdays? (I'm going to get them . . .)
- Are you and your classmates going to send your teacher a birthday card? (We're going to send him / her...)
- 5. When are your parents' birthdays? What gifts are you going to buy? (My father's birthday is . . . I'm going to buy him . . . My mother's birthday is . . . I'm going to buy her . . .)
- 6. What are you going to buy your parents for their anniversary? (I'm going to buy them . . .)

About

В

- Preview and do the task Read the instructions aloud. To model the task, ask two Ss to read the example conversation aloud. Tell pairs to take turns asking and answering the questions from Exercise 2A.
- Follow-up Ss change partners and do the exercise again.

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.)

 Play the recording again Pause after each question. Ask Ss to read the complete question, imitating the pronunciation of *going to* that they heard for that question.

Answers

- 1. going to send
- 2. going to buy
- 5. going to spend

4. going to celebrate

- 3. going to buy
- Have two Ss read the example conversation. Tell Ss to work in pairs, taking turns asking and answering the questions.

Workbook

Assign Workbook pp. 26 and 27. (The answer key begins on p. T-181.)

Celebrations UNIT 4

Grammar Future with be going to; indirect objects 4) 2.03

Extra practice p. 143

be going to

I'm going to buy something special. You're going to get a present.

- She's going to be 50.
- We're going to send some flowers.
- They're going to have a party.

What **are** you **going to** do for your birthday? I'**m not going to** do anything special.

Are you going to have a party? Yes, we are. We're going to invite all our friends. No, we're not. We're not going to do much.

Indirect objects

buy / give / send someone something I'm going to buy **my mother** something special. Alicia isn't going to give **Dave** anything. Let's send **Mom and Dad** some flowers.

Indirect object pronouns

me, you, him, her, us, them I'm going to buy **her** something special. Alicia isn't going to give **him** anything. Let's send **them** some flowers.

- A Write questions with *be going to* using the prompts given. Then write your own answers using indirect object pronouns where necessary.
- 1. you / do anything special / for your next birthday? <u>Are you going to do anything special for your next birthday?</u> <u>Actually, my friends are going to buy me dinner.</u>
- 2. your parents / buy / you / something nice / on your next birthday?
- 3. What / you / get / your friends / for their birthdays?
- 4. you and your classmates / send / your teacher / a birthday card?
- 5. When are your parents' birthdays? What gifts / you / buy?
- 6. What / you / buy / your parents / for their anniversary?
- About B Pair work Ask and answer the questions.

A Are you going to do anything special for your next birthday?B Well, actually, I'm going to be 21, so I'm going to have a big party.

3 Speaking naturally going to

What are you going to do tonight? Are you going to go to the movies? I'm going to stay home.

A ◀) 2.04 Listen and repeat the sentences above. Notice the ways of saying going to.

About B () 2.05 Listen and complete the sentences with the missing words. Then ask a partner the questions.

- 1. Are you going to send anyone flowers this year?
- 2. Are you ______ any expensive gifts this year?
- 3. Are you ______ any cards this month?
- 4. Are you ______ anyone's birthday this month?
- 5. Who are you _____ your next birthday with?

A Are you going to send anyone flowers this year?B Yeah, I'm going to send my mom flowers on Mother's Day.



Lesson **B**

Building vocabulary

Word A What do people do on these special days? Find two expressions from the box for each event. What else do people do? Add ideas.

blow out candles on a cake exchange rings give someone chocolates get a degree or diploma go out for a romantic dinner go to see fireworks go trick-or-treating have a reception shout "Happy New Year" sing "Happy Birthday" wear a cap and gown wear a costume



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Lesson B Special days

Building vocabulary

 Set the scene Say, "Think about the celebrations we talked about at the beginning of the unit. Which two do you like best?" Have several Ss call out their two favorite celebrations.

Word

Α

- Preview the task Have Ss look at the pictures. Read the name of each day aloud, and have Ss repeat.
- Point out the expressions above the pictures. Read each one aloud, and have Ss repeat. Say, "What do people do on these special days? Find two expressions from the box for each picture."
- Do the task Have Ss complete the task and then compare their answers in pairs. Check answers with the class.

Answers

- New Year's Eve: go to see fireworks, shout "Happy New Year"
- Valentine's Day: give someone chocolates, go out for a romantic dinner
- birthday: blow out candles on a cake, sing "Happy Birthday"
- graduation day: get a degree or diploma, wear a cap and gown
- 5. Halloween: wear a costume, go trick-or-treating
- 6. wedding day: exchange rings, have a reception
- Ask, "What else do people do? Work with a partner. Add one idea for each special day." Go around the class, and help as needed. Then have a few pairs report their ideas to the class. Write Ss' ideas on the board.

Vocabulary notebook

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

About

В

Preview the task Read the instructions aloud. Ask two Ss to read the example conversation aloud. Ask, "What can A say next?" Write Ss' ideas on the board (e.g., That's nice, I'm going to go to a party, too. / That sounds fun. Is it at your friend's house?). Do the task Have pairs discuss the special days and events they are going to celebrate this year. Encourage Ss to continue their discussions as long as they can.

CP Recycle a conversation strategy This task reviews strategies for encouraging people to talk. Remind Ss to respond with a comment and a follow-up question where possible. Have Ss repeat the task, using the conversation strategy.

Follow-up Several Ss tell the class about a special day or event.

Extra vocabulary CELEBRATIONS

Present or have Ss suggest extra vocabulary for celebrations, such as exchange vows, wear a veil / a wedding gown / a tuxedo, blow a party horn, give a speech, wrap a present, put on special makeup, set off firecrackers, throw party streamers.

Extra activity INDIVIDUALS / PAIRS

Ss make a list of activities they do for different holidays. When finished, Ss share their lists in pairs. A few Ss then report the most interesting activities they heard to the class.

Extra activity PAIRS

Ss look at the vocabulary in the box in Exercise 1A. Ss take turns asking and answering questions using each of the expressions (e.g., *Did you blow out candles on a cake on your birthday? Do you usually give someone chocolates on Valentine's Day? Did your parents exchange rings on their wedding day?*).

Sounds right

Tell Ss to turn to Sounds Right 4 on page 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.)

2 Building language

 Set the scene Say, "Imagine you are making plans for New Year's Eve. Tell a partner what you are going to do to celebrate." Have a few Ss report their partners' plans.

A 🜒) 2.06

- Preview the task Read the instructions aloud. Say, "Close your books and listen for the answer to the question: What are Marcella's plans for tomorrow night? Then write the answer."
- Play the recording Ss listen and write the answer. Check the answer with the class [Marcella is going out for dinner with a group of friends and then to a big New Year's Eve party.].
- Play the recording again Write on the board: meet at the restaurant, go to the party. Say, "Listen again. What times are they going to do these things?" Ss listen and write.
- Play the recording again Books open. Ss read along and review their answers. Check answers with the class [meet at the restaurant: 8:30; go to the party: around 11:00].

Figure it out

В

- Preview and do the task Say, "Read Marcella's phone message again. Find and underline her plans. Then find and circle the weather prediction." Say, "A prediction is a guess about the future."
- Call on individual Ss to read the answers aloud, and write them on the board:

Plans:

- A group of us are going out for dinner and then to a big New Year's Eve party.
- 2. We're meeting at the restaurant at 8:30, and we're probably going to go to the party around 11:00. Prediction:

3. . . . they say it's going to snow tomorrow . . .

- Notice the form and the use Ask, "What verb form is used in sentence 1?" [present continuous] "How about sentence 2?" [present continuous and be going to + verb] "What about sentence 3?" [be going to + verb]
- Ask, "Are the present continuous sentences about the present or future?" [future] Say, "People use both the present continuous and *be going to* + verb to talk about the future."

3 Grammar

()) 2.07

- Present the grammar chart Play the recording. Ss listen and repeat. (For more information, see Language Notes at the beginning of this unit.)
- Present Common Errors Read the information aloud. Write on the board: They going on vacation next week. I seeing Tom tomorrow. Have Ss correct the sentences.
- Understand the grammar Say, "The present continuous and be going to are similar in meaning. People often use the present continuous when their plans are decided with specific times and places." Say, "Write two questions about future plans plans with the question words When and Where. Write one question in the present continuous and one with be going to + verb." (e.g., When are you graduating? / When are you going to graduate?).
- Follow-up Ss ask and answer their questions they wrote in pairs.
- Ask Ss to read the bottom section of the chart. Ask a few Ss, What's the weather going to be like tomorrow? Is it going to be sunny or cloudy?" Ask, "Can you use the present continuous for predictions?" [no]
- Present Common Errors Read the information aloud.
- Write on the board: They ____ (go) on vacation next week.
 I ____ (see) my friend tomorrow. Have Ss complete the sentences. [They're going /going to go / I'm seeing /going to see . . .]

A

 Preview and do the task Read the instructions aloud. Have Ss read the plans and the predictions. Then model

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the activity with one S reading aloud item 1, and item h. Tell Ss to match the remaining plans and predictions.

 Have Ss compare their answers in pairs. Check answers with the class.

Answers

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

Tell Ss to role-play conversations.

В

C Recycle a conversation strategy This task recycles reaction expressions such as *That's cool* and follow-up questions. (For a list of *That's* expressions, see *Touchstone* Student's Book 1, Unit 7, Lesson C.)

About

- Preview the task Read the instructions aloud. Ask two Ss to read the example conversation aloud. Say, "Keep your conversations going with *That's* expressions and follow-up questions."
- Do the task Have pairs find out about each other's plans. Go around the class, and help as needed.
- Follow-up Several Ss report on their partners' plans for next weekend.

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.)

Workbook

Assign Workbook pp. 28 and 29. (The answer key begins on p. T-181.)

2 Building language

A () 2.06 Listen to Marcella's phone message. What are her plans for tomorrow night? Voice mail Hi. This is Laurie. Please leave a message after the beep. Thanks for calling. Marcella Hi, Laurie. This is Marcella. Listen, what are you doing tomorrow night? A group of us are going out for dinner and then to a big New Year's Eve party. Do you want to come? We're meeting at the restaurant at 8:30, and we're probably going to go to the party around 11:00. It's going to be a lot of fun. So call me back, OK? Oh, and by the way, they say it's going to snow tomorrow, so be careful. Bye. Figure B Find Marcella's plans and the weather prediction. What verb forms does she use? Grammar Present continuous for the future; be going to 1) 2.07 You can use the present continuous or be going to to talk about plans. The present continuous is often used for plans with specific times or places. What are you doing for New Year's Eve? What are you going to do for New Year's Eve? We're going to The Sea Grill for dinner. We're meeting friends there at 8:30. You can also use be going to for predictions. It's going to be fun. (NOT It's being fun.) It's going to snow tomorrow. (NOT It's snowing tomorrow.) A Match each plan with a prediction. Then role-play with a partner. Ask follow-up questions. 1. I think my parents are going to get me something special for graduation. h 2. My neighbors are going trick-or-treating on Halloween. 3. My best friend's getting married in May. 4. My sister's graduating from law school soon. 5. I'm going to get my dad a tie for his birthday. 6. My best friend and I are going to Paris next month. My sister's having a baby next month. ____ My mom's going to retire next year. ____ About vou B Pair work Find out about each other's plans for next weekend. A What are you doing next weekend? B Well, I'm meeting a friend, and we're going to go roller-skating.



Extra practice p. 143

We're going to go somewhere for dinner. We're going to meet some friends at a restaurant.

Common errors

Remember to use a form of be with going to and the present continuous.

We're going to meet some friends. (NOT We going to meet...)

We're meeting some friends. (NOT We meeting . . .)

- a. I think he's going to love it.
- b. She's going to be a great lawyer.
- c. It's going to be a fun wedding.
- d. We're going to have a great time.
- e. I think it's going to be a boy.
- f. It's going to rain, but they don't care.
- g. She's going to love not going to work.
- h. Or they're going to give me some money.

It depends.

Conversation strategy "Vague" expressions

- A What kinds of things do people do at fiestas and festivals? Make a list.
- B ◀)) 2.08 Listen. What happens during the fiesta?



Ray	Are you going to the fiesta this
	weekend?

- Tina I don't know. It depends. What is it exactly?
- Ray Well, it's just, um ... it's a festival. It's lots of parades and stuff like that. Everybody gets dressed up, you know ...
- Tina You mean in costumes?
- Ray Yeah. There are hundreds of cute little kids in purple and silver outfits with makeup and everything....
- Tina Uh-huh. Uh, I'm not big on parades.
- Ray And there's good food. You can get all kinds of tacos and things. Do you want to go?
- Tina Hmm. Well, maybe.

and stuff (like that) and things (like that) and everything

In conversation

People use *and stuff* in very informal situations. *and stuff and things*

D Find the vague expressions in these conversations. What do they mean? Choose two ideas from the box for each one.

anniversaries	
candles	

concerts cultural events dancing holi folk songs √see

holidays ✓ see old friends

sing "Happy Birthday" spend time at home

1. A What are you doing for spring break?

examples in the conversation.

- B I'm going home. I really want to see my family (and everything.) see old friends
- 2. A Do you usually go to a restaurant to celebrate birthdays and stuff?
 - B Yeah, we know a nice place. They bring out cakes and everything.
- 3. A Are you into traditional music and stuff like that?
 - B Yeah, we have a lot of music festivals and things like that around here.

About E Pair work Ask and answer the questions. Give your own answers.

Lesson C It depends.

C Lesson C recycles the simple present and the present continuous and *be going to* for future. It also recycles *or anything* and *or something* (taught in *Touchstone* 1, Unit 12, Lesson C).

Conversation strategy

 Set the scene Read the title of the lesson aloud. Say, "Ray and Tina are in a café. They're talking about the newspaper Ray is showing Tina. What does it say?" [Mexican Days; Fiesta]

A

Preview and do the task Ask, "What does 'vague' mean?" (not specific or exact) Explain that people use vague expressions like and everything and and things like that when they're sure that the listener knows what they are talking about. (For more information, see Language Notes at the beginning of this unit.) Read the instructions aloud. Say, "A festival is a series of events and celebrations, usually organized around a central theme." Ask, "Have you ever been to a festival? What was it for?" Have Ss call out the answers. Then have Ss make a list of the kinds of things people do at a fiesta or festival. Have Ss call out the words on their lists (e.g., costume, music, parade, food). Write them on the board.

B ()) 2.08

- Do the task Books closed. Say, "Listen to Ray and Tina's conversation. What happens during the fiesta?" Tell Ss not to write anything down the first time they listen.
- · Play the recording Ss listen.
- Play the recording again Ss listen and write the things that happen.
- Play the recording again Books open. Tell Ss to listen, read along, and review their answers. Check answers with the class [There are parades, and everybody wears costumes. There's good food.].
- Ask Ss to read the conversation again and look for the words they brainstormed in Exercise 1A. As Ss call them out, circle them on the board.

С

Present Notice Read the information aloud. Remind Ss that vague means "not exact" or "not clear." Ask a S to read the example. Say, "Find examples in the conversation." [It's lots of parades and stuff like that. There are hundreds of cute little kids in purple and silver outfits with makeup and everything. You can get all kinds of tacos and things.]

- Present In Conversation Read the information aloud. Ask, "Which expression do people use more: and stuff or and things?" [and stuff]
- Practice Tell Ss to practice the conversation in pairs, taking turns playing each role. Tell Ss that those playing the role of Tina should close their books and try to play her role from memory.

D

- Preview the task Read the instructions aloud. Tell Ss to look at the words and expressions in the box. Read each word or expression aloud, and ask Ss questions using each (e.g., What anniversaries are special? Do you like concerts and things like that?). Then have Ss read the conversations. 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 read their answers.

Answers

- 1. B see old friends / spend time at home
- 2. A anniversaries / holidays
 - B candles / sing "Happy Birthday"
- A dancing / folk songs
 B concerts / cultural events

About

E

- **Do the task** Have pairs ask and answer the questions from Exercise 1D. Tell Ss to use their own answers. Go around the class, and help as needed.
- Follow-up Several Ss report on their partners' responses.

Extra activity PAIRS / GROUPS

Pairs choose a special holiday to explain. Pairs write their own conversation based on Ray and Tina's. A few pairs join to become a group. Pairs read their conversation to the group.

2 Strategy plus

- Present Strategy Plus Read the information and the conversation aloud. Ask, "Why does Tina say, 'I don't know. It depends.'?" [She wants to know more about the festival before she decides.]
- Present In Conversation Books closed. Write on the board: / don't know, Maybe, I'm not sure, It depends. Ask, "Which two responses are more common? Write your answers." Tell Ss to open their books and read the information to find the answer [I don't know.].

A

- Preview the task Read the instructions aloud. Have a different S read each question aloud.
- Do the task Have Ss match two responses to each question. Check answers as a class.
- Practice Have pairs practice each conversation and both responses.

Answers

1.	а,	h	
2.	С,	d	

- 3. b, g
- 4. e, f

About you

B

- Do the task Have pairs ask and answer the questions from Exercise 2A, but this time use their own answers. Go around the class, and help as needed.
- Follow-up Several Ss report on their partners' responses.

Extra activity PAIRS / GROUPS

Ss research a holiday / celebration for homework, and then come back and explain it to their group. It can also be researched in pairs and then explained to the class.

3 Listening and strategies

A 🜒) 2.09

- Preview the task Ask Ss to look at the two pictures. Ask, "What's happening in the pictures?" [Saint John's Bonfires: People are watching a bonfire and fireworks. Festival of Colors: People are tossing colorful powders at each other.] Read the five questions Ss need to answer.
- Play the recording Audio script p. T-168 Ss listen and write answers.
- Play the recording again Ss listen again and review their answers. Check answers with the class: Ask the questions about the two events. As Ss call out the answers, write them on the board.

Possible answers

- a. Saint John's Bonfires
- 1. Spain
- 2. It's in June.
- They have bonfires and kids jump over them. People dance and there are fireworks. There are also traditional markets.
- In some places they eat a special tuna pie. It's a kind of fish dish.
- 5. People celebrate mid-summer.
- b. The Festival of Colors
- 1. India
- 2. It's every spring.
- They have bonfires, there's singing and dancing, and they throw colored powder at each other.
- 4. Yes. They have special food stands.
- 5. It celebrates the end of winter and start of spring.

About you

В

Preview and do the task Read the instructions and have two Ss read the example conversation. Make sure Ss understand that they should not tell their partner the festival they are thinking of and that their partner must guess the festival based on the answers to the questions. Have Ss do the task.

Extra activity INDIVIDUALS / PAIRS

Books closed. Write the word *Festival* on the board, and tell Ss they have one minute to brainstorm words associated with *Festival*. Ss compare their words with a partner.

Extra activity INDIVIDUALS / GROUPS

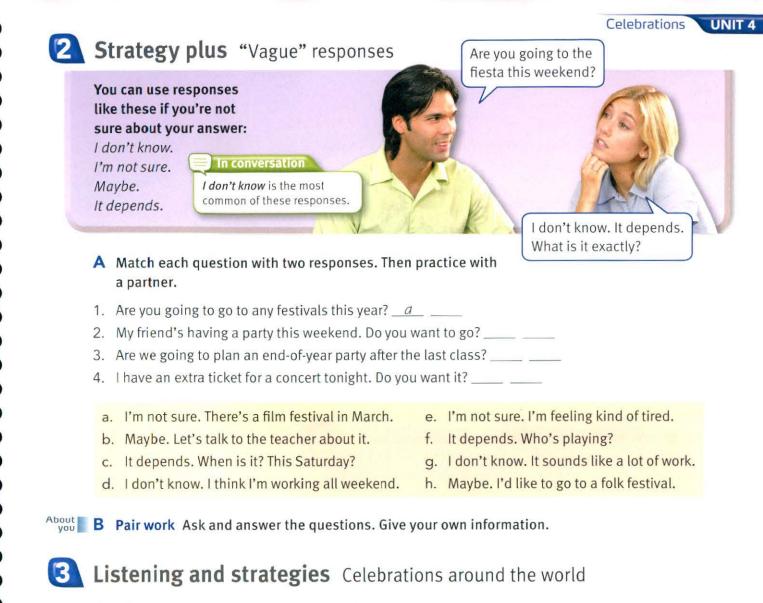
Ss write three questions of their own for a holiday in their country and three questions for a holiday they would like to know more about. Ss ask and answer their questions in groups.

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-130.)

Workbook

Assign Workbook pp. 30 and 31. (The answer key begins on p. T-181.)



A ■) 2.09 Look at the pictures of two festivals. What's happening? Then listen and answer the questions about each festival.

- 1. Which country celebrates the festival?
- 2. When is it?

About

- 3. How do people celebrate?
- 4. Do they eat any special foods?
- 5. Why do they celebrate?





b. The Festival of Colors

B Pair work Student A: Choose a festival you know. Student B: Ask your partner the questions above. Can you guess the festival? Are you going to celebrate it?

- A So, which country celebrates the festival and when is it?
- B Well, it depends. It's usually in February and a lot of people celebrate it around the world. People see fireworks and stuff.



39

Reading

A What do people in your country do for these events?

They exchange rings.





Let's celebrate!

B Read the article. Which traditions are similar to the ones in your country? Which are different?



Reading tip

Look at the photos. They can sometimes help you with the vocabulary in an article.

Although people around the world celebrate many of the same events, they sometimes celebrate these special days quite differently. We found some interesting – and unique – traditions for celebrating New Year's Eve, birthdays, and weddings.



What is the new year going to bring?

NEW YEAR'S EVE

In Mexico, people celebrate the start of the new year by getting together with friends and family. On New Year's Eve, they have a special dinner. Then, when the clock strikes midnight, everyone starts eating grapes – one for each month of the next year. A sweet grape means the month is going to be a good one. If a grape is sour, then the month is not going to be so good.

BIRTHDAYS

In China, there's an interesting birthday tradition for infants. A baby is one year old on the day he or she is born. One year later, friends and relatives get together for the baby's second birthday. They put several objects in front of the baby, such as some money, a doll, and a book. If the baby picks up the money, it means he or she is going to be wealthy. Reaching for the book means the baby is going to be a teacher, and picking up the

doll means the baby is going to have a lot of children one day.

What's this baby's future?



Are these newlyweds going to have good luck?

WEDDINGS

Weddings around the world have different traditions, and Venezuela is no exception. Of course, during a wedding ceremony, couples promise that they will always love and take care of each other. However, in Venezuela, the bride and groom don't always say their promises - sometimes they sing them. Later, during the reception, the bride and groom sneak away. If no one sees them leave, it means they are going to have good luck in their marriage. And that seems to be something that all these traditions have in common – they are all meant to bring good luck.

Lesson D Traditions

 Set the scene Read the title of the lesson aloud. Ask, "What's a tradition?" Get ideas from Ss (e.g., a custom, such as different ways of celebrating a holiday, that has been around for a long time). Tell Ss about a tradition you or your family has each year (e.g., Every year my family gets

1 Reading

A

Prereading

Preview and do the task Read the instructions aloud. Write the three celebrations on the board: weddings, birthdays, and New Year's Eve. Write the example in the Student's Book in the word web for weddings: They exchange rings. Make sure Ss understand what this means. Ask, "What do people in your country do at weddings? What do people wear? Do they give presents?" Write Ss' ideas on the board under weddings. Repeat for the other celebrations.

В

During reading

- Present Reading Tip Read the tip aloud. Ask, "What do you see in the photos?" Explain that sometimes photos or illustrations can help a reader with difficult vocabulary because they show details about the article.
- Preview the reading Tell Ss to look at the article for about fifteen seconds and then close their books. Ask, "What countries or areas are mentioned?" Tell Ss to call out the countries and areas they found [Mexico, China, Venezuela]. If you have a class map, point out the locations of these places. Then have Ss look at the pictures and predict what kinds of events they think will be included in the article.
- Do the reading Read the instructions aloud. Say, "Before you read, scan the article. Look for any of the ideas on the board, and circle them in your books." Explain, "Remember that when you scan, you read very quickly and look for specific information. Don't read every word." When Ss finish, have them report to the class the ideas they found. Circle those ideas on the board.

together for a family reunion / eats turkey at Thanksgiving.). Say, "It's a (family) tradition." Ask, "What are some examples of traditions you have?" Call on Ss to give examples.

 Write these questions on the board: Do you have any of these traditions? Which tradition is the most unusual to you? Is it an interesting article for you? Why? Why not?

Ss read the article. When they finish, call on Ss to answer the questions.

Do the reading again Have Ss read the article again in groups and make a list of words or expressions they do not understand. Have each group exchange their list with another group and write definitions for each other. Tell Ss they can use dictionaries. Go around the class, and help as needed. Then have groups return the list of words and definitions to the original group for review.

Extra activity GROUPS

Groups play a vocabulary game. Each group has the list the other group gave them. Two different groups work together. One group reads the definition for one word. The other group guesses the word. Then groups switch roles. Groups get one point for each correct guess. The group with the most points wins.

С

Postreading

- Preview the task Read the instructions aloud. Ask different Ss to each read an item aloud. Make sure Ss understand what information they are looking for.
- Do the task Have Ss decide if each item is true or false. Then have them compare their answers in pairs. Check answers with the class.

Answers

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

About

D

 Preview the task Read the instructions aloud. Ask three Ss to each read a question aloud.

2 Listening and writing

A

Set the scene Say, "When you get an invitation to a party, what information does it have?" Have Ss call out their ideas, and write them on the board [the event, the day and date, the time, the place].

◀)) 2.10

- Preview the task Read the instructions aloud. Make sure Ss understand what information they are going to listen for. Read the invitations aloud, and pause at the missing parts. Call on Ss to suggest what information goes in each blank (e.g., the day and the date).
- Play the recording Audio script p. T-168 Ss listen.
- Play the recording again Ss listen and complete the invitations. When Ss finish, have them compare their answers in pairs.
- Play the recording again Ss listen and review their answers. Check answers with the class.

Answers

Email invitation

Elaine's Housewarming party

From: Elaine Collins (elaine@cup.org)

Hi Simon and Julie,

My new apartment is ready and I'm finally having a housewarming party! It's on Saturday, November 16th, at 4:30 p.m. My new address is 1452 E. Mulberry St. By the way, Sally is going to bring some chicken. Simon, can you make some of your special bread? Thanks!

See you,

Elaine

- Do the task Have Ss take turns asking and answering the questions in groups. Tell Ss to make notes about the different traditions they discuss. As they talk, go around the class and help as needed. Encourage Ss to use English only. (Note: In classes made up of Ss from different cultural backgrounds, put Ss from different backgrounds together to encourage a more interesting exchange of information. In classes made up of Ss from the same cultural backgrounds, give each group just one of the questions to discuss.)
- **Follow-up** Different groups report some of the interesting things they learned.

Extra activity GROUPS

Ss from similar ethnic and cultural backgrounds work together to give a report about weddings, birthdays, or New Year's celebrations in their country. Other Ss in the class ask follow-up questions after each report.

Printed invitation

In celebration of their <u>25th</u> wedding anniversary, Iris and Derek invite you to dinner on <u>Sunday</u>, <u>August 17th</u>, at 7:00 p.m. at The French Restaurant.

Dear John and Jessie,

Hope you can make it to the dinner. There's going to be music and fireworks afterward. We look forward to seeing you both.

Best regards, Iris and Derek

В

- Present Help Note Read the information aloud. Say, "When you write your own invitation in the next exercise, decide if you are going to write a less formal or more formal note." (For more information, see Language Notes at the beginning of this unit.)
- Preview and do the task Read the instructions aloud. Have Ss find the expressions from the Help Note in the invitations in 2A. Check answers as a class.
- Follow up Have Ss say which invitation is more formal and give reasons. (Iris and Derek's invitation is more formal. It starts with *Dear* and ends with *Best regards*. Elaine's invitation starts with *Hi* and ends with *See you*.)

About you

С

 Preview and do the task Read the instructions aloud. Have Ss write an invitation to a special event and then give it to their partner. Partners write responses to the invitation.

Workbook

Assign Workbook pp. 32 and 33. (The answer key begins on p. T-181.)

Celebrations UNIT 4

CR	Read the article again. /	Are the sentences t	rue or false?	Check (✓)	True (T)	or False (F).
----	---------------------------	---------------------	---------------	-----------	----------	---------------

		Т	F
1.	In Mexico, people eat grapes at a special dinner.		
2.	If you eat a sweet grape on New Year's Eve, it means that the year ahead is going to be good.		
3.	In China, the family gets together on the day the baby is born.		
4.	If the baby picks up a doll, it means he or she is going to have a lot of brothers and sisters.		
5.	In Venezuela, the bride and groom can sing their promises to love each other.		
6.	If they don't go to the reception, it means they will have good luck in their marriage.		

About you D Group work Discuss these questions about traditions.

- What traditions do you have for wedding receptions?
- Which birthdays are extra special? How do people celebrate them?
- What traditions do you have for New Year's Day? What brings good luck for the new year?

Listening and writing Congratulations!

A ■) 2.10 Listen to these people talk about their invitations to the events below. Complete the information.

Subject: Elaine's housewarming party From: Elaine Collins (elaine@cup.org)	In celebration of their wedding anniversary, Iris and Derek invite you to dinner on,, at p.m.
Hi Simon and Julie, My new apartment is ready and I'm finally having a housewarming party! It's on Saturday, at p.m. My new address is 1452 E. Mulberry St. By the way, Sally is going to bring some Simon, can you make some of your special? Thanks! See you, Elaine	at The French Restaurant. Dear John and Jessie, Hope you can make it to the dinner. There's going to be and afterward. We look forward to seeing you both. Best regards, Iris and Derek

B Read the Help note. Then find the expressions in the invitations above and circle them.

Help note Writing personal notes and emails Less formal More formal Start like this: Dear (name), Hi (name), Dear (name), Best wishes, See you, Love, All the best,

About Voir C Invite a partner to a special event. Write an invitation and add a personal note. Then exchange invitations with your partner. Write a response.

Vocabulary notebook /

Calendars

Learning tip Linking events with dates

You can write down some of your new vocabulary on a calendar. It's a useful way to learn the names of special events and celebrations.

In conversation

February blues

The month people talk about least is *February*. The month people talk about most is *July*.

Complete the calendar with words from the box.



2 Now make your own calendar. Note important dates and plans in your year.

On your own

Buy a wall calendar. Each month, circle your important dates and write your appointments and events in English.

MAY Party 6 7 8 9 Party 13 14 15 16 Party 20 22 23 27 28 29 31

0

Can Now I can . . .

- 🖌 l can . . .
- I need to review how to . . .
- talk about birthdays, celebrations, and holidays.
- discuss future plans and make predictions.
- talk about gift giving.
- describe how I celebrate special days and holidays.
- use "vague" expressions like and everything.
- give vague responses like *It depends*.
- understand conversations about festivals.
- understand conversations about parties.
- read an article about world traditions.
- write an invitation to a special event.

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 Tell Ss to look at the title of the lesson. Ask "Do you use a calendar? What do you write on it?" Have Ss call out ideas. Read the information in the box aloud. Say, "Writing important events on a calendar is a great way to remember them and learn new vocabulary at the same time."

1

- Preview and do the task Read the instructions aloud. Ask Ss to look at the month of January. Ask a S to read the information. Point out that Ss should use each word or expression from the box only once.
- Have Ss complete the calendar. Check answers with the class.

Present In Conversation Review the months of the year. Books closed. Ask Ss to guess the most talked about month of the year. Have Ss call out suggestions and explain why. Repeat for the least talked about month of the year. Then have Ss read February Blues and see if their guesses are correct [most talked about: July; least talked about: February].

C These tasks recycle the months of the year, ordinal numbers, and the names of special events.

Answers

111011010	
January	11th - Mom's birthday. Buy her flowers and a cake.
February	14th - Valentine's Day!
March	23rd – Suzanne's birthday. Go out for dinner.
April	1st – April Fool's Day
May	4th - My birthday!
June	2nd - End of exams
	21st – School graduation. Rent a cap and gown.
July	1st - Summer vacation starts.
	22nd – Dad's 65th birthday.
August	16th – Summer party and fireworks at night.
September	10th - Jack and Betty's wedding
	anniversary. Send them a card.
October	31st - Halloween.
November	28th - Family reunion for Thanksgiving.
December	31st - New Year's Eve party.

2

 Preview and do the task Read the instructions aloud. Have Ss make their own calendar. When Ss finish, have them compare their important dates and plans in pairs.

On your own

- Present On Your Own Read the information aloud.
- Follow-up At the start of the next class, put Ss in small groups to compare their calendars. Alternatively, at the start of the next class, put a wall calendar up in the classroom, and call on different Ss to write important school events, holidays, test dates, and homework assignments on the calendar.

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.

^u™5 **Growing up**

Grammar be born

(See Student's Book p. 45.) The expression *be born* is used to review the past of *be*.

Grammar Simple past (review)

(See Student's Book p. 45.)

This lesson reviews simple past affirmative and negative statements, *yes-no* questions, and information questions with *be* and other verbs.

Form

The grammar chart includes the structures for verbs in the past taught in *Touchstone* Student's Book 1, Units 10 and 11. Information about these structures can be found in the Language Notes for those units.

Use

The simple past is one of the most frequently used tenses in English. It is generally used:

- to talk about single or repeated actions, events, and situations in a definite, finished time in the past.
 As a child, I spoke Chinese at home.
- with a past time expression.
 I lived there from 1997 to 1999 / until I was five.
- when a past time period is understood in the conversation. How long did you live there?

Grammar Time expressions

(See Student's Book p. 45.)

The time expressions in the chart are adverbs, conjunctions, and prepositions. They express the duration of events and points in time in the past.

Form

- for (preposition)
 for + a period of time (e.g., six years / a long time)
 I lived there for six years / a long time.
- in (preposition)

in + a specific point in time (e.g., *month / year*) *We moved in May / in 2004.*

from _____ to ____ (prepositions)

from _____ *to* _____ + specific points in time (e.g., *months / years*)

I taught there from May to July. / We lived in Brazil from 1985 to 1992.

- ago (adverb)
 time expression + ago (e.g., ten years ago, three days ago)
 My family moved to the United States ten years ago.
- *until* (conjunction)
 until + clause with a specific point in time
 We lived there until I was six.

until (preposition) until + a specific point in time (e.g., year / month) We lived there until 1992 / February.

Language notes

- then (adverb)

 (and) then + a sentence / clause
 We lived in Brazil. Then we moved to the U.S.
 We lived in Brazil, and then we moved to the U.S.
- when (conjunction)
 when + clause
 We left when I was six.

Use

 (For) long is used in questions and negative sentences, but not in affirmative sentences. In affirmative sentences, (for) a long time is used.

Did you live there (for) long? We didn't live there (for) long.

We lived there (for) a long time.

- From _____ to _____ indicates a period of time, starting and ending at specific times.
- Ago is used to tell how long before the present something happened (e.g., *They came here three years ago.*).
- Until means "up to a specific point in time." We lived in Singapore until 1985.
- When begins the time clause in a sentence. Used with a simple past tense verb, it means "at the same time as" or "immediately after."
- In formal writing, then by itself cannot connect two clauses; and is needed before then (e.g., We lived in Peru for a year, and then we returned to the U.S.). However, then can come at the beginning of a sentence (e.g., We lived in Peru for a year. Then we returned to the U.S.).

O Corpus information

Common errors with before and ago

Ss often confuse *before* and *ago*. *Ago* refers back to a period of time that goes from a point in time in the past to the present.

Before refers to an earlier point of time before a specific time in the past. We moved here six years ago. (= six years before now) NOT We moved here before six years. We moved here six years before.

Speaking naturally did you

(See Student's Book p. 45.)

In fast speech, the vowels of *did you* are reduced and the *d* and *y* are blended into /dʒ/. People say *did you* as /dɪdʒuw/ or /dɪdʒə/. For *What did you*..., people say /wədɪdʒuw/, /wədɪdʒə/, or /wədʒə/.

Lesson B Favorite classes

Grammar Determiners

(See Student's Book p. 46.)

The determiners *all* (*of*), *most* (*of*), *a lot of, some* (*of*), *a few* (*of*), *no*, and *none of* are taught in this lesson. They are "quantifiers." They are used before nouns to say how much or how many of something we are talking about.

Form

General statements (determiner + noun) all / most / a lot of / some / a few / no + plural noun All high schools have math teachers.

A lot of **people** don't like math.

No students like exams. (Note: No can also be followed by a

- singular noun [e.g., No student likes exams.].)
- Specific statements (determiner + of + determiner + noun) all (of) / most of / a lot of / some of / a few of / none of + other determiner + plural noun

All of / Most of / A few of / None of my friends go to the library after school.

- Note the use of of in specific statements.
- All is the exception because it can be used with or without of before determiner + noun.

All of my friends go to the library after school. All my friends go to the library after school.

 Specific statements with object pronouns (determiner + of + object pronoun)

all of / most of / a lot of / some of / a few of / none of + object pronoun

Some of them joined a study group.

Use

When all, most, some, and a few are used before a noun with no other determiner to talk about people or things in general, they are used without of.

Most people study English these days.

These quantifiers are used with of before a noun with another determiner (e.g. the, my, this, etc.)and refer to more specific groups; before other determiners such as the, my, you, this, that; or before object pronouns such as us or them. Most of my friends study English; some of us are good at it.

The exceptions are a lot of, which is a fixed expression, and all. After all, of is optional before determiners, but not before object pronouns.

All my friends study English.

All of my friends study English.

All of us study English.

- No is not followed by of or by a determiner.
- No students like exams.

No students completed the exam in the time allowed.

 After none of + plural noun or pronoun, the verb can be plural or singular, though a singular verb is often considered "more correct" especially in writing. None of my friends like / likes English.

O Corpus information everyone / everybody; no one / nobody

People rarely, if ever, say All people . . . or No people . . . ; they use everyone / everybody and no one / nobody.

Lesson C Well, actually, . . .

Conversation strategy Correcting things you say

(See Student's Book p. 48.)

Well, Actually, and *No, wait* are useful expressions people use to correct themselves or change what they say in some way. This lesson recycles *Well* and *Actually* but with this additional use (*Well:* See *Touchstone* Student's Book 1, Unit 4; *Actually:* See *Touchstone* Student's Book 2, Unit 1.).

Use

These expressions serve as a signal to the listener that a correction or change is coming.

- A Did you know Mark in high school?
- B No. Well, actually, I just saw him around the school. No, wait.... I had English class with him. That's right.

Strategy plus I mean

(See Student's Book p. 49.)

Use

People use *I mean* to correct themselves when they realize that they have just used the wrong word or expression. It is also used to correct slips of the tongue.

My sister was in the school orchestra, I mean, the school band, until she graduated.

Ocorpus information Well and actually

Well is one of the top 50 words in conversation, and actually is one of the top 200. I mean is one of the top 100 "items" (i.e., single words and phrases) in conversation.

Lesson D Teenage years

Reading tip

(See Student's Book p. 50.)

The Reading Tip tells Ss after they finish reading the interview, they should reflect on their own answers to the questions, and then compare their answers to the interviewee's. Accessing their own ideas about the same questions can help them understand the interviewee's ideas better.

Help note Linking ideas: *except (for), apart from* (See Student's Book p. 51.)

- The Help Note adds two more linking expressions: except (for) and apart from.
- These two expressions mean "but not" or "not including"; they "subtract" ideas.

Growing up

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

Introduce the theme of the unit Say, "This unit is about growing up. Growing up is about changing from a baby to a child to a teenager to an adult. Growing up is about getting older, but it's also about experiences in your life and things that you did, like starting school or learning to do something."

In this unit, you learn how to ...

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

Extra activity CLASS / PAIRS Write on the board:

Find

1. a past tense question with be.

- 2. a school subject you like.
- 3. a school subject you don't like.

4. a way to correct yourself when you say the wrong word.

5. Joe Hodgson's best subject in school.

Ss look through Unit 5 and find and write an example for each item. Pairs compare their choices. Several Ss tell the class their answers (e.g., 1. Where were you born?, pp. 44–45; 2. literature, p. 47; 3. math, p. 47; 4. No, wait. I mean . . . , pp. 48–49; 5. science, especially biology., p. 50).

Before you begin ...

 Introduce the memories Read Before You Begin aloud. Ss listen and repeat.

C> Recycle grammar Say, "When you talk about your memories of growing up, what's a good tense to use?" [simple past]

- Say, "Look at the pictures. Do you have very strong memories of any of these things?" Have several Ss tell the class which they remember most.
- Write your first close friend on the board. Ask, "What words or expressions do you think of when you think about your first close friend?" Write Ss' suggestions on the board (e.g., neighbor, school, boy, girl, play, game, secrets, happy).
- Write *learning to swim* on the board. Ask, "What words or expressions do you think of when you think about learning to swim?" Write Ss' suggestions on the board (e.g., *water*, *lake*, *pool*, *splash*, *mouthful*, *fun*).
- Write got into trouble on the board. Ask, "What words or expressions do you think of when you think about a time you got into trouble?" Write Ss' suggestions on the board (e.g., parents, brother, sister, break something, lose something, tell a lie, not do homework, talk in class).

Write first day of school on the board. Ask, "What words or expressions do you think of when you think about your first day of school?" Write Ss' suggestions on the board (e.g., teacher, classmates, nervous, bus, classroom, desk, sing, draw).

CD Recycle a conversation strategy Have Ss form small groups to talk about their memories. Ask each group member to choose one memory to tell the group. Remind the Ss who are listening to use expressions that show surprise or interest to encourage the speaker to say more.

 Ask, "Do you have other memories about childhood?" Elicit ideas from Ss (e.g., I remember our vacation trips. I remember having barbecues in the back yard.)

Extra activity GROUPS

Ss each choose one memory from childhood, and tell their group about it. Encourage other group members to ask follow-up questions.

Growing up

🖌 🐯! In this unit, you learn how to . . .

Lesson A

3

 Talk about growing up and your family background using the simple past

Lesson B

 Talk about school subjects people studied using most (of), a few (of), etc.

Lesson C

2

- Correct things you say with expressions like Well, Actually, and No, wait
- Use I mean to correct a word or name

Lesson D

UNIT

- Read an interview with someone about his teenage years
- Write answers to interview questions

Before you begin . . .

- Do you remember . . .
- your first close friend?
- learning to swim?
 - Do you have other memories like these?

• a time you got into trouble?

• your first day of school?

Lesson A / Childhood



	Ramon	That's a great baseball shirt, Ling. Are you from Seattle?
± //	Ling	Um, kind of. I lived there, but I wasn't born there.
5	Ramon	Oh, yeah? Where were you born?
	Ling	In São Paulo, actually.
A. Martin	Ramon	São Paulo? Brazil?
in the second	Ling	Yeah. My parents were born in Hong Kong, but they moved to São Paulo just before I was born.
	Ramon	Wow. How long did you live there?
and the	Ling	Until I was six. Then we moved to the U.S.
	Ramon	To Seattle?
IF	Ling	Yeah. We lived there for ten years, and we came here to San Francisco about three years ago.
	Ramon	Huh. So did you grow up bilingual?
	Ling	Well, we always spoke Chinese at home. I couldn't speak English until I went to school. And actually, I can still

speak a little Portuguese.

Getting started

A Complete the two sentences below. Then tell the class.

I was born in ______. I grew up in ______.

B ◀)) 2.11 Listen. Where was Ling born? Where does she live now? Practice the conversation.

Figure C Circle the correct words to complete the sentences. Use the conversation above to help you.

- 1. Ling's parents born / were born in Hong Kong.
- 2. Ling lived in São Paulo for / until six years.
- 3. Ling moved to Seattle when / until she was six.
- 4. Ling's family moved to San Francisco three years long / ago.

Lesson A Childhood

1 Getting started

Set the scene Read the title of the lesson. Ask Ss to think of a question to ask someone about their childhood, and to write it down. Then call on individual Ss to tell the class their question (e.g., Do you remember a lot about your childhood? Did you like school? Did you fight with your brothers and sisters?) Call on another S to answer the question. Repeat several times.

Α

- Preview and do the task Write on the board: I was born in _____. I grew up in _____. Tell Ss true information about yourself using the two sentence stems, so that Ss understand the meaning of be born. (e.g., I was born in a hospital. I was born in March. I was born in (city). I grew up in the same city. I spent my childhood there.) Have a few Ss say sentences about themselves.
- Have Ss complete the two sentences in their notebooks. Then have Ss tell a partner their sentences.
- Have pairs raise their hands if they have the same sentence as their partner. Call on pairs to tell the class. (e.g., I was born in (city), and Jeff was, too.)

B 🜒) 2.11

- Preview the task Say, "Look at the picture. Ramon is asking Ling about her childhood. They mention six place names." Write on the board: Seattle, São Paulo, Brazil, Hong Kong, the U.S., San Francisco. Read each place name aloud, and have Ss repeat. Ask, "Where was Ling born? Where does she live now? Listen and write the answers."
- Play the recording Ss listen and write their answers.
- Have Ss compare their answers in pairs. Check answers with the class: Ask the questions again, and call on Ss to answer in a complete sentence [Ling was born in São Paulo (Brazil). She lives in San Francisco now.].
- Practice Tell Ss to practice the conversation in pairs, taking turns playing each role.

Figure it out

С

• **Preview the task** Draw the following time line on the board:

2003 -		×	-2003
	June 1st	October 1st	

Say, "From June 1st, 2003, to October 1st, 2003, is a period of time. It's four months. June 1st is a specific point in time, and so is October 1st."

Write as column headings on the board: Period of Time, Specific Point in Time. Say, "Read the conversation and find places where Ling talks about time. Are they periods of time or specific points in time?"

- Have Ss call out the time references in the conversation, and write them on the board under the correct column heading [Period of Time: until I was six, for ten years; Specific Point in Time: just before I was born, Then we moved, three years ago].
- Preview the task Write on the board *l* _____ born in (write your birthplace). Ask, "What verb is missing here?" [past of *be: was*]
- 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 read their answers aloud.

Answers

- 1. Ling's parents were born in Hong Kong.
- 2. Ling lived in São Paulo for six years.
- 3. Ling moved to Seattle when she was six.
- 4. Ling's family moved to San Francisco three years ago.
- Focus on the form Tell Ss to underline the examples of be born in the conversation. [I wasn't born there. Where were you born? My parents were born . . . before I was born.] Ask Ss, "What do you notice about be born?" [It's always used in the simple past with was or were, or in the negative with wasn't or weren't].
- Write on the board: Ling lived in Sao Paulo ____ 2001 / ____ six years / ____ she was six. Ask, "Which words complete the time periods in these sentences?" [until, for; until]
- Write on the board: Ling moved to the U.S. _____ she was six / three years _____ Ask, "Which words complete the points in time in these time periods?" [when; ago]
- Tell Ss to find the two sentences that show a period of time again. [until I was six, for ten years] Ask, "Which words do the speakers use to show the period of time?" [until, for] Tell Ss to now find the two sentences that show a specific point in time. [Then we moved, three years ago] Explain that *then* and *ago* show specific points in time. *Three years ago* means three years before now.

Extra activity PAIRS

Ss look at Exercise 1C again and use the ideas to write four true sentences about their family. (e.g., My parents were born in South Korea. We lived in Yongin until I was 8.)

2 Grammar

()) 2.12

- Present the grammar chart Play the recording. Ss listen and repeat.
- Understand the grammar Tell Ss to look at the chart, and the examples with be born. Explain that born is always used with the verb be. Ask, "What is the pattern for yesno questions with be born?" [was/were + subject + born] Ask, "How about for information questions with be born?" [information word + was/were + subject + born] Write on the board: Were you born in the U.S? When were you born? Ask a few Ss to call out answers to the questions.
- Direct Ss to the second part of the chart and explain that the sentences review the use of simple past, and show the use of different time expressions. Say, "Use the simple past to talk about events that ended before now. We sometimes use a time expression to say when something happened in the past. Some are simple words or phrases, like *yesterday* or *last year*. Some have patterns."
- Point out *until*. Explain that *until* describes a period of time before a specific point. Explain that after *until*, you can use a simple sentence (*I was born*) or a noun, like a year or month (2001).
- Read aloud, "From 1994 to 2001." Explain that *from* is the start time and *to* is the end time.
- Explain that *then* introduces the next event in a series, and here, it comes at the beginning of a sentence. Say "You can use *and then* in the middle of a sentence to join two ideas, but not *then* on its own." Write on the board: *I lived in Sao Paulo until 2001 _____ we moved to the U.S.* Say, "There are two ways to use *then* to join these two ideas." Ask a S to come to the board to use *then* to join the ideas. [... until 2001. Then we moved ...]
- Say, "Look at the time expressions with *for*. What comes after *for*?" [a long time, six years] Say, "These are periods of time." Write on the board: *for + period of time*.
- Read aloud, "I didn't live there long." Explain that *long* is the short way to say *for a long time*. It is used only in negative statements and questions.
- Explain that time words such as a month or six months come before ago. Ago tells how long before the present something happened. Ask Ss questions to answer using ago, like, "When did you start learning English? When did you last see a movie?"

3 Speaking naturally

A 🜒) 2.14

- Preview the task Say, "When people use *did you*, they often say it quickly and the two words sound like one word." Read the instructions aloud.
- Play the recording Ss listen and repeat.

About

B 🜒) 2.15

 Preview the task Say, "You're going to hear questions about childhood vacations. Can you guess the questions in Exercise 3B? Have Ss call out ideas. Then tell Ss to listen and write the questions they hear.

T-45 • Unit 5 • Growing up

- Read aloud, "They came when Ling was sixteen." Explain that here, when comes before a simple sentence.
- Ask, "What comes after time expressions with *in*?" [a year, a month] Write on the board: *in + year / month*.
- Present Saying Years Read each year aloud, and have Ss repeat. Write on the board: 1805, 1999, 2008, 2020. Have Ss say the years. [eighteen oh-five, nineteen ninety-nine, two thousand (and) eight, twenty twenty.]
- Present Common Errors Read the information aloud. Write on the board: I graduated two years ago / before. I saw that movie three days before / ago. Have Ss choose the correct words [ago].

A 🜒) 2.13

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

Answers

- 1. A was / Was / born B were / in
- 2. A did / live / Did / grow up B grew up / until
- 3. A was / were
- B was / were / for
- A Did / argue / did / fight B didn't fight / didn't / for
- 5. A when / were / Did / have B worked / was / when / got / went / wasn't / long
- 6. A Did / get / did / do B got / when / was / for / Then / made

About you

В

 Preview and do the task Read the instructions aloud. Have Ss complete the task. Have Ss share one of their partner's answers with the class.

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.)

- Play the recording Audio script p. T-169 Ss listen and write the answers.
- Play the recording again Ss listen and review their answers. Check answers with the class: Ask individual Ss to read the complete question, reducing *did you*.

Answers

- 1. go on any special trips 2. usually go 3. stay there
- 4. go with 5. have a good time 6. do there
- Tell Ss to take turns asking and answering the questions in pairs.

Workbook

Assign Workbook pp. 34 and 35. (The answer key begins on p. T-181.)

G	ra	mmar be born; simple past (review); time exp	pressions	()) 2.12
1		ere were you born?		re your parents born?
		was born in São Paulo. wasn't born in Seattle.		ere born in Hong Kong. eren't born in the U.S.
		v long did you live in São Paulo? Ve lived there until I was six. From 1995 to 2001.		they come here? ame here about three years ago .
		Ve didn't leave until 2001. Then we came to the U.S.		ame when Ling was sixteen.
		you live there for a long time?		ove here last year?
		es, (I did). I lived there for six years.		ne did). She moved in May.
		lo, (I didn't). I didn't live there long .	and the second se	e didn't). She moved in 2011.
			1	Saying years
Α		2.13 Complete the conversations with the verbs give	/en.	1906 = "Nineteen oh-six"
	Ci	rcle the correct words. Then listen and check.		1988 = "Nineteen eighty-eight"
1.	А	Where <u>was</u> your mother <u>born</u> (be born)?		2007 = "Two thousand (and) sever 2015 = "Twenty fifteen"
		your father (be born) there, too?		
	В	My parents (be born) in Vancouver (in)/ to	1945.	Common errors
2		Where you (live) when you were		Don't confuse before and ago.
۷.	Π	young? you (grow up) in a big city?	>	We moved here six years ago.
	D			(NOT We moved here before six year OR We moved here six years before.
	В	Actually, I (grow up) in Seattle. We there from / until I started high school.	(stay)	Contre mored here six years before.
2	٥			
3.		Who (be) your best friend in school? How lo		
	В	Well, my best friend (be) Jane. We	(be) friends	s for / from a long time.
4.	А	you and your best friend ever (argu	ue)? What _	you (fight) about
	В	We (not / fight) a lot. But one time we	(not / t	alk) for / until three weeks.
5	А	Who took care of you ago / when you (be) lit	ttle?	your mother (have) a jo
0.				
	D	My mother (work), so no one (be) H school. I (go) to a neighbor's house. But I		
4	٨			
0.		you ever (get) in trouble? What	0	
	В	Oh, I (get) in big trouble one time when / the set of the		
		at me for / from days! Then / When I (make	e) her a car	d saying, "Sorry."
в	Pa	ir work Practice the conversations. Then take turns	s asking the	e questions again
		ve your own answers.	s astring the	
		n en		
S	be	aking naturally did you		
	W	here did you go on vacation? What did you do	p? Di	d you have fun?
	2224			a 1 4010
Α	(۱)	2.14 Listen and repeat the questions above. Notice	the ways o	of saying did you.
В		2.15 Listen and complete the questions about child	thood vaca	tions. Then ask and answer the
		estions with a partner.		the ask and another the
1			Nho did you	
				?
3.	Ho	w long did you? 6. V	What did yo	u?

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45

Lesson **B**

Favorite classes

Building language

▲ ▲)) 2.16 Listen. What languages did these people study in school?



"All the students in my high school had to take English - it was required. And I needed English to get into my university. Some people need it for their jobs as well."

-Mi-chung, Seoul



"Well, years ago, most people learned Russian, and only a few people took English. I studied both."

-Karina, Praque



"I took Spanish last year, and most of my friends did, too. But only a few of us speak it well. Um, there are a lot of Spanish speakers around here, so it's kind of useful."

-Brad, Los Angeles



"A lot of my classmates dropped French after ninth grade, Almost all of them except me. But then, later, some of them had to take evening classes because they needed it for work."

-Femi, Lagos

Figure B Circle the correct expression to complete the sentences. Are they true for your friends?

- 1. Most / Most of people like English.
- 3. Some / Some of them are fluent in English.
- Most / Most of my friends study English.
 A few / A few of people study two languages.

Grammar Determiners ()) 2.17 Extra practice p. 144 General (students, Canadians) With pronouns Specific (the students in my class, my friends) All children learn a language. All (of) the children in my town take English. All of them Most Canadians need French. Most of the people in my office know French. Most of us . . . Some of the students in my class take Greek. Some students take Spanish. Some of us . . . A few of them ... A few people are good at Latin. A few of my classmates got As. No students like exams. None of my friends failed the exams. None of them ... But A lot of people speak English well. A lot of the people in this city speak English. A lot of them ... In conversation About Nake true sentences using determiners. Then compare with a partner. People usually say everybody and nobody, not all people _____ my friends studied English in middle school. or no people. middle school students take English.

- Today, ______ employees need a second language for their jobs. companies require English skills to get a job.
- my friends speak two languages.
 - ______ them speak three languages.
- 4. _____ college students major in languages. the colleges here teach several different languages.
- 5. ______ students take two foreign languages in high school. In my class, ______ us studied two foreign languages.

Common errors

Remember to use a in a lot of.

A lot of students study English. (NOT Lot of students study English.)

Lesson B Favorite classes

1 Building language

 Set the scene Ask, "What languages are you learning now?" Call on a few Ss. Ask a few Ss to say why people study another language.

A ()) 2.16

- Preview the task Say, "Mi-Chung, Karina, Brad, and Femi are talking about languages they learned in school. What language did each study? Listen and write the answers."
- Play the recording Ss listen and write the languages.
- Check answers with the class: Ask individual Ss to answer in a complete sentence.

Answers

Mi-Chung studied English; Karina studied Russian and English; Brad studied Spanish; Femi studied French.

Figure it out

В

 Preview and do the task Read the instructions aloud. Have Ss circle the correct words. Tell Ss to use the information from Exercise 1A for help. Check answers with the class.

Answers

- 1. Most 2. Most of 3. Some of 4. A few
- Ask, "Are any of these sentences true for your friends?" Ask Ss to tell the class a sentence that is true. (e.g., Most of my friends like English.) Tell Ss to tell a partner which sentences are true and which are false.
- Focus on the form Explain that words like most and few are called "quantifiers." They are sometimes followed by of (usually to talk about a particular group). They are sometimes used without of (usually to talk about a general group).

2 Grammar

()) 2.17

- Present the grammar chart Play the recording. Ss listen and repeat.
- Understand the grammar Tell Ss to look at the left side of the chart. Ask a S to read the words that talk about *how many* [all, most, some, a few, no, a lot of]. Say, "These words are *determiners*. They are sometimes called *quantifiers* because they give quantities or describe how many."
- Tell Ss to look at the right side of the chart. Ask a S to read the words that talk about *how many* [all (of), most of, some of, a few of, none of, a lot of]. Say, "What comes before the nouns on this side of the chart?" [definite article *the*; possessive adjective *my*]
- Write on the board:
 - A Most students have to take exams.
 - B Most of the students in our class have to take exams.
 - A Some students are good at languages.
 - B Some of the students in my class are good at languages.
- Say, "Read the first pair of sentences. Do they have the same meaning?" [no] "Does the second pair of sentences have the same meaning?" [no]
- Ask, "Which sentences talk about a smaller, more specific number of students?" [the *B* sentences] Say, "Look at the *B* sentences. What word comes after *some* and *most*?" [of] "What word follows *of*?" [the]
- Explain, "The A sentences are about people in general. They don't have of. The B sentences are more specific. They talk about a smaller group of people, for example, the students in my class. They have of."
- Point out *a lot of*. Say, "A lot is different. For both general and specific statements, you have to use of."
- Have Ss look at the sentences on the right side of the chart again and then look at the column that shows the object

pronouns. Ask, "In the first sentence, who does *them* refer to?" [the children in my town] Ask about the other pronouns in the list.

- Say, "When you use these determiners with object pronouns, you have to use of."
- Present In Conversation Ask a S to read the information aloud. (For more information, see Language Notes at the beginning of this unit.)
- Present Common Errors Read the information aloud. Have Ss write three sentences using a lot of and read them to the class.

About you

 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

- 1. <u>A lot of my friends studied English in middle school.</u> Most middle school students take English.
- Today, <u>some</u> employees need a second language for their jobs. <u>Some</u> companies require English skills to get a job.
- Some of my friends speak two languages. <u>A few</u> of them speak three languages.
- 4. <u>Some college students major in languages</u>. <u>A lot of</u> the colleges here teach several different languages.
- <u>A few</u> students take two foreign languages in high school. In my class, <u>none of</u> us studied two foreign languages.

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 Building vocabulary

• Set the scene Books closed. Ask Ss to decide what their favorite school subject is. (Allow Ss to look for the name in English in their dictionaries.) As each S calls out his or her favorite subject, write it on the board. Keep a tally. Say the subject that got the most votes and the subject that got the fewest votes.

A 🜒) 2.18

- Preview the task Books open. Tell Ss to listen and repeat the subjects.
- Play the recording Ss listen and repeat. Have Ss call out any subjects that are already on the board. Help with new vocabulary as needed.
- Play the recording again Ss listen and circle their three favorite subjects. Have Ss tell a partner the subjects they circled. Tell Ss to try doing it without looking at their books.

Extra vocabulary SCHOOL SUBJECTS

social studies: civics, debate

science: botany, zoology, geology

mathematics: trigonometry, statistics

P.E.: ropes course, cross-country running, swimming Languages: Chinese, French, Arabic, German, Japanese Art: drawing, painting, sculpture, pottery, art history Other: (wood / metal) shop, life skills

Ask several Ss, "Which subjects are you interested in?"

Word sort

В

- Preview the task Ask, "Can you think of other subjects and categories?" As Ss call them out, write them on the board.
- Do the task Have Ss write the subjects from the box under each of the categories. Tell ss to add subjects that you brainstormed from the board also. Check answers with the class.

Answers

social studies: economics, geography, history **mathematics:** algebra, calculus, geometry **music:** band, choir, orchestra

physical education (P.E.): dance, gymnastics, track **science:** biology, chemistry, physics

other subjects: art, computer studies, drama, literature

Vocabulary notebook

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

About you

С

Preview and do the task Read the instructions and the expressions aloud. Say, "I took chemistry in high school. I was good at it. Raise your hand if you took chemistry and were good at it, too." Continue with other statements. Then have pairs make statements about the subjects in the chart and see what they have in common.

4 Survey

About

A

- Preview the task Write on the board: *math.* Tell Ss to look at the questions in Exercise 4A. Have individual Ss read aloud each question. Tell the first S to use math for the example (Did you take math?). As Ss read out each question, answer with your own true information.
- Tell Ss to choose any subject and write it in question 1 to fill the blank. Make sure Ss don't all write the same subject. Explain that Ss are going to ask their classmates the questions. Point to the tally boxes and explain that each time a S answers "yes" or "no," Ss should add a mark in the tally box. Read the instructions aloud.
- Do the task Have Ss walk around the class and ask the questions. (Ss can also do this in groups). Remind Ss to keep a tally of the answers. Tell Ss to ask at least six classmates the questions.

В

 Preview and do the task Read the example result aloud. Ask several Ss to tell the class their results. Encourage Ss to use quantifiers such as *some, few*, and *none*. After Ss have reported, ask, "What interesting information did you learn about your classmates?"

Extra activity GROUPS

Each group chooses a subject, and two of the questions in Exercise 4A. Group members take turns answering the two questions about the chosen subject. Groups then make a report of the results, and tell the class (e.g., All of us took history. Most of us got good grades, but a few of us got C grades.)

Sounds right

Tell Ss to turn to Sounds Right on page 138 of their Student's Books. Have Ss do the task for Unit 5 in class, or assign it for homework. (See the teaching notes on p. T-138.)

Workbook

Assign Workbook pp. 36 and 37. (The answer key begins on p. T-181.)

Building vocabulary

▲ ▲) 2.18 Listen and say the subjects. Circle your three favorite subjects. Tell a partner.

economics orchestra choir drama physics gymnastics algebra band geometry art track chemistry dance calculus biology literature computer studies history geography

word B Put the subjects above into the categories below. Can you think of other subjects?



About you C Pair work Talk about each subject above. Use the expressions below or use your own ideas. What do you have in common?

Vocabulary notebook p. 52

I took / didn't take ... I was good / bad at ... I was / wasn't interested in ... I liked / didn't like ...

Survey What was your best subject?

About you A Class activity Choose a subject and write it in the first question. Then ask your classmates the questions about high school (or last year). Keep a tally () of the answers.

"Most of us took chemistry. But only a few of us were good at it...."

(I Sounds right p. 138

47

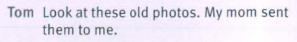
Conversation strategy Correcting things you say

A How did you get to school when you were little? Did you go alone? Tell the class.

"I always walked to school." "My grandmother usually took me."

Conversation strategies

B ◀)) 2.19 Listen. What does Tom remember about his first day of school?



- Jessica Oh, is this you?
 - Tom Yeah, with my best friend. We were in kindergarten together.
- Jessica Oh, ... you were cute! Do you remember much about kindergarten?
 - Tom Not really. Well, I remember my first day of school. Actually, I don't remember the day, but I remember on the way home, I missed my bus stop.

Jessica Oh, no!

- Tom Yeah. And I kept riding around until I was the last kid on the bus.
- Jessica So, how did you get home?
 - Tom Well, the teacher, I mean, the bus driver, had to call and find out my address and everything, and he took me home.
- Jessica So that was when you were five?
 - Tom Yeah. Uh...no, wait... I was only four. I started school early.

C Notice how Tom corrects the things he says with expressions like these: Actually; Well; No, wait. Find examples in the conversation.

No, wait . . . I was only four.

D Match the sentences with the corrections. Underline the expressions that are used to make corrections. Then compare with a partner.

- 1. I remember everything from my childhood.
- 2. I started swimming lessons when I was three.
- 3. I hated doing homework.
- 4. We lived near all of my cousins.
- 5. I took guitar lessons until I was 11. _____
- 6. I still see some of my kindergarten friends.

- a. Actually, no, I was 12 when I quit.
- b. Well, some of it was OK. I liked reading.
- c. Well, once or twice a year maybe.
- d. No, wait. I was five, maybe.
- e. Well, I don't remember some things.
- f. Well, actually, a few of them lived one or two hours away.

About your Sentences about your childhood. Write a mistake in each sentence. Then tell a partner your sentences. Correct the information with *Well*, *Actually*, or *No*, *wait*.

Lesson C Well, actually, . . .

C Lesson C recycles the simple past tense.

1 Conversation strategy

 Set the scene Tell Ss to look at the photo. Say, "Tom is looking at some old photos. Do you like looking at old pictures?" Elicit answers from the class. Have Ss say why or why not.

Α

 Preview and do the task Read the instructions and the example sentences aloud. Elicit answers from Ss. Ask a S to ask you, "How did you get to school when you were very young?" Give your own answer.

B 🜒) 2.19

- Preview the task Tell Ss to look at the picture again. Say, "Tom is telling Jessica about his first day at school." Have Ss call out words that they may hear in the conversation, without looking at their books. Read aloud the instructions. Tell Ss not to write anything down the first time they listen.
- Play the recording Books closed. Ss listen.
- Play the recording again Ss listen and take notes about Tom's first day at school.
- Have Ss compare their answers in pairs.
- Play the recording again Books open. Check answers with the class [He remembers that on the way home he missed his bus stop. He was the last kid on the bus. The driver called to find out his address. He was only four.]. Help with new vocabulary as needed.

С

- Present Notice Read the information aloud.
- Explain that you can use the expressions Well, Actually, and No, wait when you want to correct something you say. For example, you sometimes say the wrong word by mistake or remember after you say something that it isn't correct. (For more information, see Language Notes at the beginning of this unit.) Ask a S to read the example. Say, "Find examples in the conversation." [Not really. Well, I remember my first day of school. Actually, I don't remember the day, / Uh... no, wait..., I was only four.]
- Practice Tell Ss to practice the conversation in pairs, taking turns playing each role.

D

- Preview the task Tell Ss to read through all of the sentences and all of the corrections. Ask a S to read the example sentence and correction aloud. Ask, "Which word shows the correction?" [Well, ...] Say, "Match the sentences, and underline the word that shows the correction."
- Do the task Have Ss complete the task and then compare their answers in pairs. Check answers with the class: Have individual Ss read a sentence and the correction aloud. Call on Ss to say which word shows the correction each time.

Answers

- 1. (e) Well, I don't remember some things.
- 2. (d) No, wait, I was five, maybe.
- 3. (b) Well, some of it was OK. I liked reading.
- (f) Well, actually, a few of them lived one or two hours away.
- 5. (a) Actually, no, I was 12 when I quit.
- 6. (c) Well, once or twice a year maybe.

About you

E

- Preview the task Tell Ss to listen to two things about your childhood. Say, "Listen for the correct piece of information. When I was a child, my best friend was named Mary. Actually, her name was Marie." Ask Ss to call out the correct piece of information [Your best friend was named Marie, not Mary.]. Say, "When I was a child, I took piano lessons for three years. No, wait, it was five years." Have Ss call out the correct information [You took piano lessons for five years, not three years.].
- Do the task Model the activity by writing on the board a sentence about your childhood. Make sure your sentence has a mistake in it. (e.g., My best friend's name was <u>Mary</u>.) Say your sentence to the class, correcting the wrong information. (e.g., My best friend's name was Mary. Actually, her name was Marie.) Have Ss call out the correct information. [Your best friend's name was Marie.] Read the instructions aloud.
- Do the task Tell Ss to write three of their own sentences and to make sure each sentence has a mistake in it. Walk around class and help as needed.
- Model the activity again. Have one S read aloud his or her sentence and correct the information. Tell Ss to work in pairs and take turns reading their sentences and correcting them.
- Follow-up Ask several Ss to repeat one of the things their partner said to the class. (e.g., Barry lost his favorite book, no wait, his favorite toy when he was seven. He cried all day!)

Extra activity PAIRS

Pairs choose one of their ideas from Exercise 1E and write a conversation like Tom and Jessica's, including corrections. Several pairs read their conversations aloud. The class listens and calls out the number of corrections that they heard in the conversation.

2 Strategy plus

- Present Strategy Plus Read the information aloud. Explain that *I mean* is another expression that Ss can use when they want to correct a word or a name. (For more information, see Language Notes at the beginning of this unit.) Ask Ss to find the example of *I mean* in the conversation on p. 48 [Well, the teacher, I mean, the bus driver, . . .]. Have a pair of Ss read aloud Jessica's question [So how did you get home?] and Tom's answer.
- Present In Conversation Read the information aloud. Ask, "What's another reason to use I mean in a conversation?" [to repeat ideas in another way or to say more about something] (See Touchstone Student's Book 1, Unit 5.)

A

 Preview the task Read the instructions and the example aloud. Tell Ss to read the list of questions and the list of words on the right. Help with new vocabulary as needed.

3 Listening and strategies

A ()) 2.20

- Preview the task Have Ss read the sentences in items 1 to 5. Have Ss call out a way to correct each sentence.
 (e.g., 1. Actually, I played baseball until I was in sixth grade. Or Actually, I played softball until I was in eighth grade.) How many corrections can Ss think of? Read the instructions aloud.
- Play the recording Audio script p. T-169 Ss listen and complete the task. Pause the recording after the first speaker, and tell Ss that sixth should be underlined. Point out that until I was in seventh grade is the correction. Continue playing the recording, pausing after each speaker to give Ss time to write.
- Play the recording again Ss listen again and review their answers. Check answers with the class.

Answers

- I played softball until I was in sixth grade. Actually, it was until I was in seventh grade.
- We moved to Canada for a few years when I was seven. No, wait, I was eight.
- 3. My hardest class was algebra, I mean calculus.
- We were best friends in <u>high school</u>. Well, actually, <u>it</u> was middle school.
- 5. All the kids teased me in school because I had an unusual name. Well, not all of them . . . some of them.

About

В

 Preview the task Read the instructions aloud. Then have two Ss read the example conversation.

CP Recycle a conversation strategy The following task reviews strategies for encouraging people to talk and showing surprise. Remind Ss to respond with a comment and a follow-up question.

 Do the task Have Ss complete the task and then compare their answers in pairs. Check answers with the class: Have individual Ss read their answers.

Answers

checkers 2. comic books
 bicycle 4. grandparents
 sledding 6. stuffed animals 7. fruit
 spelling

About

В

- Preview the task Read the instructions aloud. Then have one pair read the example conversation. Note: Consider modeling a *no* answer (e.g., *No*, *I didn't. I didn't like checkers.*).
- Do the task Have pairs ask and answer the questions continuing their conversations. Go around the class, and help as needed.
- Do the task Have Ss discuss their memories. Go around the class, and help as needed.
- Follow-up Several Ss tell the class about their partners' memories.

Extra activity CLASS

Write on the board: *The worst thing I did as a child was* _____. On a slip of paper, Ss complete the statement and write their name, but do not show it to anyone. Collect the slips. Choose one slip, and ask its writer and two other Ss to come to the front of the room. These three Ss all pretend to be the writer. Read the information on the slip aloud. Say, "Ask these three Ss questions to find out who is telling the truth" (e.g., *Q: When did you draw on the wall of the living room? S1: When I was six. S2: When I was ten. No, walt. . . I was nine. S3: Um, I was four. I mean, five.*). The class asks five questions. Ss vote on who they think is telling the truth by raising their hands. The S with the most votes is the winner. Ask the S who wrote the statement to raise his or her hand.

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-131.)

Workbook

Assign Workbook pp. 38 and 39. (The answer key begins on p. T-181.)

Growing up

UNIT 5

2 Strategy plus I mean

You can use *I mean* to correct yourself when you say the wrong word or name. This is just one use of *I mean*.

> Well, the teacher, I mean, the bus driver, had to call . . .

- A Complete the questions by correcting the underlined words. Use the words in the box.
- 1. Were you good at playing chess, I mean, <u>checkers</u>?
- 2. Did you read a lot of cartoons, I mean, _____?
- 3. Did you have a motorcycle, I mean, a _____?
- 4. How often did you visit your parents, I mean, your _____?
- 5. Did you go skiing in the winter, I mean, _____?
- 6. Did you collect animals, I mean, _____?
- 7. Did you eat much <u>food</u>, I mean, _____?
- 8. Were you good at speaking, I mean, _____?

About your **B** Pair work Ask and answer the questions above about your childhood. Continue your conversations.

- A Were you good at playing chess, I mean, checkers?
- B Actually, we never played checkers.

3 Listening and strategies I don't remember exactly . . .

- A ■)) 2.20 Listen to people talk about their childhood memories. Underline the words they correct. Write the corrections on the lines.
- I played softball until I was in sixth grade. Actually, ______
- We moved to Canada for a few years when I was seven. No, wait, ______
- 3. My hardest class was algebra, I mean, _____
- We were best friends in high school.
 Well, actually, ______
- All the kids teased me in school because I had an unusual name. Well, ______.

About you B Pair work Take turns telling memories of growing up. Ask questions to find out more information.



are in the expression *I mean*.

conversatio

Mean is one of the top 100 words. About 90% of its uses

bicycle ✓ checkers comic books fruit grandparents sledding spelling stuffed animals

"I remember I got into big trouble one time when I was seven. No, wait . . . I was eight, and I . . . "

Teenage years

Reading

A Brainstorm the word *teenager*. What do you think of? Make a class list.

teenager: parties, loud music, fights with parents

B Read the interview. What, if anything, do you have in common with Joe?

Reading tip

After you read, reflect. Compare your answers to the questions with the interviewee's.

Teenage Years

AN INTERVIEW WITH JOE HODGSON. JOE GRADUATED FROM THE UNIVERSITY OF MANCHESTER, ENGLAND WITH A DEGREE IN GENETICS.

1. Where were you born? Did you spend your teens there?

I was born in a small town near Manchester. I spent my teens there until I went to university* when I was 18.

2. What's one thing you remember about school?

I had a lot of fun with all my friends, playing soccer and pool. We used to try and sneak out of school during breaks to go to the sweet shop* around the corner.

3. What were your best subjects in school and your worst?

My best subject was science, especially biology, and that's what I ended up doing for my degree. My worst subject was algebra. I was never very good at it.

4. How did you spend your free time? I spent a lot of time playing sports – soccer, cricket, and handball. I also did a lot of music – I played trumpet in the school orchestra. I sang in the choir as well.

5. What fashions and trends do you remember from your teen years?

The fashion I remember most was "emo" fashion because that was something I used to wear. We wore slim-fit jeans, black T-shirts and like most of my friends, I had long hair.

6. What was the most difficult thing about being a teenager?

Being stuck between being a kid and being an adult – so trying to balance the two. I think most teens feel that way. I wanted to be treated like a true adult some of the time, and like a kid at other times. It was frustrating when someone got the "wrong" age.

7. What's the happiest memory you have from your teen years?

I played handball for my college team, and my happiest memory was when I was picked to play for England when I was 17. It was such a great feeling when I heard the national anthem and knew I was representing my country.

8. Who or what influenced you when you were a teenager? What did you learn?

My parents influenced me a lot, although I only really appreciated it when I was older. Some of my best friends influenced me, too. They all taught me the value of hard work, and of being yourself and enjoying that.

9. What do you miss about your teen years?

I miss the lack of responsibility! Now I have to worry about so much stuff like work and money, so I miss being a teenager because everything was a lot easier then.

10. What's one piece of advice you would give to today's teenagers?

Enjoy it! Have lots of fun. It's a great time – so have a great time.

*go to university = go to college *sweet shop = candy store

Lesson D Teenage years

1 Reading

Set the scene Read the title of the lesson aloud. If Ss are adults, ask: "Did you enjoy being a teenager? What's your best memory from your teenage years?" If Ss are teens, ask: "Do you enjoy being a teenager? What's your best memory from your teenage years so far?" Call on a few Ss to share their answers.

Α

Prereading

- Preview the task Read the instructions aloud. Write the word *teenager* on the board, and add the examples: *parties*, *loud music*, *fights with parents*. Make sure Ss understand what the examples mean. Call on Ss to help explain the meanings, or explain them yourself.
- Ask, "Do you think of these things when you hear the word teenager?" Read each example aloud. Have Ss raise their hands if they think the word relates to teenager. Ask a few Ss who raise their hands to explain why.
- Do the task 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 call out two or three of their ideas, and add them to the ideas on the board. Find out which pair(s) listed the most things.

Possible answers

more free time, an exciting social life, dating, a part-time job, high school, a lot of homework and exams, getting a diploma, graduation, driving a car

Follow-up Ss work alone and write three sentences about their experiences as teenagers using the words on the board (e.g., If Ss are adults: When I was a teenager, I never went to loud parties. If Ss are teens: I never go to loud parties.). A few Ss then read one of their sentences aloud. Ss raise their hands if the sentences are true for them.

В

During reading

 Present Reading Tip Read the tip aloud. Explain that after Ss finish reading the interview, they should reflect on, or think about, their own answers to the questions, and then compare their answers to the interviewee's. Accessing their own ideas can help them understand the interviewee's ideas better.

- Preview the reading Books closed. Say, "Imagine you want to interview a relative or family friend about their memories of being a teenager. What questions can you ask?" Have Ss call out their ideas, and write them on the board.
- Books open. Say, "This is an interview with someone about his memories of being a teenager. Each paragraph starts with a question. Compare the questions in the interview with the ones on the board. Which are similar?" Have Ss scan the questions and call out any that are similar. Circle them on the board.
- Do the reading Say, "Read the interview. Which of Joe's answers are interesting? Write down at least one interesting answer."
- When Ss finish reading, have them work in pairs and tell their partners which of Joe's answers they chose and why. Check answers with the class: Call on a few Ss to tell the class their choices and reasons.
- Do the reading again Tell Ss to read the article again and underline three words or expressions they think are useful to know. Ask Ss to call out those words or expressions. Explain them, or have Ss look them up in their dictionaries.
- Follow-up If Ss are adults, ask: "How were your teenage years the same as Joe's? How were they different?" If Ss are teens, ask: "How is your life the same as Joe's? How is it different?" Call on a few Ss to share their ideas (e.g., I was born in a small town, too, but my town was not near a big city. I had fun with my friends, but we liked Drama Club, we didn't play sports.).

Extra activity PAIRS

S1's book is closed. S2 starts to read one of Joe's answers from the interview. S1 stops S2 and tries to guess the question (e.g., *S2: "I spent a lot of time playing sports. . . ." S1: Stop. Is it, "How did you spend your free time?" S2: Yes.*). S1 gets three guesses before S2 says the answer. Then Ss switch roles.

Postreading

- Preview the task Read the instructions aloud. Have different Ss each read a sentence.
- Tell Ss that each sentence is true or false. Do number 1 with the class. Say, "Look at number 1: *Joe was born in Manchester*. Is this true? Find the information in the interview. If it's not true, what's the correct information?" Have Ss scan the reading and raise their hands when they find the correct information. Call on a S to give the answer [It's false. Joe was born in a small town near Manchester.].
- Explain, "Joe was born in a small town near Manchester is the correct information." Ask, "How did you know where to look for the correct information?" [The first question asks where he was born.]
- Do the task Have Ss decide if the sentences are true or false, confirm their answer in the interview, and then correct the false statements. Check answers with the class:

2 Listening

(1) 2.21

- Preview the task Read the instructions aloud. Have Ss read the sentences. Make sure they understand them. Tell Ss not to write anything the first time they listen.
- Play the recording Audio script p. T-169 Ss listen to the interview.
- Play the recording again Ss listen and circle the correct answers. Have Ss compare their answers in pairs. Check answers with the class.

3 Writing

A

- Preview the task Read the instructions and the example questions aloud. Have Ss work in pairs. Say, "Write questions to ask your partner about when he or she was younger. Look back through Lessons A, B, and C to find ideas for questions you can ask."
- Do the task Have Ss write the five questions.

About

B

Present Help Note Ask Ss to read the example sentences aloud. Say, "In sentences with except (for) and apart from, something is usually true. Except (for) and apart from explain when it isn't true." Write on the board:

We agreed on most things. We didn't agree on the car. We didn't agree on much. We agreed on music.

Say, "I want to link the two ideas in each pair of sentences." Change them as follows:

except (for)

We agreed on most things. We didn't agree on the car. apart from

We didn't agree on much. We agreed on music.

Call on individual Ss to say their answers and say what in the reading helped them choose the answer.

Answers

- 1. False. He was born in a small town near Manchester.
- 2. False. He liked to try and sneak out of school during breaks to go to the sweet shop around the corner.
- False. His best subject was biology. His worst subject was algebra.
- 4. True.
- 5. False. He played handball for England when he was 17.
- 6. True

About

D

 Preview the task Read the instructions aloud. Have pairs take turns asking and answering three questions from the interview. Have Ss share their partners' answers with the class.

Answers

- 1. Colin was a teenager in the '60s.
- 2. He quit school when he was 14.
- 3. His first job was on a farm.
- 4. His main interest was music.
- 5. His main regret is that he didn't take classes.

(For more information, see Language Notes at the beginning of this unit.)

Extra activity INDIVIDUALS

Write sentences like these on the board. Ss combine them using except (for) and apart from.

- I didn't get good grades. I got good grades in math.
- I was good at science. I wasn't good at biology.
- I didn't like sports. I liked swimming.
- Preview the task Read the instructions aloud. Tell Ss to read the example interview question and answer.
- Do the task Have Ss exchange questions with a classmate and write their answers.

About

С

 Preview and do the task Read the instructions aloud. Have Ss in each pair take turns reading their partner's answers and asking follow-up questions. Have a few Ss share one interesting or funny thing they learned.

Workbook

Assign Workbook pp. 40 and 41. (The answer key begins on p. T-181.)

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Growing up UNIT 5

C Are these sentences true or false? Check (✓) *True* (T) or *False* (F). Can you correct the false ones?

		1	F
1.	Joe was born in Manchester.		
2.	He liked to sneak out of school to go to the movie theater.		
3.	His worst subject in school was biology.		
4.	He wore black T-shirts and had long hair when he was in school.		
5.	Joe's best memory was playing soccer for England when he was 17.		
6.	Joe enjoyed having no responsibility as a teenager.		

About D Pair work Ask and answer three questions from the interview.

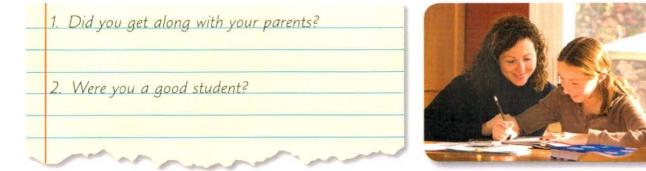
Listening A long time ago

()) 2.21 Listen to Colin talk about being a teenager in England many years ago. Complete the sentences by circling a, b, or c.

- 1. Colin was a teenagera. in the '40s.b. in the '50s.2. He guit school when he wasa. 13.b. 14.
- His first job was
- His first job was
 a. in a factory.
 His main interest was
 a. music.
- 5. His main regret is that he
- Writing An interview

About

A Write five interview questions to ask a classmate about when he or she was younger. Leave spaces for the answers.



About you B Pair work Exchange your questions with a classmate. Write answers to your classmate's questions. Use the example and the Help note below to help you.

C Pair work Read your partner's answers. Ask questions to find out more information.

1. Did you get along with your parents?
Yes, most of the time. I got good grades, so that was
no problem. We agreed on most things except for
the car. We had a lot of fights about that.

/ Help note

Linking ideas: except (for), apart from

We agreed on most things **except for** the car. We didn't agree on much **apart from** my best friend. They liked her.

c. in the '60s.

b. in a store.

b. buying clothes.

- c. 15.
- c. on a farm.
- c. watching TV.
- a. spent a lot of money. b. didn't take classes. c. didn't have fun.

Vocabulary notebook

I hated math!



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, "Look at the two charts below. What are the other ways to group vocabulary?" [the most/least important subjects, subjects my best teachers taught]
- Present In Conversation Books closed. Say, "Write the four school subjects that you talk about most. Maybe you talk about them because you really like them or maybe because you think they're difficult. The reason you talk about them doesn't matter." Ask several Ss to say their top four subjects.
- Write on the board: physics, math, history, science. Say, "These are the top four school subjects that people talk about. Are any of your subjects in this list?" Call out the subjects one by one. Tell Ss to raise their hands if the subject is on their list.
- Say, "Which one do you think people talk about most? Number them from one to four." Books open. Have a S read the information in the box aloud.

C Recycle vocabulary These tasks recycle the names of school subjects.

Preview and do the task Read the instructions aloud. Ask Ss to look at the last column in the first row of the chart. Explain: "Couldn't is the past tense of can." After Ss complete the task, have them compare their charts in pairs. Have Ss find out whether they listed any of the same items in the same columns.

C Recycle grammar This task recycles determiners.

• Follow-up Ss work in groups and compare their charts. Groups report using *all of us, most of us, none of us,* etc.

On your own

- Present On Your Own Read the information aloud.
- Follow-up At the start of the next class, put Ss in small groups to read their lists of the subjects in English they knew.

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.

Lesson A Finding places

Grammar Is there? Are there?

(See Student's Book p. 55.)

Ss have already learned how to use *There's* and *There are* to make statements (see *Touchstone* Student's Book 1, Unit 6, Lesson A), and here they learn how to ask and answer questions with this structure.

Form

- Questions with *Is there*...?
 Is there + a / an + singular countable noun?
 Is there a bank around here?
- Affirmative and negative answers to Is there ... ? Yes, there is. / Yes, there's one on Main Street. No, there isn't (one).
- Questions with Are there...? Are there + any + plural countable noun? Are there any cash machines around here?
- Affirmative and negative answers to Are there ...? Yes, there are. / Yes, there are some outside the bank. No, there aren't. There aren't any nearby.
- The pronoun *one* can be used in the answer to a question *Is there* to avoid repeating the noun in the question.
 - A Is there a café around here?
 - B No, there isn't one. [one = a café around here]
- The pronouns *some* or *any* can be used in the answer to a question with *Are there any* to avoid repeating the noun in the question.
 - A Are there any restaurants around here?
 - B Yes, there are. There are some on the next block. [some = restaurants around here]

or

B No, there aren't any around here. [any = restaurants] Note: Some and any can also be used with the noun in the answers (e.g., Yes, there are some restaurants on the next block. No, there aren't any restaurants around here.).

Use

Questions with *Is there* and *Are there* are used to ask about the existence of something — in this lesson, places.

O Corpus information Are there some / any ... ?, There's a lot of ...

- Although it is possible to ask the question Are there some ... ?, this is not as common. Are there any ... ? is about twenty times more frequent.
- In conversation, about 25 percent of the uses of there's in statements are followed by a plural noun especially after a lot of. (e.g., There's a lot of people here today.) Although frequent, many consider this use of the singular verb ('s) with a plural noun to be incorrect. It should be avoided in writing.

Common errors with Is there, Are there

Ss may get confused about subject-verb agreement in questions. Make sure they use *Is there* with singular nouns and *Are there* with plural nouns. Is there a movie theater near here? NOT *Are there a* movie theater near here? AND *Are there any ATMs*? NOT *Is there any ATMs*?

Grammar Location expressions

(See Student's Book p. 55.)

The chart adds to the number of location expressions that Ss learned in Level 1. (See *Touchstone* Student's Book 1, Unit 2, Lesson C.)

Speaking naturally Word stress in compound nouns

(See Student's Book p. 55.)

Compound nouns are made up of two (or more) words, the second of which is a noun (e.g., *book* + *store* = *bookstore*). The first word is often another noun (e.g., *bookstore*), but can be another part of speech, such as a verb (e.g., *restroom*, *pay phone*). The first word usually tells about or specifies the second one: *bookstore* = a store that sells books. Some compound nouns are written as one word (e.g., *bookstore*); some are written as two words (e.g., *cash machine*). Compound nouns are usually stressed on the first word (e.g., *bookstore; cash machine*).

Lesson B Getting around

Grammar Offers and requests with Can and Could

(See Student's Book p. 57.)

Ss learned requests with *can* in *Touchstone* Student's Book 1 for

- getting help in class (see Unit 2, Lesson D). Can I borrow your pen? Can you repeat that?
- ordering food and drink (see Unit 9, Lesson C). Can I have a diet soda?

This lesson reviews *can* in requests (e.g., *Can you help me?*) and presents *can* in offers (e.g., *How can I help?*). It also presents *could* to make polite requests (e.g., *Could you give me directions?*).

Form

Could is a modal verb. Modal verbs have the same form for all subjects and are followed by the base form of the verb. Like *can, could* comes before the subject in *yes-no* questions (e.g., *Could I ask you a question?*).

Unit 6 • Language notes • A

Use

People tend to use *could* in requests to be more polite, especially when talking to strangers. Requests with *could* are also more tentative than requests with *can*; they suggest the speaker is not assuming that the other person will agree to the request.

Lesson C Excuse me?

Conversation strategy Checking information

(See Student's Book p. 58.)

People check information for several reasons, including these:

- they did not hear something
- they did not understand something
- they do not believe what they heard and want to hear it again
- they want to show a reaction such as surprise or disbelief

People check information in a number of ways. These include the following:

- Repeating part of what another speaker said
 - A Well, there's a Mexican restaurant within walking distance.
 - B Within walking distance?
- Using expressions like *Did you say...*? or *What did you say*? to request the speaker to clarify or repeat what he or she said
 - A There's usually about a 15-minute wait.
 - B Did you say fifteen or fifty?
- Using expressions such as *I'm sorry*? or *Excuse me*? to invite the speaker to repeat what he or she said
 A Are there any nice places to eat around here?
 B Excuse me?
- Lesson D Exploring the city

Reading tip

(See Student's Book p. 60.)

The Reading Tip tells Ss that writers sometimes define words in their writing with a dash. Usually the word is an unusual word or a foreign word. If there is a word followed by a dash, what comes after the dash may be a definition. Writers sometimes do this to define unusual or foreign words, as here, and these may also be in italics or quotation marks.

Help note Giving directions

(See Student's Book p. 61.)

The Help Note summarizes some of the key expressions from the website on p. 60; in particular, the verbs and prepositions: *turn (right) on; return / walk back to; walk (north) for two blocks; continue on _____ Street.*

- With family and friends, people sometimes use *What?*, but this is informal, and it can sound rude if used in more formal situations.
 - A Do you need any help?
 - B What? [for very informal situations only]

O Corpus information Requests with Can

In conversation, requests with Can you . . . ? are one

and a half times more frequent than requests with Could

you ... ? and Could you ... ?

you ...?

B I'm sorry? [for more formal situations]

O Corpus information I'm sorry?

In the conversation corpus, *I'm sorry*? is approximately one and a half times more frequent than *Excuse me*? when it is used to ask for a repetition of information.

Strategy plus "Echo" questions

(See Student's Book p. 59.)

- Echo questions can also be used to check information.
- To make an echo question, the listener repeats part of what was said, and then adds a question word about the part he or she did not hear or understand, usually at the end. Note that the question word receives heavy stress.
 - A The pool opens at 10:00.
 - B It opens at what time?
 - A He told me it wasn't far.
 - B He told you what? / He said what?
- It also includes the four compass points: north, south, east, and west, which are frequently used in North America for giving directions.
- The compass points can be used as follows:
- Adverbs Walk north.
- Adjectives It's north of here.
- Nouns It's in the north of the city.

Around town

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

Introduce the theme of the unit Read the title of the unit aloud. Explain when you go *around town*, you go to different places in the town or city. Ask Ss questions, "How often do you go around town? Where do you go when you go around town? How do you get around town?" Elicit responses from the class.

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 / PAIRS

Write on the board:

1. a place you go every week

- 2. a place you'd like to go on the weekend
- 3. a place for families to go
- 4. a place for sports

5. a good place for teenagers to go after school Ss look through the unit on their own and find a place for each number. They write the place and page number. Ss compare their choices in pairs. Several Ss tell the class their answers (e.g., 1. bank, p. 54; deli, p. 55; 2. department store, p. 55; 3. aquarium, p. 56; 4. stadium, p. 56; 5. café with free Wi-Fi, p. 54.).

Before you begin . . .

- Introduce the city scenes Read the title of the unit aloud. Explain when you go around town, you go to different places in the town or city. Ask Ss questions, "How often do you go around town? Where do you go when you go around town? How do you get around town?" Elicit responses from the class. Say, "Each of these comments tells something about one of the pictures. Match each comment with a picture." Check answers with the class [1. "There's a lot to see." 4. It's easy to get around." 3. "It's great for shopping." 2. "There's a lot of nightlife."].
- Tell Ss to look at the pictures again. Ask, "What else can you say about each picture?" Elicit ideas from the class.

C Recycle grammar and vocabulary This task recycles *There is / There are* and words to describe neighborhoods. (See *Touchstone* Student's Book 1, Unit 6.)

Ask, "Are the comments in the activity true about this town/city?" Read aloud each comment. Say, "There's a lot to see. Is that true?" Have Ss respond. (e.g., *There's a lot to see here. There are a lot of museums and historic buildings.*) Repeat for each comment in the activity. For each picture, call on several pairs to read their sentences to the class (e.g., 1. It looks old and historical. There are bridges and statues. 2. It's exciting. It's crowded. There are a lot of restaurants. 3. It's good for walking. It looks expensive. There are a lot of shops. 4. The trains stop in many places. You can buy your tickets at the kiosk.).

Extra activity PAIRS

Pairs think of three specific places in their city or town for each of the comments in the Before you Begin activity. For example, There's a lot to see. Ss think of three specific places to go. Ss join another pair and exchange ideas. Pairs see if any of their ideas are the same.

Around town

In this unit, you learn how to . . .

Lesson A

000000

1

- Ask about neighborhood places with *Is there*...? and *Are there*...?
- Say where places are with expressions like *next to*, *between*, etc.

2

Lesson B

- Ask for and give directions
- Offer and ask for help with Can and Could

Lesson C

- Check information by repeating words or using expressions like Excuse me?
- Ask "echo" questions like It's where? to check information

Lesson D

UNIT

- Read an online guide to Istanbul
- Write a walkingtour guide

Before you begin . . .

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Match each comment with a picture.

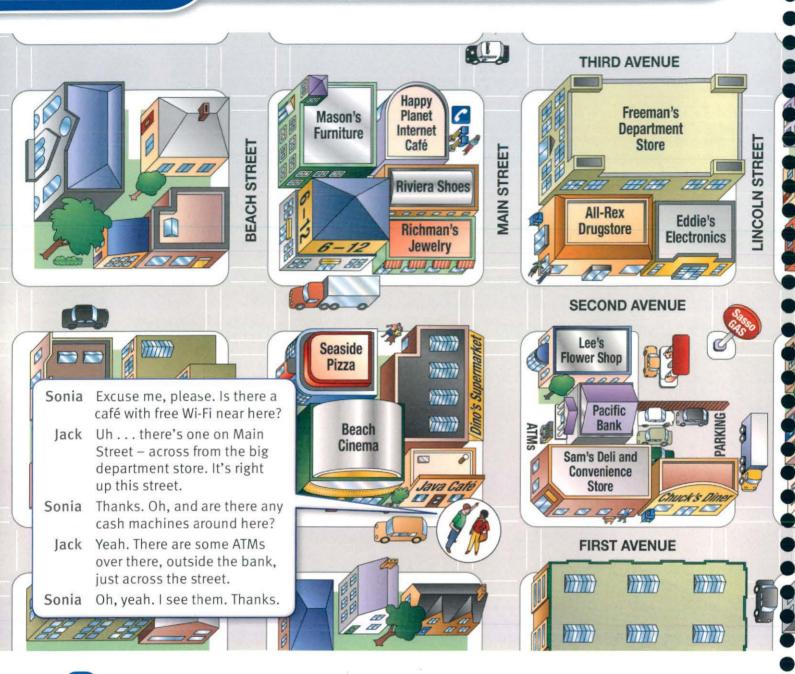
幹線·特急指定席

- "There's a lot to see."
 - "It's easy to get around."
- "It's great for shopping."
 - "There's a lot of nightlife."

What else can you say about each place?

重击的

Finding places



Getting started

Lesson A

- A Look at the map. What can you do at each place you see? Tell the class. "Well, there's a furniture store. I guess you can buy tables and . . ."
- B ■) 2.22 Listen. Sonia is asking Jack for help. What is she looking for? Practice the conversation.

Figure C Can you complete these questions and answers? Practice with a partner.

- 1. A _______a furniture store near here?
- 2. A _____ any ATMs around here?
- B Yes, there's _____ on Beach Street.
- B Yes, there are _____ cash machines just across the street.

Lesson A Finding places

1 Getting started

Set the scene Books closed. Write as column headings on the board: Stores, Places to go in your free time, Services, Say, "What places can you think of for each of these categories?" As Ss call out their ideas, write them on the board (e.g., Stores: grocery stores, clothes stores, drugstores; Places to go in your free time: coffee shops, restaurants, movie theaters, clubs; Services: post offices, banks, hospitals).

Α

Preview the task Books open. Say, "Look at the picture of a neighborhood. Which of the places on the board are in the picture?" As Ss call them out, circle them on the board.

CD Recycle grammar and conversation strategies This task recycles *can* and vague language.

- Do the task Read the instructions and the example sentence aloud. Call on Ss to complete the example sentence. (e.g., ... and sofas and things like that. Sometimes you can also buy artwork.)
- Tell Ss to find another place on the map and call it out to the class. (e.g., a flower shop). Ask, "What can you do there?" Elicit ideas from the class. [You can buy flowers and bouquets for weddings. You can buy plants.]
- Repeat the activity until Ss have called out all the places on the map.

B 🜒) 2.22

- Preview the task Tell Ss to look at the map and say, "Find Sonia and Jack." Have Ss cover the conversation. Then say, "Listen to the conversation. Sonia is asking Jack for help. What is she looking for? Listen and write the answers."
- · Play the recording Ss listen and write.
- Play the recording again Ss listen and read the conversation and review their answers. Check answers with the class [Sonia is looking for a café with free Wi-Fi and a cash machine / an ATM.]. Have Ss find the two places on the map.
- Practice Tell Ss to practice the conversation in pairs, taking turns playing the roles of Sonia and Jack.

Figure it out

С

 Preview the task Say, "Look at the conversation again. Find the woman's first question." [Is there a café with free Wi-Fi near here?] Write the question on the board. Ask, "What two words does the question start with?" [Is there] Underline *Is there*.

- Ask a S to read the woman's second question aloud. Write on the board: ... are there any cash machines around here? Ask, "What two words does the question start with?" [Are there] Underline are there.
- Have Ss find the answer to the *Is there ...*? question, and write it on the board [There's one on Main Street]. Have Ss find the answer to the *Are there ...*? question, and write it on the board [There are some ...]. Ask, "What word comes after *There's* in the answer?" [one] Ask, "What word comes after *There are* in the answer?" [some]
- **Do the task** Have Ss complete the task and then compare their answers in pairs. Remind Ss to use the conversation for help. Check answers with the class: Have pairs of Ss each read a conversation aloud.

Answers

- 1. A Is there a furniture store near here? B Yes, there's one on Beach Street.
- 2. A Are there any ATMs around here?
 - *B* Yes, there are some cash machines just across the street.
- Focus on the form Ask, "How do you ask a question about one thing like a café with Wi-Fi?" [Is there a ...?]
 "How do you ask a question about plural things like ATMs?" [Are there any ...?]
- **Practice** Tell Ss to practice the conversations in pairs, taking turns playing each role.
- **Try it out** Tell Ss to work in pairs, taking turns asking the questions and answering with their own information.

Extra activity PAIRS

In pairs, Ss take turns asking each other about places in the neighborhood (e.g., *Is there a bank near here?*).

2 Grammar

()) 2.23

- Present the grammar chart Play the recording. Ss listen and repeat.
- Understand the grammar Ask Ss for the patterns for questions with *Is there* and *Are there*, and write them on the board: *Is there* + a / an + singular noun? Are there + any + plural noun? Do the same for short answers: Yes, + there + is / are. No, + there + isn't / aren't.
- Write on the board:

Is there a bus stop near here?

Yes, there's a bus stop in front of the school.

- Ask, "What word can you use instead of a bus stop in the answer?" [one] Draw a line through a bus stop, and write one above it. Say, "You don't have to repeat the noun in the answer. The pronoun one can replace a singular countable noun."
- Write on the board:

Are there any good cafés in this town? Yes, there are good cafés on Main Street.

- Ask, "What word can you use instead of *good cafés* in the answer?" [some] Draw a line through *good cafés* and write *some* above it.
- Explain: "When the answer is no, all you need is the short answer. You can add one or any if you want to, and say No, there isn't one or No, there aren't any."

A

- Present Location Expressions Read the location expressions aloud, and have Ss repeat. Ask Ss to write a sentence for each expression using the map on p. 54.
- Preview the task Read the instructions and the examples aloud.
- Do the task Have Ss complete the conversation. Have Ss compare their answers in pairs. Check answers with the class.

3 Speaking naturally

A 🜒) 2.24

- Preview the task Say, "Compound nouns are nouns with two or more words, like *bookstore* and *restroom*. Some compound nouns are written as one word (e.g., *bookstore*); some are two words (e.g., *pay phone*). Read the three examples. The first word is more heavily stressed than the second word. Listen and repeat the compound nouns. Notice the stress patterns."
- Play the recording Ss listen and repeat.

About

B ◀)) 2.25

- Preview the task Have Ss read the sentences in the exercise. Ask Ss to call out ideas to complete each sentence (e.g., *Are there any nice parks near your home?*). Then say, "Listen and complete the questions."
- Play the recording Audio script p. T-170 Play the recording. Have Ss complete the task.

Play the recording again Ss review their answers. Then check answers with the class.

Answers

- 1. Are there any nice coffee shops near your home?
- 2. Is there a post office around here?
- 3. Is there a gas station in this area?
- 4. Are there any good shoe stores in this neighborhood?
- 5. Is there a good department store near your home?
- 6. Are there any cash machines around here?
- Have Ss ask and answer the questions in pairs, giving true information in their answers.

Workbook

Assign Workbook pp. 42 and 43. (The answer key begins on p. T-181.)

Answers

Driver Is there a bank around here?

- Matt Yeah, there's one right on Main Street. It's next to the deli. Do you see Sam's Deli just across the street?
- Driver Oh, yeah. Can I park there? I mean, is there a parking lot?
- Matt Well, there's one just behind the bank, but the entrance is on Lincoln.
- Driver Are there any public restrooms near there?
- Matt No, there aren't any there, but there's a department store on the corner of Main and Third. I'm sure there are some there, inside the store.
- Driver Thanks. Oh, and are there any shoe stores near here?
- Matt Well, there's one on Main, between Second and Third Avenues. But that's about it.
- Driver Okay. And one more thing is there a post office around here?
- Matt Um . . . actually, there isn't <u>one</u> in this neighborhood. There's only a mailbox <u>outside</u> the drugstore — <u>across</u> the street from / opposite the shoe store.

В

- Preview the task Read the instructions aloud. Tell Ss that more than one answer about each location is possible.
- Present Common Errors Write on the board: ______ a supermarket near here? ______ any shops? ______ any good restaurants? Have Ss call out Is there or Are there to complete the sentences. Then read the information aloud.
- Do the task In pairs, have Ss ask and answer the questions about the places. Go around the class, and help as needed.

Extra practice

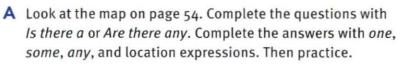
Tell Ss to turn to Extra Practice 6A on page 145 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See teaching notes on p. T-145.)

Grammar *Is there? Are there?*; location expressions ()) 2.23

Extra practice p. 145

Is there a café with free Wi-Fi near here? Yes, there is. There's one on Main Street. No, there isn't. There isn't one in this neighborhood. No, there aren't. There aren't any nearby.

Are there any cash machines near here? Yes, there are. There are some outside the bank.



- Driver _____ ls there a _____ bank around here?
- Matt Yeah, there's <u>one</u> right <u>on</u> Main Street. It's ______ the deli. Do you see Sam's Deli – just the street?
- Driver Oh, yeah. Can I park there? I mean, _____ parking lot? Matt Well, there's _____ just _____ the bank, but
- the entrance is Lincoln.
- Driver _____ public restrooms near there?
- Matt No, there aren't ______ there, but there's a department store _____ Main and Third. I'm sure there are ______ there, _____ the store.
- Driver Thanks. Oh, and ______ shoe stores near here? Matt Well, there's _____ on Main, _____ Second
- and Third Avenues. But that's about it.

Driver Okay. And one more thing – _____ post office around here?

- Matt Um...actually, there isn't in this neighborhood. There's only a mailbox ______ the drugstore – _____ the shoe store.
- **B** Pair work Now ask and answer questions about these places on the map.
- a jewelry store
 restaurants
 a convenience store
- a gas station
 electronics stores

Speaking naturally Word stress in compound nouns



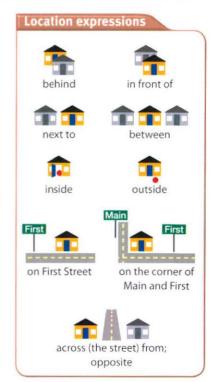
A 1) 2.24 Listen and repeat the compound nouns above. Notice the stress pattern.

About B () 2.25 Listen and complete the questions. Then ask and answer the questions with a partner.

- 1. Are there any nice near vour home?
- Is there a ______ around here?
- 3. Is there a _____ in this area?
- 4. Are there any good in this neighborhood?

5. Is there a good ______ near your home?

6. Are there any ______ around here?



Common errors

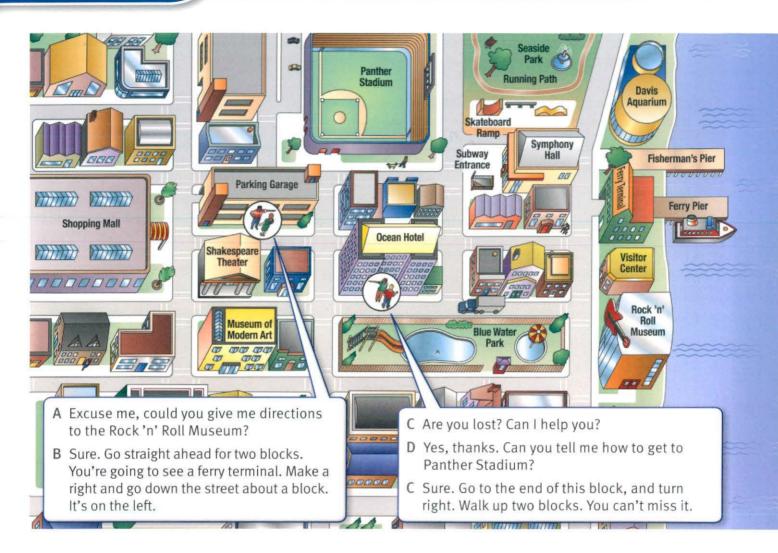
Don't use Is there with

Are there any ATMs? (NOT Is there any ATMs?)

plural nouns.

Lesson **B**

Getting around



Building vocabulary and grammar

A ◀)) 2.26 Listen to the conversations above, and follow the directions on the map. Then underline all the expressions for directions. Practice with a partner.

Figure it out **B** Look at the information below. Find your location and destination on the map. Then complete the questions and put the directions in order.

- 1. You're in the Ocean Hotel. Someone asks:
 - A Are you lost? _____ I help you?
 - B Thanks. _____ you give me directions to Symphony Hall?
 - A 🗌 Um, then make a right.
 - Turn left again at the corner, and walk up two blocks.
 - ☐ It's right there, on the right.
 - Um, yes. When you go out of the hotel, turn left.

- 2. You're outside the parking garage. You ask:
 - A _____ you tell me how to get to the aquarium?
 - B The aquarium is going to be on your right.You're going to see a ferry terminal.
 - Sure. Go straight ahead for two blocks.
 - 🗌 Make a left.
 - Walk up the street about one block.



Lesson B Getting around

1 Building vocabulary

 Set the scene Say, "When people go to different places in a city, it's called *getting around*. How do people usually get around a big city?" Elicit ideas (e.g., by ... car, taxi, bus, subway, train, bicycle, tram, monorail. They can walk.). Ask, "When you want to find out how to get to a place, what can you do?" Call on a few Ss to answer (e.g., You can look at a map. You can ask someone. You can use a GPS.).

A ()) 2.26

- Preview the task Have Ss look at the map and call out places they see. (e.g., *There's a theater. There are two piers.*) Help with any new vocabulary. Have Ss look at the map again and find the people. Say, "These people need directions to different places. Listen to their conversations, and follow the directions on the map."
- Play the recording Ss listen and follow the directions.
- Play the recording again Tell Ss to look at the first conversation and B's response. Say, "Find an expression for giving directions." [Go straight ahead for two blocks.] Tell Ss to underline the expression. Then tell Ss to listen again and underline all the other expressions for directions.
- Have Ss compare their answers in pairs. Then check answers with the class: Ask individual Ss to call out the expressions [Go straight ahead for two blocks; make a right; go down the street about a block; it's on the left; go to the end of this block; turn right; walk up two blocks. You can't miss it.]. Help with new vocabulary as needed.
- Practice Tell Ss to practice the conversations in pairs, taking turns playing each role.

Figure I

В

- Preview the task Tell Ss to look at the two sets of directions. Point out that part of each question is missing. Then ask Ss how many different parts to the directions there are in the first set [four] and how many there are in the second set [five].
- Read the instructions aloud. Make sure that Ss understand the starting location and final destination for each set of directions.
- Do the task Have Ss fill in the missing word in the questions, number the directions, and then compare their answers in pairs. Check answers with the class: Call on individual Ss to each read one of the questions and a step.

Answers

- 1. A Are you lost? Can I help you?
 - *B* Can / Could you give me directions to Symphony Hall?
 - A 3 Um, then make a right.
 - Turn left again at the corner, and walk up two blocks.
 - 4 It's right there, on the right.
 - 1 Um, yes. When you go out of the hotel, turn left.

- 2. A Can / Could you tell me how to get to the aquarium?
 - *B* 5 The aquarium is going to be on your right.
 - 2 You're going to see a ferry terminal.
 - 1 Sure. Go straight ahead for two blocks.
 - 3 Make a left.
 - 4 Walk up the street about one block.
- Focus on the vocabulary Write these column headings on the board: Expressions for ... walking straight, making a turn, checking where you are, when you get to the destination.
- Say, "Read the two conversations in Exercise 1A. What expressions do you see that mean 'walk straight'?" Write Ss' answers in the appropriate column [go straight ahead; go down the street; go to the end of this block; walk up].
- Ask Ss to call out expressions for telling people to turn a corner, and write them on the board [make a right; turn right].
- Say, "You can tell people the name of a place or a building to look for so they know they're going the right way. Find a sentence that gives a checkpoint expression." Write the answer on the board [You're going to see a ferry terminal.].
- Ask, "What expressions do speakers B and C use to end their directions?" [It's on the left. You can't miss it.]
- Focus on the form and the use Say, "Look at the questions in Exercise 1B. Do the people want to help someone or do they need help?" [#1A wants to help; #1B and #2A need help] Ask, "What words fit here?" [#1A. Can #1B and #2A Can or Could] Say, "You can use *can* or *could* to ask for help, but use *can* when you want to give help."
- Try it out Have each partner choose a new starting location and a destination on the map. Have S1 ask S2 for directions. Then have partners switch roles and repeat the task.

Extra vocabulary GIVING DIRECTIONS

Present or have Ss suggest extra vocabulary for giving directions, such as intersection, the (traffic) lights, crosswalk, pedestrian crossing, traffic circle, dead end, shortcut, take a left / right, walk along, just past, just before.

Culture note

For most people, there is no difference between saying *walk up* or *walk down* a street. However, people who live in cities whose streets are laid out in a clear north-south and east-west grid tend to say *walk up* for north and *walk down* for south.

Vocabulary notebook

Tell Ss to turn to Vocabulary Notebook on p. 62 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-62.)

2 Grammar

()) 2.27

- Present the grammar chart Play the recording. Ss listen and repeat.
- Understand the grammar Tell Ss to look at the chart. Elicit or explain the meaning of *offer* and *request* [In a request, you ask someone to help you. In an offer, you say you want to help someone.]. Ask Ss to look at the two conversations in Getting Around on p. 56 and find two requests and one offer [Requests: Excuse me, could you give me directions to the Rock 'n' Roll Museum? Can you tell me how to get to Panther Stadium? Offer: Can I help you?].
- Point out *could*. Explain that people make requests with *could* when they want to be more formal or polite. (For more information, see Language Notes at the beginning of this unit.)
- Present In Conversation Books closed. Ask, "When people make requests, which do they say more often, can or could? Write the word that's more common." Books open. Ask a S to read the information aloud.

A

- Preview the task Read the instructions aloud.
- Do the task Have Ss complete the task and then compare their answers in pairs.

Possible answers

- 1. A Can / Could you give me directions to the Museum of Modern Art? Is it far from here?
 - *B* Uh, no, it's not far. So, go out of the door and turn left. Take a right and walk two blocks. Then turn left and walk one block. Then turn right and walk one block. The museum is right there, on your right.
- 2. A Can / Could you recommend a place to go running?
 - B Let me think. There's a running path in Seaside
 Park. Go out of the Visitor's Center and turn right.
 Go straight ahead for two blocks. You're going to
 see a skateboard ramp on your left. Take a left. The
 running path is right there.

3 Listening and speaking

A ()) 2.28

- Preview the task Read the instructions aloud. Tell Ss to find the Ocean View Hotel on the map. Say, "Listen and write the places each person wants to go to."
- Play the recording Audio script p. T-170 Ss listen and write the places. Pause the recording after each set of directions to give Ss time to answer.
- Play the recording again Ss listen and review their answers. Have Ss compare their answers in pairs. Then check answers with the class.

Answers

1. mall 2. visitor's center 3. subway 4. Seaside Park

- 3. A Good morning. Can I help you?
 - B Yeah, thanks. Can / Could you tell me how to get to Panther stadium?
 - A Sure, you need to go out of the Visitor's Center and make a right. Walk up about two blocks. You're going to see Symphony Hall on your left. Turn left and go straight ahead for one block. Panther Stadium is going to be straight ahead.
- 4. A I'm staying at the Ocean Hotel. Can / Could you give me directions from there to the aquarium?
 - *B* Oh, no problem. Go <u>out of the hotel and make a</u> right. Walk up two blocks. You're going to see a ferry terminal. Turn left and walk up one block. The aquarium is going to be on your right.
- 5. A Hello. Can I help you? Oh, I'm sorry. You're waiting for a subway map. Here you go. So, the subway is just a short walk from here. Go out of the Visitor's Center and turn right. Walk up one block and make a left. Then walk up a block and turn right. Go straight ahead for one block and the subway entrance is going to be right there, on your right.
 - B Thanks. Have a good day.

B

C Recycle a conversation strategy For the following task, remind Ss to correct any mistakes they make when giving directions with expressions like, *Actually, No, wait...* or *I mean*. Remind Ss to use *I mean* if they make an error giving the directions.

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

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.)

About you

B

- **Preview the task** Read the instructions aloud. Ask two Ss to read the example conversation.
- Do the task Have pairs complete the task.

Sounds right

Tell Ss to turn to Sounds Right on page 138 of their Student's Books. Have Ss do the task for Unit 6 in class, or assign it for homework. (See the teaching notes on p. T-138.)

Workbook

Assign Workbook pp. 44 and 45. (The answer key begins on p. T-181.)

-			Around town
G	rammar Offers a	and requests with Can and Could () 2.27	Extra practice p. 1
C V	Dffers Can I help you? Vhat can I do? Iow can I help?	Requests Can you help me? Can you tell me how to get to the aquarium? Could you give me directions?	In conversation Can you? is more common than Could you? for requests People use Could you? to make their requests more polite.
A		age 56. Some people are asking for direction: Complete the questions and directions.	Canyou 2
1.	A you giv	e me directions to the Museum of Modern Art	? Is it far from here?
	B Uh, no, it's not fai	r. So, go out of the door and turn	
2.	A vou rec	commend a place to go running?	
		re's a running path in Seaside Park. Go	
2	A Good morning	Lholo you?	
5.		you tell me how to get to Panther Stadi	um?
		go you tell life now to get to Function of dat	
4.		Ocean Hotel you give me direction	
5.	A Hello I So, the subway is	help you? Oh, I'm sorry. You're waiting for a s just a short walk from here. Go	ubway map. Here you go.
	A Hello ISo, the subway isB Thanks. Have a go	help you? Oh, I'm sorry. You're waiting for a s just a short walk from here. Go	ubway map. Here you go.
B Li	A Hello I So, the subway is B Thanks. Have a go Pair work Take turns Stening and S) 2.28 Look at the m	help you? Oh, I'm sorry. You're waiting for a s just a short walk from here. Go ood day.	ubway map. Here you go. places on the map on page 56
B Li	 A HelloI So, the subway is B Thanks. Have a go Pair work Take turns stening and s ■)) 2.28 Look at the m directions to people. 	help you? Oh, I'm sorry. You're waiting for a s just a short walk from here. Go ood day. asking for and giving directions to different p peaking Finding your way around ap on page 56 again. Listen to the concierge a	ubway map. Here you go. places on the map on page 56 at the Ocean Hotel give
B Li: A 1.	 A Hello	help you? Oh, I'm sorry. You're waiting for a s just a short walk from here. Go ood day. asking for and giving directions to different p peaking Finding your way around ap on page 56 again. Listen to the concierge a Where do they want to go? Write the places. 2 3 asking the questions below and giving direct	ubway map. Here you go.
B Li: A 1. B	 A Hello	help you? Oh, I'm sorry. You're waiting for a s just a short walk from here. Go ood day. asking for and giving directions to different p peaking Finding your way around ap on page 56 again. Listen to the concierge a Where do they want to go? Write the places. 2 3 asking the questions below and giving direct	ubway map. Here you go.
B Li: A 1. B	 A Hello	 help you? Oh, I'm sorry. You're waiting for a signate a short walk from here. Go	ubway map. Here you go.
B Li: A 1. B	 A Hello	help you? Oh, I'm sorry. You're waiting for a signal a short walk from here. Go	ubway map. Here you go.
B Li: A 1. B	 A Hello	help you? Oh, I'm sorry. You're waiting for a s just a short walk from here. Go	ubway map. Here you go.
B Li: A 1. B	 A Hello	help you? Oh, I'm sorry. You're waiting for a signate a short walk from here. Go	ubway map. Here you go.
B Li: A 1. B	 A Hello I So, the subway is B Thanks. Have a go Pair work Take turns stening and si a) 2.28 Look at the m directions to people. Pair work Take turns the neighborhood yo Is there a place to go Could you recommend Could you give me direction 	help you? Oh, I'm sorry. You're waiting for a s just a short walk from here. Go	ubway map. Here you go.

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Conversation strategy Checking information

A What kind of information do people ask a concierge when they are staying in a hotel? Make a class list.

They ask for directions to restaurants.

Conversation strategies

B ■)) 2.29 Listen. What places does the concierge recommend? Where does Maria decide to eat?



Concierge	Hello. Can I help you?
Maria	
Concierge	Excuse me? Did you say places to eat?
Maria	Yes, but not fast food.
Concierge	OK. Well, there's a Mexican restaurant within walking distance.
Maria	Within walking distance?
Concierge	Yes. It's right down the street. It gets great reviews. Or there's a Vietnamese place on Park Avenue. That's really good.
Maria	I'm sorry? There's a Vietnamese place where?
Concierge	Park Avenue. But it's always busy. There's usually about a 15-minute wait.
Maria	Did you say fifteen or fifty?
Concierge	Fifteen.
Maria	Oh, OK. Well, that sounds good. Could you give me directions?
471	

There's about a 15-minute wait." "Fifteen or fifty?"

Checking expressions: I'm sorry? Excuse me? Did you say ...? What did you say?

?

D (1) 2.30 Complete the conversations with the missing words. Then listen and check. Practice with a partner and continue the conversations.

- 1. A Could you give me directions to the bus station?
- 2. A Is there an Indonesian restaurant near here?
- 3. A Do you have a number for a cab company?
- 4. A How do you get to the airport from here?
- 5. A Are there any good movies on this week?
- B I'm sorry? Did you say the _____ ?
- B Did you say Indian or _____?
- B Excuse me? Did you say a _____?
- B Sorry, what did you say? The
- B Any _____, did you say?

Lesson C Excuse me?

C Lesson C recycles *can* for offers and requests, *Is there / Are there*, and vocabulary for places to go and things to do "around town."

1 Conversation strategy

Α

- Set the scene Read the title of the lesson aloud. Ask, "When do we use the expression "Excuse me?" [When someone hasn't heard something.] Ask, "What else can you say if you don't hear?" [Can you say that again? Could you repeat that please? What did you say?]
- Preview the task Read the instructions aloud. Ask, "What's a concierge?" [Concierges work in hotels. They give guests information, and help them with things like making reservations or booking show tickets.] Ask, "What kinds of information do guests in hotels ask for?" Have Ss call out ideas and write them on the board. [e.g., They ask for information about spas, car rentals, show times, ticket prices, transportation to the airport, train and bus schedules, interesting places to visit etc.]

B ()) 2.29

- Preview the task Tell Ss to look at the photo. Say the people are in a hotel. Ask, "Who is the concierge?" [the man]. "What is the concierge showing the woman?" [a pamphlet / brochire] Say, "Listen to the conversation between Maria and the concierge. What places does the concierge recommend? Where does Maria decide to eat? Write the answers."
- Play the recording Books closed. Ss listen and write their answers. Ask, "What is the main topic of the conversation?" [Maria wants information about restaurants near the hotel.]
- Play the recording again Books open. Ss listen, read along, and review their answers. Have Ss check their answers in pairs. Check answers with the class [a Mexican restaurant, a Vietnamese place; she decides to eat at the Vietnamese restaurant].
- Have Ss call out any words they don't know. Write them on the board. Ask other Ss to help explain the meaning of the words, or explain them to the class.

С

- Present Notice Read the information and the examples aloud. Say, "You can use this strategy when you don't hear or understand what someone says. You can repeat words, or use these expressions so the other person repeats the information." (For more information, see Language Notes at the beginning of this unit.)
- Say, "Find an example in the conversation where Maria repeats words as a question." [Within walking distance?]
 Say, "Now find examples of the checking expressions.
 [Excuse me?; <u>Did you say</u> places to eat?; <u>I'm sorry</u>. <u>Did you</u> say fifteen or fifty?]
- Practice Tell Ss to practice the conversation in pairs, taking turns playing each role.

D 🜒) 2.30

- Preview the task Read the instructions aloud. Have Ss read all of the questions and all of the responses before they begin.
- Do the task Have Ss fill in the missing words.
- Play the recording Ask Ss to listen to the conversations and check their answers.
- Check answers with the class: Have pairs of Ss each read a question and its checking response.

Answers

- 1. bus station
- 2. Indonesian
- 3. cab company
- 4. airport
- 5. good movies
- Practice Tell Ss to practice with a partner, and try to continue the conversations as long as they can.

Culture note

When people are speaking informally with friends, they often just say, "Sorry?" as a signal for the speaker to repeat the information.

Extra activity INDIVIDUALS / PAIRS

Ss imagine that today is the first day of school and that they are new students. Ss write two questions about the school or the area around the school to ask their partner (e.g., *Is the school pool open on weekends? Where can you go for lunch?*). S1 asks his or her questions, and S2 uses expressions to check information. Pairs continue the conversation for as long as they can. Then Ss change roles.

2 Strategy plus

()) 2.31

- Present Strategy Plus Read the information at the left aloud. Explain that you can use "echo" questions to check information that you didn't hear correctly. They're useful for checking very specific information. They may be used together with an expression for checking information; for example, I'm sorry? There's a Vietnamese place where? (For more information, see Language Notes at the beginning of this unit.)
- Ask pairs to each read one of the three examples. Ask,
 "What words did Maria not hear?" [on Park Avenue]
 "How about speaker B in the next two examples?"
 [drugstore; 10:00] Point out that, depending on the information you want to check, you need to ask *What? Where? What time?*, etc., to match the content of what you are checking.
- Tell Ss to look at what Maria says again. (I'm sorry. There's a Vietnamese place where?) Say, "The question word in an 'echo' question gets a lot of stress. This helps the first speaker know what information to repeat."
- Ask Ss to look at the other two examples. Ask, "What do you think A's answer will be to I'm sorry, a what?" [a drugstore] "What about A's answer to Excuse me? It opens at what time?" [at 10:00]
- Practice Tell Ss to practice the example conversations in pairs, taking turns playing each role. Tell Ss to focus on

giving extra stress to the question word and to include A's answer in each conversation.

- Present In Conversation Books closed. Say, "When people ask someone to repeat something they often say 'I'm sorry?' or 'Excuse me?' Which do you think is more common?" Have a S read the information to find the answer. [I'm sorry?]
- Preview the task Read the instructions aloud. Model the activity by having two Ss read the first conversation. Point out that "what" is the correct echo question to ask as it matches the content of speaker A's question. Tell Ss to complete the rest of the "echo" questions with the words in the box.
- Do the task Have Ss complete the task. Play the recording. Ss listen and check their answers.

Answers

- 1. what
- 2. where
- 3. how much
- 4. what time
- 5. how far
- 6. what kind of
- Practice Tell Ss to practice the conversations in pairs, taking turns playing each role. Remind the S B's to use extra stress on the question word.

3 Listening and strategies

A ()) 2.32

- Preview the task Read the instructions aloud. Have Ss read the choices before you play the recording.
- Play the recording Audio script p. T-171 Ss listen and number the boxes. Pause the recording after the first conversation, and show Ss that Did you say Thai? is the correct answer. Have Ss number the remaining sentences. Check answers with the class.

Answers

- 4 Excuse me? Fourteen or forty? 1 Did you say Thai?
- 6 I'm sorry? From where? 2 I'm sorry. It's how far?
- 3 I'm sorry, a list of what? 5 Did you say roller skates?

B ()) 2.33

- Preview the task Read the instructions aloud. Tell Ss that the person at the visitor center is going to answer the questions above. Tell Ss to take notes.
- Play the recording Audio script p. T-171 Ss listen and take notes.
- Have Ss compare their answers in pairs. Check answers with the class.

Answers

 Yes. It's really good, but it's pretty spicy. Do you like spicy food?

- 2. Five or six blocks. It's just down the street.
- Oh, sure. Here's a calendar of some of the major events. There's a traditional music festival in the park on Sunday.
- Fourteen. You can catch it right across the street. It stops right in front of the art museum. It's only four stops from here.
- Yes. They're really popular. You can rent them for about 5 dollars an hour.
- 6. Pier 9. It's right next to the aquarium. They run every hour.

About

С

- Preview the task Read the instructions aloud. Ask two Ss to read the example conversation.
- Do the task Have pairs complete the task. Go around the class, and help as needed.

Free talk

Tell Ss to turn to Free Talk 6A and 6B 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. 46 and 47. (The answer key begins on p. T-181.)

Around town UNIT 6

Here are some more

A Is there a drugstore

around here?

B I'm sorry, a what?

A It opens at 10:00. B Excuse me? It opens

at what time?

In conversation

Excuse me?

When people ask others to repeat information, they say I'm sorry? more often than Excuse me? I'm sorry?

examples:

2 Strategy plus "Echo" questions

In an "echo" question, you repeat something you heard, and you add a question word to check information you didn't hear.

> There's a Vietnamese place on Park Avenue.

I'm sorry? There's a Vietnamese place where?

()) 2.31 Complete the conversations with "echo" questions. Use the words in the box. Then listen and check. Practice with a partner.

how far	how much	✓what	what kind of	when	where
			1 2		

- 1. A So, are there any theme parks here? B I'm sorry, any <u>what</u>?
- 2. A Is there an outdoor swimming pool around here?
 - B Actually, there is. It's opposite the park.
 - A Excuse me? It's ?
- 3. A You know, movie tickets cost \$12. They're expensive. B They cost _____ ?

4. A They have great outdoor concerts every night until 10:00. B I'm sorry, until ____ ?

- 5. A So, are there any museums in the city?
 - B Yeah. There's a science museum about 15 minutes away.
 - A l'm sorry, it's _____?
- 6. A There are some good Thai restaurants here.
 - B There are some good _____ restaurants?

B Listening and strategies Tourist information

A 4) 2.32 Listen to the start of six conversations at a visitor center. What do you think each person says next to check the information? Number the sentences 1 to 6.



Excuse me? Fourteen or forty? I'm sorry. It's how far?

1 Did you say Thai? I'm sorry, a list of what? I'm sorry? From where? Did you say roller skates?

- **B** (1) 2.33 Now listen to the complete conversations. How does the person working at the visitor center answer the questions above?
- About vou C Pair work Role-play conversations at a visitor center. Ask for information about places in your town or city, and check the information you hear.
 - A Are there any good gift shops around here?
 - B Excuse me? What kind of shops?

Free talk pp. 131 and 133



Exploring the city

Reading

A What do you know about Istanbul? Make a class list.

It's in Turkey.

B Read the website below. Find one thing you didn't know about Istanbul and one thing you knew already.

Reading tip

Writers sometimes define words they use with a dash: *Enjoy a cup of* chay – *Turkish tea*.

- 0 >

A C http://www.discoveringturkey...

Is there any other city quite like Istanbul? Europe and Asia meet in this fascinating and lively place. With amazing sights, sounds, and smells on every corner, it's a must-see for everyone!

Q

ANB

Eminonu

Day 1: START WITH A WALKING TOUR Your tour begins at Gülhane Park. Enjoy the shaded lawns and beautiful gardens, and walk toward the famous Topkapi Palace. The museum has incredible jewels, gold, and works of art. Then walk through the palace grounds for fabulous views across the Bosphorus. Walk back into the park and enjoy a cup of *chay* – Turkish tea – at one of the little outdoor cafés.

Outside the park, walk down one of the little cobblestone streets with traditional wooden houses. Find your way to the seventeenth century Blue Mosque – named for the blue tiles on its inside walls. Then walk north for a couple of blocks and visit the beautiful Hagia Sophia mosque – now a museum.

Day 2: SHOP TILL YOU DROP Start your day at the colorful and bustling Grand Bazaar. There are thousands of shops with everything from gold and silver to beautiful Turkish rugs. You'll find plenty of souvenirs here to take home with you. Then head north and continue to the fabulous spice market.

For a quick lunch, go to one of Istanbul's pastry shops and try a *borek* – a pastry with a cheese or meat filling. Delicious!

Spend the rest of your day exploring the fashionable area of Nisantasi, with its designer shops and exciting nightlife. Ready to drop? End your day at one of Istanbul's famous Turkish baths.

Day 3: TAKE A TRIP ON THE RIVER Today, take the local ferry from Eminonu to Anadolu Kavagi. Don't forget your camera so you can take spectacular photos of palaces, old houses, and forts along the way. Then, before the boat returns, be sure to have a leisurely lunch at one of the seafood restaurants. Or, if you're feeling energetic, hike up the hill for a fantastic view.

SHE FORM

Nisantasi to Anadolu Kavagi Gülhane Park Bosphorus River Topkapi Palace Hagia Sophia Blue Mosque

Lesson D Exploring the city

Reading

Set the scene Read the title of the lesson aloud. Say, "Exploring a city means walking around and seeing the sights. Do you enjoy exploring new cities? What do you like to do when you visit a new city? What do you like to see?" Get ideas from Ss. Ask follow-up questions to get more information.

Α

Prereading

 Preview and do the task Read the instructions and the example aloud. Ask, "What else do you know about Istanbul?" Tell Ss to write down one piece of information. Then have Ss call out ideas and write them on the board. [It's the largest city in Turkey. The city is in Asia and Europe. It's on the Bosphorus River. It's well-known for its markets and bazaars.] Keep the ideas on the board.

Culture note

Istanbul is the largest city in Turkey, with a population of about 13.5 million. It is the economic, cultural, and historical center of the country. Istanbul is a transcontinental city, divided by the Bosporus. On one side is the European part of the city and on the other side is the Asian part. The history of Istanbul begins at about 660 BC. At that time it was called Byzantium. It became Constantinople in 330 AD and for the next 16 centuries was the capital of four different empires: the Roman (330–395), the Byzantine (395–1204 and 1261–1453), the Latin (1204–1261), and the Ottoman (1453–1922).

В

During reading

- Present Reading Tip Tell Ss to cover the Reading Tip. Write on the board: Enjoy a cup of chay. Say, "Chay is a Turkish word. Can you guess what it means?" [tea]. Say, often writers explain words by using a dash (-). Cross out the period in the sentence and write: - Turkish tea. Have Ss read the tip and find the example in the guide.
- Write borek on the board. Ask Ss, "What's a borek? Look at the website and find out." [a pastry with a cheese or meat filling]

- Preview the reading Tell Ss to look at the headings and the pictures on the website. Ask, "What kind of website is it?" [a travel website]. "What three things does it suggest to do in Istanbul.?" [a walking tour, shopping, and a trip on the river.]
- Read the instructions aloud. Tell Ss to read the website and highlight a fact they already knew about Istanbul, and also to highlight one thing they didn't know about Istanbul.
- Do the reading Have Ss read the website and do the task.
- Have Ss call out the information they already knew about Istanbul. Ask Ss if the information is in the list on the board from Exercise 1A.
- Have Ss call out one piece of information they didn't know.
- Do the reading again Have Ss read the guide again and circle any new words. Ask Ss to compare new words in pairs and help each other with the meanings. Help with new vocabulary as needed.

Extra activity PAIRS

Ss take turns reading aloud sections of the website. Ss A reads a sentence and then stops. Ss B says the missing information. (e.g., Ss A: Start with a walking tour. Your tour begins at Gülhane Park. Enjoy the shaded . . . Ss B: lawns. Ss A continues: . . . and beautiful gardens, and walk toward the famous Topkapi. . . . Ss B: palace.)

Extra activity GROUPS

Ss each write two questions about information on the website. [e.g., What are the streets like? Where can you get a cup of Turkish tea? Are there any museums?] Ss then take turns asking the group their questions. Group members answer the questions. How much information can they remember?

Postreading

- Preview the task Read the instructions aloud. Ask different Ss to each read a question aloud.
- Do the task Have Ss find and write down the information from the article to answer the questions. Then have them compare their answers in pairs. Check answers with the class.

Answers

- the Grand Bazaar; 1b. Gülhane Park; 1c. Topkapi Palace; 1d. outdoor café
- 2. a pastry with cheese or meat filling
- 3. palaces, old houses, and forts
- 4. from the tiles on its walls
- 5. (Answers will vary.)
- 6. (Answers will vary.)
- Follow-up Have Ss tell the class a place they would like to see in Istanbul. Tell Ss to say why. Call on a few Ss to say somewhere they wouldn't go to in Istanbul and say why not.

2 Talk about it

- Set the scene Ask Ss, "What are some of your favorite places in your town or city?" Get ideas from Ss. Ask followup questions to get more information, such as what people can do there.
- Preview the task Read the instructions aloud. To model the task, have different Ss ask you the first two or three questions. In your answers, give more information than just the name of the place.
- Do the task Have groups discuss their ideas. Have Ss try to come to an agreement about each question and make note of the answers. As they talk, go around the class, and help as needed.
- Follow-up Ask a group to report their answer to the first question to the class. Have other groups listen and raise their hands if they had a similar answer. Repeat the activity for the other questions, using a different group to report their answer each time.

Extra activity INDIVIDUALS

Ss make a mini-guide for visitors about an area in their town or city. They should include names, addresses, general locations, and what you can do in each place. Post the guides around the room for Ss to read.

3 Writing

A

- Preview the task Read the instructions aloud. Have Ss read the example guide, paying special attention to any phrases that give directions.
- Present Help Note Call on Ss to read the incomplete sentences aloud. (For more information, see Language Notes at the beginning of this unit.)
- Say, "Look at the guide on p. 60. Find some of these expressions for giving directions." Call on Ss to read the sentences [Your tour begins at Gülhane Park.; Then walk north for a couple of blocks...;... continue to the fabulous spice market...].
- Do the task Have Ss underline the expressions for giving directions in the Walking tour of Rockville.

About

В

Preview the task Tell Ss to read the example guide for Rockville paragraph again. Ask a few comprehension questions (e.g., Where does the tour begin? What can you see in the park? What can you do?). Read the instructions aloud. Tell Ss to write a guide for a walking tour of their neighborhood or city. Say, "First, think of three interesting places to visit. Write them down. You can look at the questions in Exercise 2 for ideas." Do the task Have Ss write their guides. As they write, go around the class, and help as needed.

Extra activity PAIRS

Ss draw a simple street map for the area of their guide and give it to a partner. S1 then reads his or her guide aloud to S2, who listens and draws the route described. Ss then switch roles.

C

- Preview and do the task Have Ss in each group read one another's guides. Alternatively, Ss can read aloud their guides to the group. Tell Ss to choose the tour that they would like to take. Ss tell the group which tour they chose and why.
- Follow-up Ss in each group decide on the best tour. That S reads his or her guide to the class. Encourage other Ss to ask follow-up questions.

Workbook

Assign Workbook pp. 48 and 49. (The answer key begins on p. T-181.)

Around town

UNIT 6

- C Read the website again and answer the questions. Then compare with a partner.
- 1. Where can you do these things, according to the website?
 - a. buy a Turkish rug
 - b. walk around beautiful gardens
- c. see jewels and works of art
- d. drink Turkish tea

- 2. What is a borek?
- 3. What sights can you see on the boat trip?
- 4. How did the Blue Mosque get its name?
- 5. Which three places would you like to see on this tour? Why?
- 6. Are there any places you would not go to? Why?

2 Talk about it What are some of your favorite places?

Group work Discuss places in your town or city. Can you agree on the best place to do these things?

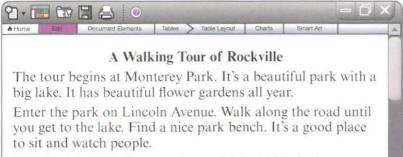
Is there . . .

- a good place to sit and watch people go by?
- a fun place to spend a rainy afternoon?
- a cheap (but good) place to eat?
- a quiet area to go for a walk or a jog?
- a good place to shop for electronics?
- an interesting museum?
- a neighborhood with a lot of cultural events?
- a neighborhood with lots of interesting nightlife?



3 Writing A walking-tour guide

A Read the guide to Rockville and the Help note below. Underline the expressions for giving directions.



Walk back to the entrance and turn right on Lincoln Avenue. . . .

/ Help note

Giving directions

- The tour begins at _____.
- Turn right on ______ Street.
- Return to . . . / Walk back to . . .
- Walk north for two blocks.
- Continue east on _____ Street.

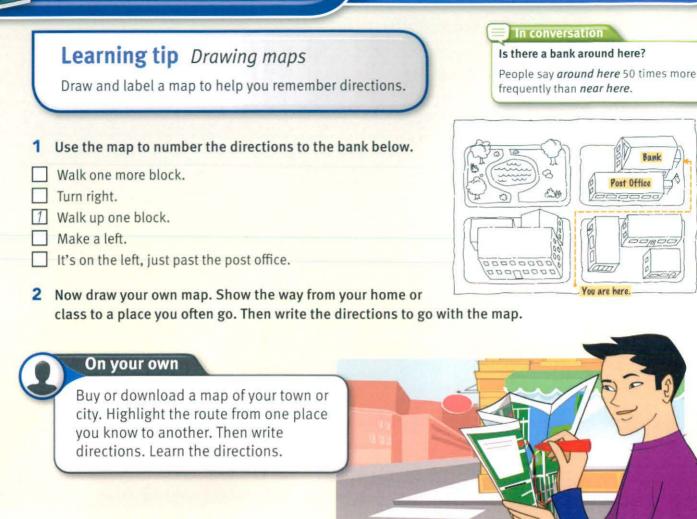
About B Now write a guide for a walking tour in your city or town. Write about three different places and explain why they are worth visiting. Give directions to each place.

C Group work Read your classmates' guides. Then tell the group which tour you would like to take and why.



Vocabulary notebook /

Which way?



Do! Now I can . .

🖌 I can . . .

I need to review how to . . .

- ask questions about places in a neighborhood.
- say where places are in a neighborhood.
 - make offers like Can I help you?
 - make requests like Can you help me?
- ask for and give directions.

use expressions like *Excuse me*? to check information.
ask "echo" questions to check information.
understand directions and follow along on a map.

0

0

- understand conversations at a visitor center.
- read an online city guide.
- write a walking-tour guide for a neighborhood.

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, "Giving directions is difficult because different people might use different expressions to say how to get from one location to another. By drawing a map of a place that is real and familiar to you and then writing the directions on the map, the direction vocabulary will have more meaning and be easier to remember."
- 1

2

Preview and do the task Read the instructions aloud.
 Point out that the first step in the directions is *Walk up one* block. Have Ss complete the task, and then compare their answers in pairs. Check answers with the class.

Present In Conversation Books closed. Write on the board: Is there a bank _____ here? Ask, "What two words did we learn in this lesson that can go in the blank?" [around, near] Write the two words on the board. Ask, "Which one do you think people use more often?" Call out each word, and ask for a show of hands. Books open. Ask a S to read the information in the box.

C These tasks recycle the vocabulary for giving directions.

Answers

- 3 Walk one more block.
- 2 Turn right.
- 1 Walk up one block.
- 4 Make a left.
- 5 It's on the left, just past the post office.
- Preview and do the task Read the instructions aloud. After Ss complete the task, have them compare their maps and directions in pairs.

On your own

- · Present On Your Own Read the information aloud.
- Follow-up At the start of the next class, Ss bring their maps, and tell a partner the directions.

Now I can . . .

- Go over the Now I Can items. Put Ss in pairs to give one example each for the first seven 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.

Unscramble the questions.

C This task recycles the word order of questions with the present continuous as future, the future with *going to*, the simple past, the past of *be*, and *Are there*.

- Preview the task Books closed. Write the first scrambled question on the board. Say, "Put the words in the correct order." Have a S say the question, and write it on the board.
- Do the task Books open. Have Ss unscramble the questions. Check answers with the class: Have individual Ss read their questions.

Answers

- 1. What are you doing next weekend?
- 2. Are you going to go shopping after class?
- 3. Is it going to rain tomorrow?
- 4. Did you move here from another city?
- 5. Where did you go on vacation last year?
- 6. What was your favorite subject in school? / What subject was your favorite in school?
- 7. Are there a lot of fun places in your neighborhood?

2 Can you complete this conversation?

CP This task recycles the uses of *Is there, one*, time expressions, object pronouns, and *be born*. It also recycles the conversation strategies of checking information, asking "echo" questions, correcting yourself, and using "vague" expressions and responses.

- Set the scene Have Ss skim the incomplete conversation. Ask, "What's the conversation about?" [the location of a gift store; a woman looking for a present and getting suggestions from a friend]
- Preview the task Read the instructions and the example aloud. Tell Ss to use each expression only once.
- Do the task Have Ss complete the conversation. Check answers with the class: Call on a pair to read their answers. Ask Ss to raise their hands if they disagree with any of the answers given.

Answers

- A Are there any nice gift stores around here?
- B Did you say gift stores? Um, there's one just across the street. Oh actually no, it closed. But there are some in the mall.
- A Oh yeah. I need to get my grandfather something. It's his birthday next week.
- B Oh, really? How old is he going to be?
- A Well, he was born in 1948, so how old is that?
- B Oh, I'm not good at math. So, what are you going to get <u>him</u>?

- Tell Ss to work in pairs, taking turns asking and answering the questions. Say, "Answer each question, and then continue the conversation as long as you can." Model the task by having a S ask you the first question. (Note: If Ss are still in high school, have them ask, "What was your favorite subject last year?" for number 6.)
- **Follow-up** A few Ss share one interesting or new thing they learned about their partners.

Extra activity PAIRS

Pairs write three or four scrambled questions similar to those in Exercise 1 and then exchange papers with another pair. Pairs unscramble the questions and take turns asking and answering them.

- A Um, I'm not sure.
- B Does he have any hobbies?
- A Well, he's pretty active. He's really into exercise.
- *B* Well, here's an idea. Take him to a bowling alley for his birthday.
- A Take him where?
- B To a bowling alley. There's one on Fifth, I mean, Sixth Avenue. And you can play pool and table tennis and everything. It doesn't close until midnight.
- A It closes at <u>what time</u>? Actually, that's a great idea. Thanks.
- Practice Tell Ss to practice the conversation in pairs, taking turns playing each role.

Extra activity PAIRS

Pairs write and practice their own conversation using the one in Exercise 2 as a model. S1 is looking for a store to buy a present. S2 knows where the store is and gives S1 the location and some other birthday suggestions. A few pairs act out their conversations for the class.

Checkpoint Units 4–6

Unscramble the questions.

Put the words in the correct order to make questions. Then ask and answer the questions with a partner.

- 1. doing / are / next weekend / what / you ? What are you doing next weekend?
- 2. after class / going to / you / go shopping / are ?
- 3. it / rain / tomorrow / going to / is?
- 4. you / here / did / another city / from / move ?
- 5. last year / you / did / on vacation / go / where ?
- 6. what / your / in school / favorite / was / subject ?
- 7. are / a lot of / in / fun places / neighborhood / there / your ?

Can you complete this conversation?

Complete the conversation. Use the words and expressions in the box. Use capital letters where necessary. Then practice with a partner.

		✓are there any		I'm not sure				where
a	nd everytning	ald you say	Imean	my grandfather	one	until	what time	
А	Are there an	ny_nice gift stores	around he	ere?				
В		gift stores? Um,	there's	just a	cross th	e street.		
	Oh,	no, it close	d. But ther	e are	_ in the	mall.		
A	Oh yeah. I ne	ed to get	son	nething. It's his birt	hday ne	xt week.		
В	Oh, really? Ho	ow old is he going	to be?					Total I
А	Well, he	in 1948	, so how c	old is that?			4	1
В	Oh, I'm not go	ood at math. So, w	hat are yo	u going to get		_?		
А	Um,						CHÉRI CA	RDS & GI
В	Does he have	any hobbies?						9,
А	Well, he's pre	etty active. He's rea	ally into ex	ercise.		1		
В	Well, here's a	n idea. Take him t	o a bowlin	g alley for his birtho	lay.			
А	Take him	?					TRANSPORT OF	
В	To a bowling a	alley. There's one		Fifth,				
	Sixth Avenue.	. And you can play	pool and t	table tennis			en de la company de la comp Normalita de la company de la	
	It doesn't clos	se	midnight.				Sin- Line	
А	It closes at	? Ac	tually, that	's a great idea. Tha	nks.			
								63

What can you remember?

A Add four words to each category, and compare with a partner. Ask questions to find out more information.

Events you are going to celebrate this year	and the second	Places in town you go to often	Subjects you'd like to know more about
New Year's Eve	May 1st – my birthday	the bank	biology

- A How are you going to celebrate New Year's Eve?
- B We're going out for dinner. How about you? Are you going to have a party, or ...?
- B Choose a category and survey your class or group. Report your findings to the class.

"Most of us are going to celebrate New Year's Eve." "Nobody is going to have a birthday party."

Get it right!

A Can you complete these questions? Use the words in the box.

1.	What's your city, I mean, your	like?		swim
2.	Are you going to any birthday parties, I mean,	this year?		best
3.	Can you give me directions to a bank around I	here? I mean, a	?	neighborhood
4.	When did you learn to walk? I mean, when did	d you learn to	_?	weddings
5.	What was your worst, I mean,	subject in school?		post office

- **B** Pair work Take turns asking the questions above. Use "vague" expressions in your answers. Check your partner's answers with "echo" questions.
 - A What's your city, I mean, your neighborhood like?
 - B Well, I like it. There's a lot to do. We have a lot of cafés and restaurants and everything.
 - A I'm sorry. A lot of what?

5 Do you know your city?

Pair work Write directions from your class to three places nearby. Then trade papers. Can your partner guess the places?

1. Cross the street, turn left, and walk up three blocks. This place is on the right, next to the bank. What is it?

1.	A con	venien	<u>ce stor</u>	е	_
					-
-	-	-		and a second	-

3 What can you remember?

C? This task recycles the vocabulary of celebrations and holidays, months, days of the month, places in a town, and school subjects. It also recycles determiners.

Α

- Preview and do the task Read aloud the instructions, the category names, and the examples in the chart. Have Ss complete the chart with their own ideas.
- Have Ss compare their answers in pairs. To model the task, have two Ss read the example conversation aloud. Then ask a few Ss questions about the categories using the examples in the chart (e.g., *Is your birthday an important date for you?; Do you often go to the bank?; I'm never going to study biology. How about you?*). Get ideas from the class. Then ask follow-up questions.
- Follow-up Pairs report a few things they have in common to the class (e.g., We're both going to celebrate Halloween this year. I'm going to have a party, and Maria's going to go out to a club.).

4 Get it right!

C This task recycles the strategies of correcting yourself with *I mean*, using "vague" expressions, and checking information.

Α

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

Answers

- 1. What's your city, I mean, your neighborhood like?
- Are you going to any birthday parties, I mean, weddings this year?
- 3. Can you give me directions to a bank around here? I mean, a cash machine?
- 4. When did you learn to walk? I mean, when did you learn to swim?
- 5. What was your worst, I mean, best subject in school?

5 Do you know your city?

C This task recycles location expressions and vocabulary for giving directions.

- Preview the task Following the model, write directions to a place near the school on the board. Tell Ss to read the paragraph on the board. Call on a S to guess the place. Call on other Ss to correct or confirm. When Ss finish guessing, say the correct place.
- Read the instructions aloud. Tell Ss to use the model in the Student's Book or on the board for help with their directions.

В

Preview the task Read the instructions aloud. Say, "Take out a piece of paper and make a survey chart. On the left, write a question for each of the words in the category you choose. On the right, make a *Yes* and a *No* column." Write an example on the board:

Yes No

- 1. Are you going to celebrate Halloween this year?
- 2. Are you going to celebrate Valentine's Day?
- 3. Are you going to celebrate . . . ?
- Do the task Say, "Now ask your questions. Keep a tally of the answers." Have Ss work in groups or walk around the class and ask each other their questions.
- Have Ss write the results of each question on their survey. To model the task, call on two Ss to read the examples. When Ss finish, have a few share their results. Ask if any information is surprising and why.

В

- Preview and do the task Have Ss read the example conversation as a class. Then read the instructions aloud. Have pairs take turns asking and answering the questions in Exercise 4A.
- Follow-up A few pairs present their conversations to the class.

Extra activity PAIRS

Ss each write three questions like the ones in Exercise 4A. Encourage them to look back over the units for topics to ask about. Pairs take turns asking and answering their questions.

- Do the task Have Ss write their directions to three places. When Ss finish, tell Ss to trade papers with a partner and write their guesses. Then have them trade papers back and check the answers. Have Ss note who got the most correct answers and report to the class. Find out if any Ss' directions were not guessed correctly.
- Follow-up Choose a few Ss whose directions were not guessed correctly. Those Ss read their directions to the class. Other class members guess the place.

Lesson A Getting ready

Grammar Infinitives for reasons

(See Student's Book p. 67.)

This lesson presents infinitives for reasons, which are also called "infinitives of purpose."

Form

- The patterns presented in the lesson are:
- Main clause + to-infinitive for reason
 I have to go online to find a flight.
 I'm going to Puerto Rico to see my relatives.
- To-infinitive in a response Why are you going to Puerto Rico?
 To see my relatives.

Use

The *to* infinitive can be used to give a reason or purpose or to answer the question *why*.

Grammar It's + adjective + to ...

(See Student's Book p. 67.)

Form

Affirmative statements

It's + adjective + to-infinitive It's easy to find a cheap flight online. It's nice to say "Thank you" and things.

- Negative statements It's + not + adjective + to-infinitive It's not hard to do.
- Questions
 Is it + adjective + to-infinitive?
 Is it expensive to fly to Puerto Rico?

Use

In sentences like these, *it* is sometimes called an "empty" or "dummy" subject. It is possible to make the infinitive the subject of the sentence (e.g., *To find bargains online is easy.*). However, this structure often sounds very formal (or occasionally odd), and it sounds more natural in English to use the impersonal subject *it* (e.g., *It's easy to do.*).

O Corpus information It's + adjective + to

In conversation, the most common adjectives in the structure *It's* + adjective + to are *hard*, *nice*, *easy*, *good*, *important*, *difficult*, *fun*, and *interesting*.

Speaking naturally Reduction of to

Grammar words such as *to* are usually reduced in rapid, connected speech, especially before consonant sounds. In this section, Ss practice hearing and saying reduced *to*.

Lesson B Things to remember

Grammar Advice and suggestions

(See Student's Book p. 69.)

There are many ways to give advice and make suggestions depending on the speaker's relationship with the person he or she is talking to, as well as the type of advice being given. Here are some of them.

Form

Should (not)

subject + should (not) + base form of the verb
You should take some insect repellent.
You shouldn't carry a lot of cash with you.

- Could subject + could + base form of the verb You could borrow your dad's hat.
- Need to

subject + *need to* + verb *You need to take a hat.*

Questions with Why don't you ...? and Do you want to ...? Why don't you take my jacket? Do you want to pack some other shoes?

- The expression It's a good idea + to-infinitive It's a good idea + to-infinitive
- It's a good idea to have something warm.
- Imperatives Take a hat.
 Don't forget to pack a jacket.

Corpus information

Common errors with can and should

Modal verbs can be difficult to use and students may choose the wrong one. The modal verb *can* is not used to give advice. Use *should* or *need* to to give advice. I think you should take a first-aid kit. Or I think you need to take a first-aid kit. NOT You can take a first-aid kit.

Use

Some of the forms give advice more strongly or directly than others. In some contexts, advice with *should* or imperatives can sound too strong or direct, especially with people that the speaker does not know very well.

For strong advice

Should (not) (The modal verb should is used to say what is the right thing or a good thing to do.) *Need to (Need to* is used to say what is necessary.) Imperatives

Lesson C That's a great idea.

Conversation strategy Responding to suggestions

(See Student's Book p. 70.)

Ss studied how to make suggestions in Lesson B. In this lesson, they learn how to respond to suggestions.

Responding to suggestions the listener likes

That's a great idea.

That sounds great.

I'd love to.

- A Why don't we go away for the weekend? B That sounds great.
- B mai sounds great.
- Responding to suggestions the listener does not like Maybe.
 - I guess we could, (but) ...

I don't know.

- I'd like to, but . . .
- A Why don't we go away for the weekend? B I don't know.
- After negative responses, people usually offer an explanation or excuse.
 - A Why don't we go away for the weekend?
 - B I'd like to, but I have to work on Saturday.

Lesson D Interesting places

Reading tip

(See Student's Book p. 72.)

The Reading Tip tells Ss that if they don't understand a word in a description, they should look for other words in the description that might help them. Other adjectives in the description may well be closely related in meaning, and give the reader clues to the meaning of an unfamiliar word. This is one example of guessing words in context—a reading skill that can help Ss become more fluent, efficient readers. For suggestions

Could (The modal verb *could* is used to make a suggestion or to say what is possible or a good idea.)

Questions with *Why don't you*...? and *Do you want to*...? The expression *It's a good idea to*...

O Corpus information Advice and suggestions

People often use expressions such as *I think, probably,* and *maybe* to soften advice with *should. Should* is in the top 200 words in conversation. It is almost ten times more frequent than *shouldn't.*

Strategy plus I guess

(See Student's Book p. 71.)

People use expressions such as *I guess* (or *I think*) to soften the things they say or when they want to sound less direct or less certain about something. They can be used at the start of a sentence or at the end. They can also be used as a response by themselves, indicating a reluctant agreement.

- A Do you want to go?
- B I quess.

O Corpus information Guess

Guess is one of the top 150 words in conversation, and about 96 percent of its uses are in the expression *I guess. I guess* is one of the top twenty conversational expressions.

Help note Writing a message about a trip

(See Student's Book p. 73.)

The Help Note shows the structure and main elements of an email message about a trip. It also presents the main topics people write about in these kinds of emails: the weather, the place, the food, and the activities they are doing. It includes a brief review of some of the greetings and closings that Ss learned in Unit 4, Lesson D.

- Greetings
- Dear...
- Informal closings See you soon! Love,

Going away

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

Introduce the theme of the unit Ask, "What are you going to do for your next vacation? Who is going to stay home and do things? Raise your hand." Say, "These people are staying around town." Ask, "Who is going to travel? Raise your hand." Ask a few Ss where they are going. Say, "These people are going away."

In this unit, you learn how to . . .

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

Extra activity CLASS

Write on the board: Lesson A: Speaking Naturally; Lesson B: Grammar, Lesson C: Strategy Plus; Lesson D: Help Note. Ss look through the unit and find the titles of each of these sections [Lesson A: Reduction of to; Lesson B: Advice and suggestions; Lesson C: I guess; Lesson D: Writing a message about a trip]. Ask several Ss, "Which section looks most interesting? Which section looks most useful?"

Before you begin ...

Introduce the ideas for vacations Say, "Look at the pictures, and find one that shows a fun place to go. What is it?" [Picture 1: a beach] "Find a way to travel. What is it?" [Picture 4: by train] "Find a picture of something fun to do on a trip. What are the people doing?" [Picture 2: a passport, some sunglasses, a guidebook] [Picture 3: camping with friends] "Find a picture of things you always take on a trip. What are they?"

Extra activity PAIRS

Read Before You Begin aloud. Have Ss work in pairs and think of three more examples for each of the items.

CP Recycle pronunciation The reporting section for the above task recycles the intonation pattern for saying lists. Ask several pairs to call out their lists for each item. Say, "Remember that when people say lists in English, the intonation rises on each item in the list, and falls on the last item. When you hear falling intonation, you know the list is complete. If you don't hear falling intonation, it means the list is not complete." Remind Ss to let their voices fall on the last item in their list. Have Ss call out their lists and write them on the board (e.g., Fun places to go on a trip: a big city such as New York or Tokyo, a lake, the mountains, a ski resort, on a cruise; Different ways to travel: by train, by car, by bus, by boat; Things you always take on a trip: clothes, camera, cell phone, laptop/tablet, a book to read, a guidebook, a passport, shampoo, money; Fun things to do on a trip: go sightseeing, eat new kinds of food, meet new people, play different sports – golf, parasailing, waterskiing, skiing, snowboarding).

Extra activity PAIRS

Pairs choose a destination (e.g., Egypt, on a safari in Africa). Ss think of four things they need to take, how they are going to get there, and three fun things to do there and two fun places to go while they are there.

Going away

In this unit, you learn how to . . .

Lesson A

......

1

- Talk about getting ready for a trip using infinitives to give reasons
- Give opinions using It's + adjective + to

Lesson B

- Talk about things to take on a trip
- Give advice and suggestions with should, could, need to, etc.

2

Lesson C

- Respond to suggestions
- Use I guess when you're not sure

Lesson D

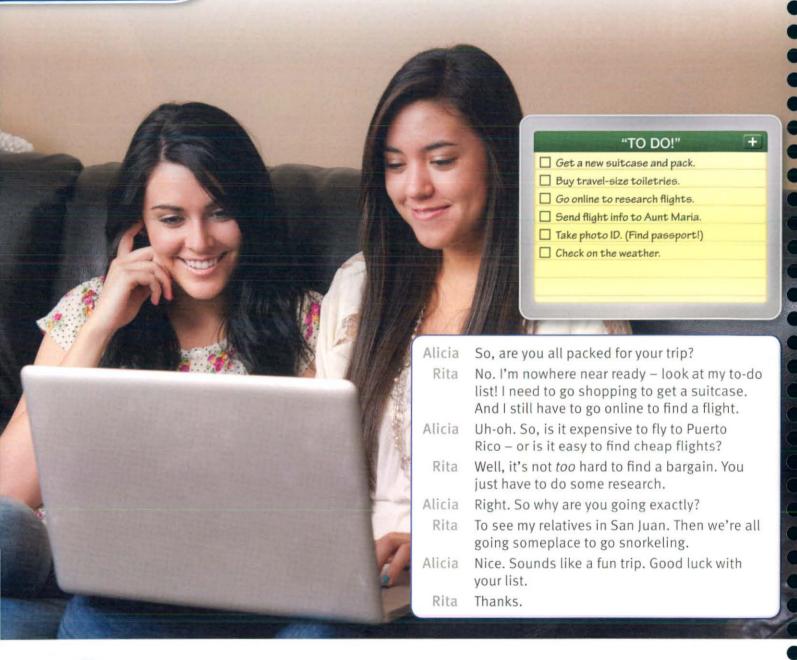
UNIT

- Read an article about unique hotels
- Write an email about a trip

Before you begin . . .

- Brainstorm! Think of three . . .
- fun places to go on a trip.
- things you always take on a trip.
- fun things to do on a trip.
- different ways to travel.

Lesson A / Getting ready



Getting started

- A Look at Rita's "to-do" list for her upcoming trip. What other things do you need to do before a trip? Make a class list.
- B ■) 3.01 Listen. What's Rita going to do in Puerto Rico? Is she ready for the trip? Practice the conversation.

Figure C Circle the correct verb forms to complete the sentences. Use the conversation above to help you.

- 1. I'm going to Puerto Rico see / to see my relatives.
- 2. I still have to go online to buy / buying a ticket.
- 3. Is it / Is cheap to fly to Puerto Rico?
- 4. Is / It's easy to find a bargain.

Lesson A Getting ready

1 Getting started

Set the scene Say, "Rita is getting ready to go away to Puerto Rico. (Note: Puerto Rico is an island located in the Atlantic Ocean. It is off the southeastern tip of Florida in the United States.) Say, "Imagine you're going to Puerto Rico. What are some things you need to take?" Ask a few Ss for suggestions (e.g., a bathing suit, a guidebook). Ask, "How are you going to get there?" Call on a S (e.g., by plane). Ask, "What do you think you can do there for fun?" Call on a few Ss (e.g., go swimming, go sightseeing).

A

- Preview the task Say, "Look at Rita's 'to do' list." Have individual Ss each read one of the items on Rita's list. Ask, "What other things do you need to do before a trip?"
- Do the task Have Ss work in pairs to brainstorm some ideas. Call on several Ss to share their ideas with the class. Make a class list on the board (e.g., get foreign currency / change your money, research information about the place, make hotel reservations, rent a car).

B 🜒) 3.01

- Preview the task Books closed. Say, "Listen to Alicia and Rita's conversation. What is Rita going to do on her trip? Is she ready for the trip? Listen and 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 [Rita is going to San Juan to visit her relatives. Then they're all going someplace to go snorkeling. She's not ready for the trip.]. Help with new vocabulary as needed.
- Practice Tell Ss to practice the conversation in pairs, taking turns playing the roles of Alicia and Rita.

Figure it out

С

Preview the task Write on the board:

Why does Rita need to go shopping?

- Say, "Look at the conversation again. Underline the answer to these question. What's the answer?" [to get a suitcase] Ask, "What verb form gives you the reason?" [to + verb, infinitive]
- Say, "Find Alicia's question about finding cheap flights on the Internet and circle the adjective." [easy] Ask, "What comes after the adjective?" [infinitive, *to* + verb] Ask, "What word comes before the adjective?" [it] Say, "Find Rita's answer about finding a bargain. What's the subject of the sentence?" [it]

 Do the task Read the instructions aloud. Have Ss complete the task and then compare their answers in pairs. Check answers with the class.

Answers

- 1. I'm going to Puerto Rico to see my relatives.
- 2. I still have to go online to buy a ticket.
- 3. Is it cheap to fly to Puerto Rico?
- 4. It's easy to find a bargain.
- Focus on the form and the use Write on the board: I need to call the hotel to make a reservation.
- Say, "You can use to + verb after the main part of the sentence (I need to call the hotel...) to give a reason for the action in the first part of the sentence. The to part tells why. (to make a reservation)" Tell Ss to find examples in the conversation and underline them. [I need to go shopping to get a suitcase. I still have to go online to find a flight. To see my relatives in San Juan. Then we're all going someplace to go snorkeling.]
- Write on the board:

It's easy to make hotel reservations. / Is it easy to make reservations?

Say, "Notice that *It* is the subject here. In English you can't just say *Is easy to do*—you need to add *It*." In sentences like these with *It's / Is it* and an adjective, you also use *to* + verb. Tell Ss to find examples in the conversation. [Is it expensive to fly to Puerto Rico? Is it easy to find cheap flights? It's not too hard to find a bargain.]

Try it out Tell Ss to look at the sentences in Exercise 1C again. Tell Ss to re-write each sentence giving one different piece of information each time. [e.g., 1. I'm going to Puerto Rico to go snorkeling. 2. I still have to go online to check on the weather. 3. Is it easy to get to Puerto Rico? 4. It's easy to find cheap flights.] Tell Ss to compare their sentences with a partner.

Extra activity PAIRS

Say, "Imagine your friend is visiting from another country. Make a 'to do' list to email to your friend." Ss prepare a list. Several pairs read their lists to the class. (e.g., You need to go online to check out student train passes.)

Extra activity INDIVIDUALS / GROUPS

Each S chooses a destination for a trip but does not tell anyone the place. Each S writes five clues in the form of a "to do" list (e.g., A S thinks of Rio for carnival and writes this "to do" list: I need to go to the store to buy a costume, I have to go to the bank to get some reals, etc.). Ss read their lists aloud to their group, and group members guess where they are going and what they are going to do there.

Grammar

()) 3.02

- Present the grammar chart Play the recording. Ss listen and repeat.
- Understand the grammar Ask two Ss to read the first question and answer in the left column. Ask, "What verb gives the reason?" [to see] Say, "To + verb is also called an infinitive."
- Write on the board: I'm going to Puerto Rico to see my relatives. Draw a vertical line in front of to see. Say, "This sentence has two parts. The first part is the main clause. A main clause has a subject and a verb. It can be a sentence on its own." Ask a S to read the main clause [I'm going to Puerto Rico.].
- Say, "Now look at the second part of the sentence. It begins with an infinitive. This infinitive explains the reason for the action in the main clause."
- Write the following chart on the board:

I'm going	to Puerto	Rico
Rita need		

Infinitive for Reason to see my relatives. to go online.

- Ask Ss to suggest more reasons to complete the sentences with reasons. Add Ss' reasons to the chart (e.g., *to find a flight, to check on the weather*). (For more information, see Language Notes at the beginning of this unit.)
- Have Ss read the examples in the right column. Elicit the patterns for questions [*Is it* + adjective + infinitive?], affirmative statements [*It's* + adjective + infinitive], and negative statements [*It's* + *not* + adjective + infinitive]. Write them on the board. Say, "In sentences like these when you describe an activity you need to use *It* as the subject."
- Present In Conversation Tell Ss to cover the In Conversation. Write on the board: It's ______ to ... Ask Ss to guess the top five adjectives used with the structure. Have Ss call out ideas and write them on the board. Then have Ss read the In Conversation and see if any of their guesses are on the list.

A

- Preview the task Read the instructions aloud. Have a S read the example sentence.
- Do the task Have Ss complete the task. Check answers with the class: Have pairs of Ss each read each conversation.

Answers

- A I'm going to go to Tokyo to study Japanese next month. I'm staying with a family on an exchange program. I just got my visa.
 - *B* Wow! So is it necessary to learn some Japanese before you go?
 - A Well, yeah. It's nice to say, "Thank you," and things. It's important to know a few expressions I think, so I want to get a phrase book to read on the plane.
- A I need to buy a guidebook to get some ideas for sightseeing, too.
 - B So, is it easy to get around Tokyo?
 - A Well, they say it's not hard to use the subway. But I heard it's easy to get lost when you're walking around.
- A I need to go to the bank to change some money, too. I heard it's good to have some cash. You know, you need to carry some cash to pay for taxis and things.
 - *B* It's not possible to pay for everything with a credit card?
 - A Not really. It's not easy to do that.
- Have pairs practice the conversations.

В

 Preview and do the task Read the instructions aloud. Have pairs read the example conversation. Have Ss suggest countries to visit (e.g., *Mexico, Thailand*). Go around the class and help Ss as needed.

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 Speaking naturally

A 🜒) 3.03

- Preview the task Say. "When people use the word to in a conversation before a consonant sound, they usually reduce it. That means that they say it quickly and not very clearly." Read the instructions aloud.
- Play the recording Ss listen and repeat.

About

B ■)) 3.04

- Preview the task Tell Ss to look at the five sentences. Ask Ss to call out ideas for completing each sentence. Then read the instructions aloud.
- Play the recording *Audio script p. T-172* Play the recording, pausing after each question to give Ss time to write.

Play the recording again Check answers with the class.

Answers

- 1. Do you need a visa to visit your country?
- Do you need to speak the language to get around your city?
- 3. Is it easy to find a cheap place to stay?
- 4. Is it safe to walk around late at night?
- 5. Do you have to pay to go in museums?
- Have pairs take turns asking and answering the questions.

Workbook

Assign Workbook pp. 50 and 51. (The answer key begins on p. T-181.)

		u can use an infinitive to give a reason. Any are you going to Puerto Rico?	You can use It's + adjectiv Is it expensive to fly? (NO	
		To see my relatives.	and the second s	oflight online. (NOT Is easy)
		going to Puerto Rico to see my relatives eed to go shopping to get a suitcase.	. Is it easy to find bargains It's easy to do.	
		ave to go online to find a flight.	It's not hard to do.	The conversation
				The top five adjectives in the structure <i>It's to</i> are
A	Сс	omplete the conversation extracts. Use	e infinitives for reasons	hard, nice, easy, good, and important.
	ar	nd <i>it's / is it</i> + adjective + <i>to</i> . Then prac	ctice with a partner.	important.
1.	А	I'm going to <u>go to Tokyo to study</u>)	l <u>apanese</u> (go to Tokyo / stu	dy Japanese) next month.
		I'm staying with a family on an excha	nge program. I just got my vi	sa.
	В	Wow! So,	(necessary / learn some Ja	apanese) before you go?
	А	Well, yeah		
			rtant / know a few expressio	
		I want to	(get a phrase book / rea	d) on the plane.
2.	А	I need to	(buy a guidebook / get s	ome ideas) for sightseeing, to
	В	So,(e	asy / get around) Tokyo?	
	А	Well, they say		
		(easy	/ get lost) when you're walki	ng around.
3	А	I need to	(go to the bank / change	some money), too
-	- 135	I heard		Contraction of the second states and the second st
		to (ca		
	В	(not p	ossible / pay) for everything	with a credit card?
	Δ	Not really.	(not easy / do) that	
B	Pa	ir work Choose a country to visit. Role se the conversation above for ideas. Th	e-play a conversation about	
B	Pa Us A B	se the conversation above for ideas. The I'd love to go to Brazil to see the Carniva Is it expensive to fly there? Aking naturally Reduction	e-play a conversation about hink of more questions to as al in Rio. N of <i>to</i>	k.
	Pa Us A B	se the conversation above for ideas. The I'd love to go to Brazil to see the Carniva Is it expensive to fly there? Aking naturally Reduction Is it expensive to visit your country?	e-play a conversation about hink of more questions to as al in Rio. n of <i>to</i> B Well, it's hard to find to	k. cheap hotels.
	Pa Us A B	se the conversation above for ideas. The I'd love to go to Brazil to see the Carniva Is it expensive to fly there? Aking naturally Reduction	e-play a conversation about hink of more questions to as al in Rio. n of <i>to</i> B Well, it's hard to find to	k. cheap hotels.
A	Pa Us A B PC A	se the conversation above for ideas. The I'd love to go to Brazil to see the Carniva Is it expensive to fly there? Aking naturally Reduction Is it expensive to visit your country?	e-play a conversation about hink of more questions to as al in Rio. B Well, it's hard to find of uction of to in the sentences	k. cheap hotels. s above.
AB	Pa Us A B PC A	se the conversation above for ideas. The I'd love to go to Brazil to see the Carniva Is it expensive to fly there? Aking naturally Reduction Is it expensive to visit your country?	e-play a conversation about hink of more questions to as al in Rio. B Well, it's hard to find of uction of to in the sentences hs. Then ask and answer the	k. cheap hotels. s above.
A B 1.	Pa Us A B PC A	the conversation above for ideas. The I'd love to go to Brazil to see the Carniva Is it expensive to fly there? Aking naturally Reduction Is it expensive to visit your country?	e-play a conversation about hink of more questions to as al in Rio. B Well, it's hard to find of uction of to in the sentences hs. Then ask and answer the country?	k. cheap hotels. s above.
A B 1. 2.	Pa Us A B PC A ()) Co Do	the conversation above for ideas. The I'd love to go to Brazil to see the Carniva Is it expensive to fly there? aking naturally Reduction Is it expensive to visit your country? 3.03 Listen and repeat. Notice the red 3.04 Listen and complete the question by you need a visa your country.	e-play a conversation about hink of more questions to as al in Rio. B Well, it's hard to find a uction of to in the sentences hs. Then ask and answer the ountry?	k. cheap hotels. s above.
A B 1. 2. 3.	Pa Us A B PC A ()) DC DC Is	se the conversation above for ideas. The I'd love to go to Brazil to see the Carniva Is it expensive to fly there? aking naturally Reduction Is it expensive to visit your country? 3.03 Listen and repeat. Notice the red 3.04 Listen and complete the question by you need a visa your country?	e-play a conversation about hink of more questions to as al in Rio. B Well, it's hard to find a uction of to in the sentences hs. Then ask and answer the ountry?	k. cheap hotels. s above.

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1 Building vocabulary

Lesson **B**

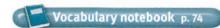
A (1) 3.05 Listen and say the words. What else do you see in the picture? Make a list. Can you think of any other things you need when you travel? Compare with a partner.



word **B** Complete the chart using at least 15 different words. Then compare with a partner.

	You need to take	It's good to have	It's not necessary to take
On a beach vacation	a bathing suit	sunscreen	a tent
On a camping trip			
To stay overnight with a friend			

"On a beach vacation, you need to take a bathing suit to go swimming."



Lesson B Things to remember

Building vocabulary

Set the scene Books closed. Tell Ss to imagine they are going on a beach vacation. Ask them to think of one thing they would not leave behind and to tell the class what it is and why (e.g., *My surfboard. I love to go surfing.*). Write the items on the board.

A 🜒) 3.05

- Preview the task Books open. Say, "Look at the pictures. Listen and say the words."
- Play the recording Ss listen and repeat.
- Say, "What other items do you see?" Have Ss make a list.

Answers

a baseball hat, an e-reader, a cooler, a cell phone charger, a camera, a GPS (device), some sunglasses, an MP3 player / a smartphone, some headphones, a tablet, some soda

- Say, "What other things do you need when you travel? Add them to your list."
- Have Ss compare their lists with a partner. Say, "If your list is different from your partner's, raise your hand." Have a few pairs tell the class the things that are different.
- Follow-up Ss work in pairs and agree on six of the most important items to take on any kind of trip, referring to the items in the book and their lists. Call on pairs to report their choices, and determine the most popular ones.

Word sort

В

- Preview the task Read the instructions aloud. Ask Ss to look at the chart. Make sure that Ss understand what the three kinds of trips are. Ask Ss to discuss places where people can go camping and what they do on a camping trip (e.g., *sleep outside, eat outside*).
- Do the task Have Ss complete the chart. Make sure Ss use at least 15 different words. Then have a S read the example sentence aloud. Have Ss compare their answers in pairs.
- Check answers with the class: Have individual Ss read their lists.

Possible answers

On a beach vacation: You need to take a bathing suit, a towel, sandals. It's good to have sunscreen, insect repellent, sunglasses, a brush, a camera. It's not necessary to take a tent, a sleeping bag.

On a camping trip: You need to take a tent, a sleeping bag, a first-aid kit, a flashlight, batteries. It's good to have insect repellent, a cell phone, soap, shampoo. It's not necessary to take makeup, a tablet, dressy clothes.

To stay overnight with a friend: You need to take pajamas, a toothbrush, toothpaste. It's good to have shampoo, a razor. It's not necessary to take a towel, soap, a hair dryer, a tent, a sleeping bag, a flashlight, batteries.

Extra vocabulary THINGS TO TAKE ON A CAMPING TRIP

Present or have Ss suggest extra vocabulary for things to take on a camping trip, such as a compass, a map, a lantern, a fishing rod, a camp stool, matches or a lighter, a gas stove, a frying pan, a portable barbecue / hibachi, toilet paper.

Extra activity PAIRS

Make sure that the extra vocabulary for camping trips is written on the board. Write the following on the board:

You and your friend are going camping at a lake. You have to carry a tent and two sleeping bags five kilometers to the lake. There's no electricity. Each of you can carry four other things. Partners have to agree on the things they are going to take. Pairs read their lists to the class. Alternatively, several

take. Pairs read their lists to the class. Alternatively, several pairs write their lists on the board. Class members vote on the best list.

Extra activity GROUPS

Ss have two minutes to study and memorize all the items in Exercise 1A (including those without labels). Books closed. Ss work in groups and race to make a list of all the items they can remember. When a group thinks it has listed all the items, group members raise their hands and the activity stops. As a S reads aloud all the items from the page, groups check the items they have. Whichever group has the most correct items wins.

Vocabulary notebook

Tell Ss to turn to Vocabulary Notebook on p. 74 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-74.)

2 Building language

 Set the scene Say, "Jenny's getting ready to go on a trip. Look at the things Jenny's packing. What are they?" [jeans, high heels, a hair dryer, makeup, a sleeping bag, an MP3 player] Ask, "Where do you think Jenny's going?" Ask a few Ss for their ideas.

A 🜒) 3.06

- Preview the task Write on the board: Jenny's mom tells Jenny to take ... Say, "Jenny's going on a camping trip. What's her mom's advice? Listen and complete the sentence with five things she tells Jenny to take."
- Play the recording Have Ss listen and complete the sentence on the board with the five things they hear. Ss make a list.
- Check answers with the class: Have a few Ss call out the answers [Her mother tells her to take: some insect repellent, a flashlight, some spare batteries, a warm jacket, a hat, some other shoes.].
- Practice Tell Ss to practice the conversation in pairs, taking turns playing each role.

Figure it out

В

- Preview the task
- Read the instructions aloud. Point Ss to the first item in the list. Ask, "What does Jenny's mom say about insect

repellant?" Have Ss underline the sentence. [... you should take some insect repellant.] Tell Ss to look at the rest of the items and find what Jenny's mom says. Ss underline the sentences.

 Do the task Have Ss complete the task and underline sentences in the conversation. Tell Ss to review their answers in pairs. Then check answers with the class.

Answers

You should take some insect repellent. Take a flashlight.

Don't forget to pack some spare batteries.

Why don't you take my jacket?

It's a good idea to have something warm.

You need to take a hat. You could borrow your dad's (hat). Do you want to pack some other shoes?

- Focus on the form and the use Tell Ss to look at the sentences they underlined again. Say, "You can use 'You should' to give advice or make suggestions." Have Ss call out the other expressions and forms you can use to give advice or make suggestions. [the imperative (e.g., Take ... Don't forget ...), Why don't you ...?, It's a good idea to ..., You need to ..., You could ..., Do you want to ...?]
- Try it out Have Ss choose three expressions Jenny's mother uses and add other items. Ss compare with a partner.

3 Grammar

()) 3.07

- Present the grammar chart Play the recording. Ss listen and repeat.
- Understand the grammar Tell Ss to look at the first column of the chart. Ask, "What are two ways to ask for advice about packing?" [What should I take? Should I take these shoes?] Ask Ss for the patterns, and write them on the board [question word + *should* + subject + base form of the verb?; *Should* + subject + base form of the verb?].
- Say, "Look at the responses to What should I take? in the chart." Have a S read the four responses aloud. Ask, "What's the pattern for these statements?" [subject + should / shouldn't / could / need to + verb]
- Say, "Should and could are modal verbs like can. After modal verbs, what verb form do you need? [base form, verb]
- Say, "Should, shouldn't, and need to are strong ways of giving advice. Could is softer and is used to make a suggestion or to give one possible idea."
- Ask a S to read the second column of the chart. Say, "These are other ways to give advice and make suggestions. The first three are softer than *should* and *need* to, but imperatives are very strong. Use imperatives only when you know someone very well." (For more information, see Language Notes at the beginning of this unit.)
- Present In Conversation Read the information aloud.

A

 Preview and do the task Read the instructions and the example aloud. Have Ss complete the task. C Recycle a conversation strategy Have Ss compare their answers in pairs. S1 reads his or her advice to S2. S2 checks the information with "echo" questions (e.g., I should take a lot of what?).

About you

В

- Preview and do the task Read the instructions aloud. Have pairs complete the task.
- Present Common Errors Write on the board: If you're going camping, you _____ take a first-aid kit. (should, can, need to). Ask, "Which verb is NOT correct in this advice? [can] Have Ss read the information to check their answers. Say, "Don't use can to give advice."

Extra practice

Tell Ss to turn to Extra Practice 7B on p. 146 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-146.)

Sounds right

Tell Ss to turn to Sounds Right on page 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. 52 and 53. (The answer key begins on p. T-181.)

🙎 Building language

▲ ■)) 3.06 Listen. Jenny's going on a camping trip.
 What's her mother's advice? Practice the conversation.

- Mom Jenny, maybe you should take some insect repellent....Oh, and take a flashlight, and don't forget to pack some spare batteries....Why don't you take my jacket? It's a good idea to have something warm....Now, you need to take a hat. You could borrow your dad's. But don't lose it.... Oh, and Jenny, do you want to pack some other shoes?
- Jenny l'm sorry, Mom. Did you say something? I can't hear you with my headphones on.



Figure B How does Jenny's mother make suggestions? What does she say about packing these things?

insect repellent a flashlight <mark>spare batteries her jacket so</mark>mething warm a hat other shoes

"You should take some insect repellent."

Grammar Advice and suggestions ◄)) 3.07

What **should** I take? **Should** I take these shoes? You **should** take a hat. You **shouldn't** take high heels. You **could** borrow your dad's hat. You **need to** have warm clothes. Do you want to pack some other shoes? Why don't you take a hat? It's a good idea to pack a jacket. Take a flashlight. Don't forget to pack some batteries. Extra practice p. 146

In conversation

You should . . . can be very strong. People sometimes soften it by saying: I think you should . . . Maybe you should (just) . . . You should probably . . .

A Complete the suggestions to someone going on these trips. Then compare with a partner. Add more suggestions.

- 1. a hiking trip in the Andes
 - "I think you should <u>take a first-aid kit</u>." "It's a good idea _____." "Maybe you shouldn't _____."
- 2. sightseeing in Paris "Don't forget ______." "Why don't you _____?" "Maybe you should _____."

3. a language course in Canada

"You need	"
"It's not a good idea	."
"You could	

backpacking around Asia "Take ______"You should probably

"You should probably ______."

About B Pair work Now look at these trip ideas. Make four suggestions to someone going on these trips.

Why don't you take some souvenirs to your relatives in the U.S.?

- visiting relatives in the U.S.
- a homestay in Japan
- a working vacation in Australia
- a road trip through California

Common errors

Do not use *can* to give advice.

I think you **should** take a first-aid kit. (NOT I think you can take a first-aid kit.)

(I Sounds right p. 138

Conversation strategy Responding to suggestions

A Would you like to take a few days off and go away? What would you do? Tell the class.

Lesson C

B (1) 3.08 Listen. What would Chris and Stan like to do? What are they probably going to do?

C Notice how Stan responds to Chris's suggestions with expressions like these. Find examples in the conversation.

ackle

For suggestions you like: That's a great idea. That sounds great. I'd love to. For suggestions you don't like: Maybe. I guess we could, but... I don't know. I'd like to, but...

Chris You know, we should take a few

days off sometime.

Stan Yeah, we should. Definitely.
Chris We could go to Mexico or something.
Stan That's a great idea.

Chris We could even go for a couple

Stan Well, maybe. I guess we could,

backpacking for a few months....

but... I guess I need to keep this job, you know, to pay for

Chris You know, we could just quit our jobs and maybe go

Stan Well, I don't know. I'd like to,

school and stuff. Chris Yeah, me too, I guess.

of weeks.

but...

- Complete each response with an appropriate expression. Use six different expressions. Then practice with a partner.
- 1. A Why don't we take a beach vacation soon?
 - B _____ We can go windsurfing!
- A You should ski with me this weekend.
 B ______ I have to work.
- A Why don't we go to Boston next month?
 B ______ I don't have any money.
- 4. A Let's go camping this weekend.
 - B _____ I think it's going to rain.
- A We could go to Moscow in February.
 B ______ It's really cold in February.
- 6. A Let's go to New Zealand for a vacation.
 - B _____ New Zealand is beautiful!

About you Pair work Practice again. Use your own responses and continue each conversation. Can you agree on something you'd both like to do?

Lesson C That's a great idea.

C Lesson C recycles making suggestions with should, could, and let's. It also recycles it's + adjective + infinitive.

Conversation strategy

 Set the scene Tell Ss they have thirty seconds to look through Chris and Stan's conversation. After thirty seconds, tell Ss to close their books. Write on the board: *a boring job, possible travel plans, a bad vacation in Mexico*. Ask, "Which of these three things are Chris and Stan talking about?" [possible travel plans]

A

Preview and do the task Read the instructions aloud. Ask, "What does it mean to take a few days off?" [you take time off work or school, you don't do your usual routine or responsibilities for a few days]. Ask, "Would you like to take a few days off and go away?" Have Ss who say "yes" raise their hands. Ask a few Ss, "What would you do?" Alternatively, have Ss tell a partner what they would do. Ask Ss what they usually do when they have a day off.

B 🜒) 3.08

- Preview the task Read the instructions aloud. Tell Ss to look at the picture. Ask, "Where are Chris and Stan? What are they doing?" [They're in a grocery store/supermarket. They're taking a break and talking.]
- Say, "Listen to the conversation. What would Chris and Stan like to do? What are they probably going to do? Write the answers."
- Play the recording Books closed. Ss listen and then write the answers. Tell Ss to compare their answers in pairs.
- Play the recording again Books open. Ss listen, read along, and review their answers. Check answers with the class.

Answers

Chris and Stan would like to take a few days off sometime. They'd like to go to Mexico. They're probably going to keep their jobs to pay for school.

С

Present Notice Read the information aloud. Ask a S to read the items under For Suggestions You Like. Say, "Find examples like these in the conversation." [Yeah, we should. Definitely.; That's a great idea.] Ask a S to read the items under For Suggestions You Don't Like. Say, "Find examples in the conversation." [Well, maybe. I guess we could, but . . .; Well, I don't know. I'd like to, but . . .] Explain to Ss that the expressions are useful for showing if you want to agree to a suggestion or not. The expressions on the left show that you really like and want to do something. When you don't want to do something, you usually have to give an explanation or an excuse. The expressions on the right are good ways to begin and they are softer than saying just 'no'. (For more information, see Language Notes at the beginning of this unit.)

Practice Tell Ss to practice the conversation in pairs, taking turns playing each role. Then tell the S playing Chris to change the information about where they could go (e.g., We could go to South America and go hiking in the Andes.). Tell the S playing Stan to change the information about why he does not want to go (e.g., I need to keep this job to pay for a new car.).

D

- **Preview the task** Read the instructions aloud. Tell Ss to read all of the suggestions and all of the responses before they begin.
- Do the task Have Ss complete the task and then compare their answers in pairs. Check answers with the class: Have pairs of Ss each read a suggestion and its response aloud.

Possible answers

- 1. A Why don't we take a beach vacation soon? B That sounds great. We can go windsurfing!
- 2. A You should ski with me this weekend. B I'd like to, but I have to work.
- 3. A Why don't we go to Boston next month? B I don't know, I don't have any money.
- 4. A Let's go camping this weekend. B Maybe. But I think it's going to rain.
- 5. A We could go to Moscow in February. B I don't know. It's really cold in February.
- 6. *A* Let's go to New Zealand for a vacation. *B* I'd love to. New Zealand is beautiful!
- Practice Tell Ss to practice the suggestions and responses in pairs, taking turns playing each role.

About

Ε

 Preview and do the task Read the instructions aloud. Tell pairs to take turns beginning a conversation with the suggestions in Exercise 1D. Encourage Ss to continue the conversations for as long as they can using their own ideas. Go around the class, and help as needed. Have pairs tell the class what they agreed on.

Extra activity CLASS

Ss write four suggestions using *should*, *could*, *Let's*, and *Why don't we* about topics such as a short trip or weekend plans. Ss walk around the class making their suggestions. Ss tally the number of *I like the suggestion* and *I don't like the suggestion* responses. Several Ss report two of their suggestions and the number of positive and negative responses they received.

2 Strategy plus

- Present Strategy Plus Read the information aloud. Explain that people sometimes use the expression *I guess* when they are uncertain or when they want to *sound* uncertain or less definite about something they say. It can act as a softener. When the response to a suggestion is simply, "I guess," it can give the impression of a lack of enthusiasm. (For more information, see Language Notes at the beginning of this unit.) Ask a pair of Ss to read the example aloud.
- Present In Conversation Have a S read the information aloud.

3.09 ((

- Preview and do the task Read the instructions aloud. Model the activity by reading the first sentence in item 1 aloud. Ask, "Can you say 'How about you I guess?" [No]
 "Why not?" [The speaker is asking a question. He's sure of what he/she is saying.] Read aloud the first sentence of B's response. Point out that the speaker can use *I guess* in this example, so Ss should write a check mark.
- Tell Ss to read the conversations and write a check mark (✓) where the speakers can use I guess. Then have Ss call out where they think *I guess* is used.

3 Listening and strategies

🗛 🜒) 3.10

- Preview the task Say, "Look at the sentences about travel. Think of a way to complete each sentence. Write your sentences on a piece of paper." When Ss finish, have several Ss tell their ideas to the class.
- Say, "Listen to conversations about travel between Mark and his friends. As you listen to the conversation, listen for how Mark and his friends complete these sentences."
- Play the recording Audio script p. T-172 Ss listen.
- Play the recording again Ss listen and write. Check answers with the class: Have individual Ss each read a completed sentence aloud. Then ask Ss to compare the sentences with their ideas from their papers, and see if any of the sentences are the same. Have a few Ss report to the class.

Answers

live in 2. speak the local language 3. get away from
 get to know a country 5. the local food

B ◀)) 3.10

- Preview the task Read the instructions aloud. Tell Ss to circle the correct word in Mark's suggestions and then complete his friends' responses with two words.
- Play the recording Audio script p. T-172 Ss listen.
 Pause after each conversation to give Ss time to write.

Answers

A Let's go to <u>Mexico</u> this summer.
 B I'd like to, but is it easy to find cheap flights?

- Tell Ss to listen and write I guess where it is actually used.
- Play the recording Audio script p. T-172 Ss listen and do the task. Check answers with the class.

Answers

- A I really prefer warm weather to cold. How about you <u>x</u>?
 - B I guess I like cold weather more. It's a lot of fun to do winter sports \underline{x} .
 - A That's true, I guess. You can go sledding and stuff. We should <u>x</u> do that sometime!
- 2. A So, what's your idea of a good vacation?
 - *B* Well, I kind of like to go camping. <u>I guess</u> that's my favorite thing to do.
 - A Really <u>x</u>? That sounds like fun. Hey, why don't we go together sometime <u>x</u>?
 - B Yeah. I guess we could go next summer, maybe.
- Practice Tell Ss to practice the conversations in pairs, taking turns playing each role.

- 2. A Why don't we go to a French class?
- B I guess we could, but I really want to learn Spanish.
- 3. A We could <u>drive</u> along the coast sometime.
 B That sounds great. Are there any <u>nice places</u> to stay?
 4. A We should go backpacking in Australia.
 - B I don't know. It's not easy to go. I have to work.
- A Do you want to go to a Chinese festival?
 B I'd love to! Do they have music and food and everything?
- Follow-up Have Ss practice the conversations in pairs.

About you

C

- Preview and do the task Read the instructions aloud. Tell Ss to walk around the room and make the suggestions from Exercise 3B to six of their classmates. Encourage Ss to continue the conversations as long as they can using their own ideas. Go around the class, and help as needed.
- When Ss finish the task read aloud each suggestion. Have Ss raise hands if they found someone who said "yes" to the suggestion. Ask those Ss to tell the class more information.

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. 54 and 55. (The answer key begins on p. T-181.)



()) 3.09 Check (\checkmark) where you think the speakers say *I guess*. Then listen and write *I guess* where you hear it. Practice with a partner.

- 1. A I really prefer warm weather to cold. How about you _____?
 - B <u>I guess</u> I like cold weather more. It's a lot of fun to do winter sports _____
 - A That's true ______. You can go sledding and stuff. We should ______ do that sometime!
- 2. A So, what's your idea of a good vacation?
 - B Well, I kind of like to go camping. _____ that's my favorite thing to do.
 - A Really _____ ? That sounds like fun. Hey, why don't we go together sometime _____ ?
 - B Yeah. _____ we could go next summer, maybe.

3 Listening and strategies It's good to travel.

- A ◀)) 3.10 Pair work Guess the missing words. Then listen to conversations between Mark and his friends. Write the missing words.
- 1. You have to ______ a country to really understand its culture.
- 2. It's important to ______ when you travel.
- 3. It's good to ______ tourist areas when you go somewhere.
- 4. It's not possible to _____ in a short trip.
- 5. You should try ______ when you go to a new place.
- B ■) 3.10 Listen again. Circle the correct words to complete Mark's suggestions (A) below. Complete his friends' responses (B) with two words.
- 1. A Let's go to Mexico / Miami this summer.
- A Why don't we go to a French / Italian class?
- 3. A We could drive / hike along the coast sometime.
- 4. A We should go scuba diving / backpacking in Australia.
- 5. A Do you want to go to a Chinese exhibition / festival?

- B I'd like to, but is it easy to find ?
- B I guess we could, but I really want to ______.
- B That sounds great. Are there any ______ to stay?
- B I don't know. It's not easy to go. I have ______.
- B I'd love to! Do they have ______ and ______ and everything?

Interesting places

Reading

A Brainstorm! Do you ever stay in hotels? What's fun about staying in a hotel? Make a class list.

You don't have to cook or make your bed. You can sit by the pool to relax.

B Read the article as quickly as you can. How much can you remember about each hotel? Compare with a partner.

Reading tip

If you don't understand some words in a description, find other words that will help you get a sense of their meaning. For example, *comfortable* helps you know that *cozy* means "nice in some way."

Unique Hotel Experiences

Here are three exciting hotels that you will never forget!

1. Controversy Tram Hotel, The Netherlands It's easy to see why this bed and breakfast is on our list of unusual places to stay. Don't worry – these old city trams are not going to take you anywhere. The owners got old trams from Germany and Holland and converted them into comfortable, cozy rooms with American, Italian, French, and Mexican themes. The owners sleep in an old double-decker bus from England and cook in a French van! It's definitely a place for people who like trains, planes, cars, and other transportation memorabilia.



- 2. EcoCamp, Chile It's not hard to fall asleep at this environmentally friendly hotel in the heart of the Torres del Paine National Park. The scenery is amazing, as is the peace and quiet. Guests stay in comfortable and inviting domes similar to the homes of ancient native peoples. You should definitely take your hiking boots. In the daytime, guests can trek through the mountains and see *guanacos* (a type of Ilama) and other wildlife and then go back to the domes to relax and enjoy a delicious dinner in the evening.
- 3. Giraffe Manor, Nairobi When we asked the owners of this African hotel, "What should we pack?" they said, "Don't forget to bring a camera." It's good to know. From the elegant rooms of this beautiful manor you have superb views of the Ngong Hills. Not only that, but a herd of giraffes lives on the manor, and you don't have to try hard to get a great photo. The giraffes wander around and poke their heads through the bedroom windows. They even turn up at the breakfast table, too.





- C Pair work Read the article again. Discuss the questions about each hotel.
- 1. What is unusual about each hotel?
- 2. How does the article describe the rooms?
- 3. What can you do during the day in each place?
- 4. Which hotel would you like to stay at? Why?

Lesson D Interesting places

Reading

 Set the scene Read the title of the lesson aloud. Say, "Choose an interesting place you know. Why is it interesting?" Have Ss tell the class which place they chose and why it is interesting to them.

A

Prereading

- Preview and do the task Ask, "Do you ever stay in hotels?" Have Ss raise their hands if they do. Ask a few Ss who raised their hands where they stayed and if they liked the hotels.
- Write on the board: What's fun about staying in a hotel? Add the examples under the question: You don't have to cook or make your bed. You can sit by the pool to relax.
- Ask, "What else is fun about staying in a hotel?" Tell Ss to write some ideas in pairs. Give Ss two minutes to brainstorm as many ideas as they can. When Ss finish, have pairs call out their ideas, and add them to the ideas on the board. Find out which pair(s) thought of the most things. [You can meet new people. You don't have to do laundry. Hotels sometimes have a nice gym. You can get nice views.]

В

During reading

- Present Reading Tip Read the tip aloud. Tell Ss that when they don't understand a word in a description, they should look for other words to help them figure out the meaning of the word they don't know. After Ss have completed the reading task, ask them to figure out the meanings of the words *inviting* (Ecocamp Chile) and *elegant* and *superb* (Giraffe Manor, Nairobi).
- Preview the reading Say, "Look at the three pictures. What do you see? What looks unusual about the hotels? Where do you think they are?" Get ideas from Ss.
- Do the reading Say, "Look at the article quickly. Where are these unusual hotels? Were your guesses correct?" Have Ss scan the article and call out the places [The Netherlands, Chile, Nairobi]. If you have a map available, show Ss where the places are.
- Tell Ss to read the article as quickly as they can. Set a time limit of one or two minutes, if necessary. When Ss finish, tell them to close their books and take turns telling a partner what they remember about each hotel.
- Say the name of a hotel. Call on Ss to tell the class one thing they remember about the hotel.

С

Postreading

 Preview and do the task Read the instructions and the questions aloud. Have Ss read the article again and then discuss the questions with a partner. Check answers with the class.

Answers

- The rooms at the Controversy Tram Hotel are old trams. EcoCamp is in a national park, and guests stay in domes. Giraffe Manor has a herd of giraffes that visit the hotel.
- The rooms at the Controversy Tram Hotel are comfortable and cozy. The rooms at EcoCamp are comfortable and inviting. The rooms at Giraffe Manor are elegant.
- At the Controversy Tram Hotel you can look at transportation memorabilia. At EcoCamp you can go hiking. At Giraffe Manor you can take photos of the giraffes.
- 4. Answers will vary.
- Follow-up Read the names of the hotels in the article aloud. For each, have Ss raise their hands if it is the hotel they would choose to stay at. Ss count hands and find out which hotel is the most popular.
- Do the reading again Have Ss read the article again and underline any new vocabulary. Ask Ss to compare new words in pairs. Have pairs help each other with the meanings or look them up in a dictionary.

Extra activity INDIVIDUALS

Ss use their dictionaries to help them write definitions of the nouns that are new to them in the article.

Extra activity PAIRS

Ss choose one hotel and read the information about it again. S1's book is closed. S1 tells S2 about the hotel he or she chose in his or her own words. S2 checks what is said against the reading and asks questions to elicit any missing information from S1 (e.g., for Controversy Tram Hotel, if S1 forgets to mention the trams are from Germany and Holland, S2 asks, "Where did they get the trams from?"). Ss then switch roles, with S2 giving information about a hotel.

Extra activity GROUPS

Say, "Think of an idea for an unusual hotel. What's it like? Where is the hotel? Is it in an unusual place? Is it in an unusual building? Can you do any interesting things there?" Groups brainstorm ideas for an unusual hotel. When they finish, groups share their ideas with the class.

2 Listening and writing

A

- **Preview the task** Read the instructions aloud. Write the names of the three hotels on the board: *The Cave Hotel, The Lighthouse Hotel, The Spa Hotel.* Make sure Ss understand the meaning of each hotel name. Call on Ss to help explain the meanings, or explain them yourself.
- Do the task Have Ss say which hotel they would like to visit and why (e.g., I'd like to go to the Cave Hotel. The place looks interesting; I'd like to go to the Lighthouse Hotel. I like to be near the water; I'd like to go to the Spa Hotel. I could relax and take hot baths.).

B 🜒) 3.11

- Preview the task Read the instructions aloud. Have different Ss each read a piece of advice aloud. Explain any new vocabulary. Then model the activity by pointing out that the first piece of advice is useful for someone staying at the Lighthouse Hotel (Number 2). Have Ss match the other pieces of advice and the hotels.
- Tell Ss to listen and check their guesses.
- Play the recording Audio script p. T-172 Ss listen.
- Play the recording again Ss listen and review their guesses. Tell them to cross out and change any incorrect guesses. Check answers with the class.

Answers

- 1. 2 (The Lighthouse Hotel)
- 2. 1 (The Cave Hotel)
- 3. 3 (The Spa Hotel)
- 4. 1 (The Cave Hotel)
- 5. 3 (The Spa Hotel)
- 6. 2 (The Lighthouse Hotel)
- Follow-up Have Ss work in pairs and think of one more piece of advice for someone going to each hotel. Have Ss call out their ideas randomly, without saying which hotel the advice is for. Other Ss say which hotel the piece of advice is for.

Extra activity INDIVIDUALS

Write these questions on the board. Ss try to answer them. Ss listen to the recording again to see if they remembered correctly.

- 1. What country is the Cave Hotel in? [Turkey]
- What can you buy in the town near the Cave Hotel? [local crafts, like rugs and jewelry]
- 3. What country is the Lighthouse Hotel in? [Scotland]
- 4. Where do people spend a lot of time at the Lighthouse Hotel? [indoors]
- 5. What country is the Spa Hotel in? [Austria]
- What are two things you can do at the Spa Hotel? [relax; do exercise; go swimming; walk around; sleep by the pool]

About

С

- Preview the task Read the instructions aloud. Tell Ss to choose a hotel from the lesson, and write the name of the hotel in their notebooks. Say, "Imagine you are staying in the hotel. Write 5 things about the hotel. Write two things you did yesterday. Write one thing you are going to do tomorrow." Give Ss a few minutes to take notes.
- Tell Ss they are going to write an email about their stay at the hotel.
- Present Help Note Read the information aloud. (For more information, see Language Notes at the beginning of this unit.) As you read the example sentences in the body of the email, ask Ss for ideas to complete them.
- Do the task Have Ss write their emails. Say, "Use your notes about the hotel, and use the Help note to help you organize your email." As Ss write, go around the class, and help as needed. Have Ss share their emails with a partner.

D

- Preview and do the task Read the instructions aloud. Have Ss exchange messages with a partner. Ss write a response to their partner's email. Encourage Ss to write comments and ask questions.
- Follow-up Ss write an email about a place they visited. Ss read their emails in groups.

Workbook

Assign Workbook pp. 56 and 57. (The answer key begins on p. T-181.)

Listening and writing Recommendations

A Look at these hotels. Would you like to visit any of them?



- **B** () 3.11 Read the advice about staying at these hotels. Can you match each piece of advice with a hotel? Then listen and check your guesses.
- 1. You should bring lots of books and board games for rainy days. 2
- 2. Wear flat shoes so you can climb the ladder to your room.
- Be sure to take everything you need. It's miles from another town.
- 4. I really recommend the hot-air balloon ride.
- Don't spend too much time in the water.
- It's a good idea to have some binoculars to watch the dolphins.
- About C Imagine you are staying at one of the hotels in this lesson. Write an email to a classmate about the hotel and your trip. Use the Help note and the example below to help you.

Help note

Writing a message about a trip

- Start like this:
- Say if you are enjoying your stay:
- Describe the place, food, or weather:
 - Say something you did: ►
 - Attach a photo and describe it:
- Say something you are going to do:
 - End like this:

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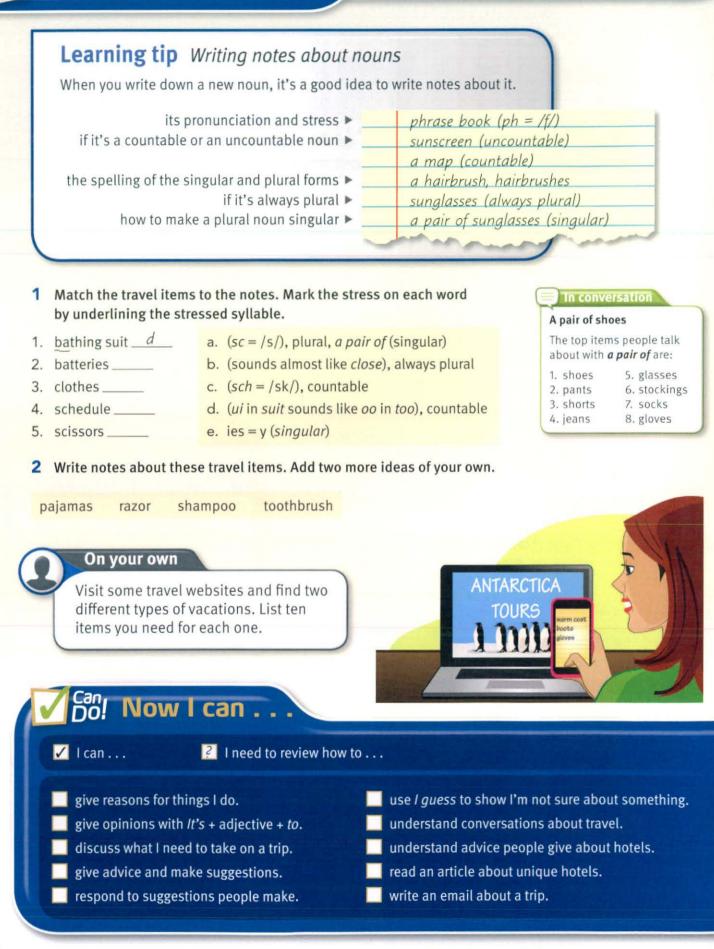
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D Pair work Exchange messages. Write a response to your partner's message. Make comments and ask questions for more information.



Free talk p. 132

Vocabulary notebook,



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Vocabulary notebook

If done for homework

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

If done in class

 Present Learning Tip Read the information aloud. Say, "It's a good idea to write notes on things that are important about a noun. For example, for the word *phrase*, you can see from the note that the *ph* is pronounced /f/. What other things can you write notes about?" Call on a few Ss to answer (e.g., *whether it is a countable or an uncountable noun*). Ask a few Ss to each read one of the examples.

C These tasks recycle the vocabulary for travel items.

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: Have five Ss each write an answer on the board.

Answers

- 1. bathing suit; d
- 2. batteries; e
- 3. clothes; b
- 4. schedule; c
- 5. scissors; a

- 2
 - Preview and do the task Read the instructions aloud. Ask, "What notes can you write about pajamas?" [stress on *ja*, always plural, use with *a pair of*] Have Ss complete the task.
 - Check answers with the class: Ask individual Ss to call out the notes they added for each noun.

Answers

Razor: <u>razor</u>, countable, a razor / plural = razors (add –s), **Shampoo:** shampoo, uncountable, a bottle of shampoo. **Toothbrush:** <u>tooth</u>brush, countable, a toothbrush / plural = toothbrushes (add –es)

- Present In Conversation Books closed. Write on the board: A pair of ... Say, "What are some clothes and accessories that are used with a pair of ...?" Call on a few Ss to answer.
- Say, "There are eight clothing pairs that people talk about more than others. Write on the board: *shorts, stockings, glasses, gloves, shoes, socks, pants, jeans.* Ask, "How many of these are on your list?" Have Ss compare the nouns they wrote with the list on the board. Ask several Ss to say how many were the same.

- Tell Ss to number the eight items on the board from most to least talked about. Have Ss compare their answers in pairs.
- Books open. Ss check their answers.

On your own

- Present On Your Own Read the information aloud.
- Follow-up At the start of the next class, Ss bring their lists and read their lists to a partner.

Now I can . . .

- Go over the Now I Can items. Put students in pairs to give one example each for the first six items. Call on Ss and ask for examples or explanations. For the last four statements, ask students to check the box if they can do them.
- Have students 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.

At home

Lesson A Spring cleaning

Grammar Whose ...?

(See Student's Book p. 77.)

Whose ... ? = Who does this belong to?

Form

- Whose + singular / plural noun + be + pronoun? Whose bathing suit is this? Whose earrings are they?
- Whose can be used in other patterns (e.g., Whose jacket did you borrow?).

Possible problem

Ss may confuse Whose and Who's (= Who is).

O Corpus information Whose . . . ?

Whose is most commonly used as a determiner before a noun (Whose **bag** is it?), but it can be used as a pronoun (Whose is it? Whose are they?).

Grammar Possessive pronouns

(See Student's Book p. 77.)

Ss learned the possessive adjectives *my, your, his, our,* etc., in *Touchstone* Student's Book 1, Unit 3. This lesson introduces Ss to another way to say who things belong to — possessive

Lesson B Things at home

Grammar Order of adjectives

(See Student's Book p. 79.)

Before a noun, the usual order of types of adjectives is: opinion (*beautiful*); size (*big*); shape (*square*); color (*blue*); nationality (*Thai*); material (*silk*).

She bought a beautiful big blue square Thai silk rug.

Corpus information Order of adjectives

In conversation, people rarely use more than two adjectives before a noun.

Common errors with adjectives

Some Ss may forget that an adjective usually comes before a noun, not after it. *I like the round speakers*. NOT *Hike the speakers round*.

Grammar Pronouns one and ones

(See Student's Book p. 79.)

pronouns (*mine, yours, his, hers, ours, theirs*). Possessive pronouns allow the speaker to avoid repeating the name of a noun already mentioned.

Form

- Possessive pronouns are often used as complements. The bathing suit is mine. / It's mine.
- They are also used as subjects.
 Mine is red. Yours is blue. His is over there.

O Corpus information Possessive pronouns

The most frequent possessive adjectives are *mine* (often in the expression *a friend of mine*), *ours*, and *yours*.

Speaking naturally Grammatical words

(See Student's Book p. 77.)

- Grammar words are usually reduced in fast speech. Examples of these grammar words are articles (*a*, *an*, *the*), prepositions (e.g., *to*, *from*), auxiliaries (e.g., *do*, *does*), pronouns (e.g., *you*, *he*), and possessive adjectives (e.g., *my*, *your*).
- Speaking Naturally gives Ss practice in hearing and saying reduced grammatical words.

Form

- One can replace a singular noun.
 - A I need a new cover for my tablet. Which one do you like?
 - B That nice black leather one there.
- Ones can replace a plural noun.
 - A I need some new speakers, too. Which **ones** do you like?
 - B Um, those cute little round ones are cool.
- One(s) is often used after adjectives.
 I like the blue one(s).
- One(s) is also often used with prepositional phrases.
 I like the one(s) in the middle.

Use

- One(s) is used to avoid repeating a noun that was mentioned earlier in the conversation, either by the same speaker or by a different speaker.
- One(s) can be used after which, this / that, these / those, but it is often omitted.
 - A I like this cover, here. Do you?
 - B Actually no, I prefer that (one).

Lesson C Do you mind . . . ?

Conversation strategy Asking politely

(See Student's Book p. 80.)

Do you mind...? and *Would you mind*...? are used to ask permission and make polite requests, especially if the speaker does not know the other person very well. *Do you mind*...? and *Would you mind*...? make the questions sound more tentative. They are also used if the speaker is asking for something that he or she feels might be inconvenient for the other person or that the other person might not be expecting.

Form

- Do you mind + if ...? Do you mind if I look around?
- Would you mind + verb + -ing (gerund)? Would you mind helping me in the kitchen?

Use

Do you mind if can be used to ask permission to do something.

Do you mind if I open the window?

They can also be used to ask someone to do something.
 Would you mind making some coffee?

O Corpus information Forms with mind

It is possible to ask, for example, *Do you mind helping me*? and *Would you mind if I use (or used) your phone*? However, questions like these are much less common than the patterns taught in this lesson: *Do you mind if I . . .*? and *Would you mind* + verb + -*ing*?

Lesson D Home habits

Reading tip

(See Student's Book pp. 82.)

The Reading Tip tells Ss that they should ask themselves questions as they read. Asking questions about a text while reading helps the reader actively engage with it and become a better, more efficient reader.

Help note Ordering events

(See Student's Book p. 83.)

The Help Note teaches words for showing the sequence of events.

Adverbs

first next

than

then

First, I change my clothes. Next, I turn on some music and then I cook dinner.

Strategy plus Agreeing to requests

(See Student's Book p. 81.)

- To agree to requests with Can and Could (answering yes), the following expressions can be used:
 - Yes. Go (right) ahead.

Sure. No problem.

OK.

- A Can I use your phone?
- B Sure. Go (right) ahead.
- A Could you chop the onions?
- B OK. No problem.
- To agree with requests with *mind* (answering *no*), the following expressions can be used:

No, go (right) ahead.

No, not at all.

- Oh, no. No problem.
- A Do you mind if I use your phone?
- B No, go (right) ahead.
- A Would you mind chopping the onions?
- B No, not at all.
- People also answer Sure to agree to requests with Would you mind ... ?
 - A Would you mind chopping the onions?
 - B Sure.

- Prepositions
 before after during Right after dinner, I do the dishes. Conjunctions
- when while as soon as before after **As soon as** I get home at night, I like to relax. **When** the kitchen is clean, I can relax.

I like listening to music while I'm making dinner.

At home

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

Introduce the theme of the unit Say, "Raise your hand when your answer is *I do*. Who lives in a house? Who lives in an apartment? Who lives in a dormitory? It doesn't matter what kind of place you live in. If you live there, it's your home."

In this unit, you learn how to ...

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

Extra activity CLASS

Write on the board:

- 1. something to wear to the beach
- 2. something two people can sit on
- 3. something to keep your clothes in
- 4. the most useful appliance in the kitchen

Ss look through the unit and find each of these things. Individual Ss call out their choice for each item. Ss with a different answer raise their hands and say their choice [1. a bathing suit (p. 76) 2. a sofa (p. 78) 3. a dresser (p. 78) 4. Answers will vary. (p. 78)].

Before you begin ...

- Introduce the vocabulary Tell Ss to look at picture 1. Ask questions about each item that is labeled. (e.g., What's on the desk? [a computer, a cup, some books, a lamp]; Is there anything in the box? [some papers]; What's on the shelf? [some books]) Elicit responses from Ss.
- Read the first part of the instructions aloud. Have Ss work in pairs, taking turns saying what they keep in each of the places labeled in the pictures.
- Recycle conversation strategies Tell Ss to use *like* to give examples (See Touchstone Student's Book 1, Unit 9, Lesson C) and "vague" expressions (e.g., *I keep a lot of things on my desk, like papers and books and stuff.*).
- Have a few Ss report back to class one thing about their partner.
- Point Ss to the second part of the instructions. Ask, "What do you think a 'pack rat' is?" [A pack rat keeps a lot of things. Sometimes those things are old and useless but a pack pat keeps them.] Ask Ss, "Are you a pack rat?" Have Ss raise their hands if they are pack rats. Call on a few Ss to say what they keep and why.
- Have Ss raise their hands if they are not pack rats. Have a few of those Ss give an example of something that they threw away recently.

C Recycle conversation strategies Tell Ss to use *like* to give examples (See *Touchstone* Student's Book 1, Unit 9, Lesson C) and "vague" expressions to answer a partner's questions.

- Write an example conversation on the board:
 - S1 What do you keep on your desk?
 - S2 My computer and stuff.
 - S1 What kind of stuff?
 - S2 Things like pens, a dictionary, and a few textbooks.
- Tell Ss to take turns asking and answering questions about the locations and the items in the pictures in pairs.
- Say, "Look at the pictures 2 and 4 again. Is there a lot of stuff in this person's room?" [yes] "This person is probably a pack rat. A *pack rat* hates to throw things away." Ask, "How many of you are pack rats? Raise your hand."

Extra activity PAIRS

Pairs have two minutes to make a list of funny things that pack rats do not like to throw away. Several pairs read their lists aloud. Classmates raise their hands if they have the same item on their lists. The class decides what things a pack rat is most likely to keep.

At home

Can In this unit, you learn how to . . .

Lesson A

1

3

- Talk about where you keep things at home
- Say who owns things with *mine*, *yours*, etc. and *whose*

on the desk

Lesson B

- Talk about items in the home
- Identify things using adjectives and one and ones

in a box

Lesson C

- Use Do you mind ... ? and Would you mind ... ? to make polite requests
- Agree to requests with expressions like Go right ahead and No problem

Lesson D

2

in the closet

on a shelf

UNIT

- Read comments on a website about unusual habits
- Write about your evening routine with expressions like *first* and *as soon as*

on top of the dresser

1

in a drawer

under the bed

on the floor

Before you begin . .

Look at the pictures. What do you keep in these places? Are you a pack rat – do you hate to throw things away?

Lesson A

Spring cleaning



Getting started

- A Look at the picture. What are John and Sandra doing? What's in their closet?
- B ■) 3.12 Listen. Who do the clothes belong to? the jewelry? Then practice the conversation.
- Figure C Circle the correct words. Use the conversation above to help you. Then compare with a partner.
 - A Whose / Who's bathing suit is this?
 B It's my / mine.
 - 2. A Who's / Whose earrings are these? Are they your / yours?B No, they're my sister's. All the jewelry is her / hers.
 - A Does all this stuff belong to us?
 B Yes, it's all our / ours. They're all our / ours things.
- 76

Lesson A Spring cleaning

1 Getting started

Set the scene Write the lesson title on the board: Spring cleaning. Ask Ss to guess the meaning and call out their ideas. [It's when someone gives their home a really good and thorough cleaning. You clean things and throw things away. People often do it in spring.] Say, do you ever do a spring cleaning? Have Ss raise their hands. Ask, "What do people typically do when they spring clean their homes?" [They clean the windows, wash the duvets on the beds, tidy their closets, throw away old things, vacuum every room, clean things they don't usually clean.]

Culture note

In the spring, many North Americans give their home a thorough cleaning. In the areas that have a cold winter, spring means that people can finally open their windows and let the fresh air in. While cleaning, they often find things they do not want or use anymore. They get rid of them by donating them to charity, having a yard (or garage) sale, or throwing them away. In China and Japan, people do their big housecleaning before New Year's Day.

A

Preview and do the task Ask, "What are John and Sandra doing? Have Ss raise their hands when they can answer. Call on a few Ss to give different ideas. [They're spring cleaning. They're tidying out a closet. They're looking at old clothes and things.] Ask, "What's in their closet?" Have Ss call out things they see. [old luggage, boxes, a picture, jewelry, a back pack, some paper carrier bags, shoes, clothes, a bathing suit, a cushion, some coat hangers]

B ()) 3.12

- Preview the task Write two headings on the board: *Clothes* ______ *Jewelry*. Read the instructions aloud. Tell Ss to listen and write the clothes and jewelry John and Sandra talk about, and who they belong to.
- Play the recording Ss listen and take notes without looking at their books.
- Play the recording again Ss open their books, read, and review their answers. Check answers with the class and write them on the board under the two headings. [Clothes: the bathing suit belongs to Sandra, the other clothes belong to Sandra's sister. Jewelry: the jewelry belongs to Sandra's sister. The earrings belong to Sandra.]
- Practice Tell Ss to practice the conversation in pairs, taking turns playing the roles of John and Sandra.

Figure it out

C

- Preview the task Say, "John wants to know who the bathing suit belongs to. What question word does he use?" [whose]
- Write on the board: Whose bathing suit is this? Say, "Find Sandra's answer." [Hey, it's mine, and I like it.] Write the answer on the board, underlined as shown. Say, "In Sandra's answer, what does mine mean?" [my bathing suit]

- Say, "Look at the conversation again. Who does the jewelry belong to?" [Sandra's sister] Ask, "What does Sandra say?" [The jewelry's <u>hers</u>, too.] Write the answer on the board, underlined as shown.
- 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 pairs of Ss to each read a conversation aloud.

Answers

- 1. A Whose bathing suit is this?
- B It's mine.
- A Whose earrings are these? Are they yours?
 B No, they're my sister's. All the jewelry is hers.
- 3. A Does all this stuff belong to us?
 - B Yes, it's all ours. They're all our things.
- Practice Have Ss practice the conversations in Exercise 1C. Encourage Ss to read the sentence, then look up and say it.
- Focus on the form and the use Write on the board: mine, yours, his, hers, ours, theirs. Say, "These are possessive pronouns. They tell you who owns a thing. You can use them to avoid repeating the name of the object that someone is asking or talking about."
- Try it out Pick up a pen from your desk, and ask Ss, "Whose pen is this?" [It's yours.] Pick up a pen from a female S's desk, and ask, "Whose pen is this?" [It's hers.] Walk around the class picking up objects and asking various Ss, "Is this your / his / her (name of object)?" Ss answer (e.g., Yes, it's mine / his. No, it's yours / hers.).

Extra activity PAIRS

Have the class brainstorm a list of objects in a closet, including unusual ones (e.g., *old shoes, skis, boxes with presents*), and write them on the board. Ss work in pairs and make up a conversation similar to the one in the book, in which two people are cleaning out a family closet. They choose at least four of the objects on the board and say who they belong to.

2 Grammar

- ()) 3.13
- Present the grammar chart Play the recording. Ss listen and repeat.
- Understand the grammar Ask Ss to look at the three Whose...? questions. Say, "Bathing suit is a singular countable noun, jewelry is an uncountable noun, and clothes is a plural noun. Whose is used with all of them. Why?" [Whose is a question word. Its form never changes.]

Write on the board:

whose = who does this belong to? who's = who is

- Say, "These words are pronounced in the same way, but their meanings are different."
- Point out the possessive pronouns on the right side of the chart. Tell Ss to study the chart and then close their books. Write on the board: Whose cell phone is this? Give the answers below, and ask Ss to give an answer using a possessive pronoun.

Say, "It's (Miki's) cell phone." [It's hers.]

"It's (Daniel's) cell phone." [It's his.]

- Write on the board: Whose keys are these? Repeat the step above. Say, "They're (Anthony's) keys. [They're his.] "The keys belong to you and me." [They're ours.] "They're (John and Mike's) keys." [They're theirs.] "They're my keys." [They're mine.]
- Books open. Ask, "What's the pattern for questions with *Whose*...?" [*Whose* + noun + be + pronoun?]
 Write it on the board. Say, "Look at the two kinds of answers to *Whose*...? questions. What's the pattern for answers with possessive adjectives?" [subject + be + possessive adjective + noun] "How about answers with possessive pronouns?" [subject + be + possessive pronoun]
- Present In Conversation Say, "It is also possible to use of in front of mine, his, theirs, and so on." Read the information aloud.

About

 Preview the task Model the task by having two Ss read aloud the first conversation. Have Ss read the rest of the conversations quickly. Help with new vocabulary as

3 Speaking naturally

A 🜒) 3.14

- Preview the task Write on the board: content words, grammatical words. Remind Ss that content words are nouns, verbs, adjectives, and adverbs, and that they are usually pronounced clearly because they contain information the listener needs to know.
- Say, "Grammatical words are words like prepositions, pronouns, articles, possessive adjectives, and *do* for making questions." Read the instructions aloud.
- Play the recording Ss listen and repeat. Practice the conversation again as a class with one group playing A and one group playing the role of B.

needed. Then tell Ss to read the conversations again, this time writing the missing words.

 Do the task Have Ss complete the task and then compare their answers in pairs. Check answers with the class: Ask pairs of Ss to each read a conversation aloud.

Answers

- A I'm always losing my keys. Do you ever lose <u>yours</u>?
 B No. We always keep ours on a shelf next to the door.
- 2. A Do you hang your clothes in the closet every night?
 - B Well, my sister always hangs hers in the closet, but I just throw mine on a chair! My room's always a mess.
- 3. A Where do you keep your shoes? Do you have one place?
 - B No, they're all over the apartment. I have three brothers, and mom's always saying, "<u>Whose</u> shoes are these?"
- A What do you do with your old clothes?
 B Sometimes I give things to a friend of mine. But my parents give theirs to charity.
- 5. A Where do you put your cell phone at night?
 - *B* I always leave <u>mine</u> in the kitchen. But my husband puts <u>his</u> on the dresser. It's so annoying when it rings at night. So, what do you do with <u>yours</u>?
- 6. A What do you do with all of your photos?
 - *B* I put family photos on my computer. But the kids keep theirs on their phones. My husband has his on his tablet.
- Practice Tell Ss to practice the conversations in pairs.
- When Ss finish, model the second part of the activity for the class. Have a S read out the question in item 1, and you answer it with true information. Have Ss work in pairs taking turns asking the questions and giving their own true answers.
- Follow-up Have Ss report back to class giving information about their partners and about themselves. (e.g., I'm always losing my keys, but Marshall never loses his.)

Extra practice

Tell Ss to turn to Extra Practice 8A on page 147 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See teaching notes on p. T-147.)

About you

В

- Preview and do the task Read the instructions aloud. Have pairs complete the task. As Ss make their conversations, walk around the room listening for the reduced grammatical words. If necessary, replay the example conversation from Exercise 3A, and have Ss listen and repeat again.
- Follow-up Several pairs present one of their conversations to the class.

Workbook

Assign Workbook pp. 58 and 59. (The answer key begins on p. T-181.)

[&]quot;It belongs to me." [It's mine.]

At home	UN
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IIT 8

Grammar Whose ... ?; possessive pronouns () 3.13

Whose bathing suit is this?
It's mine. (It's my bathing suit.)
Whose jewelry is this?
It's hers. (It's her jewelry.)
Whose clothes are these?
They're ours. (They're our clothes.)

It's mine. They're yours. It's hers. They're his. They're ours. It's theirs. It's my bathing suit.

Extra practice p. 147

In conversation

20% of the uses of *mine* are in the expression *friend(s) of mine*.

It's my bathing suit. They're your earrings. It's her jewelry. They're his shoes. They're our things. It's their stuff.

About you Complete the conversations with *whose* and possessive pronouns. Practice with a partner. Then practice again, giving your own answers.

- 1. A I'm always losing my keys. Do you ever lose <u>yours</u>?
 - B No. We always keep _____ on a shelf next to the door.
- 2. A Do you hang your clothes in the closet every night?
 - B Well, my sister always hangs _____ in the closet, but I just throw _____ on a chair! My room's always a mess.
- 3. A Where do you keep your shoes? Do you have one place?
 - B No, they're all over the apartment. I have three brothers, and mom's always saying, "______ shoes are these?"
- 4. A What do you do with your old clothes?
 - B Sometimes I give things to a friend of _____. But my parents give _____ to charity.
- 5. A Where do you put your cell phone at night?
 - B I always leave ______ in the kitchen. But my husband puts ______ on the dresser. It's so annoying when it rings at night. So, what do you do with ______?
- 6. A What do you do with all of your photos?
 - B I put family photos on my computer. But the kids keep ______ on their phones. My husband has ______ on his tablet.

Speaking naturally Grammatical words

- A Where do you keep your books?
- B On a shelf next to my speakers. Where do you keep yours?
- A In a pile on the floor by my bed.
- A ■) 3.14 Listen and repeat the conversation above. Notice how grammatical words like *do*, *you*, *your*, *on*, *a*, *next to*, *my*, *in*, and *by* are reduced. Only the content words are stressed.

About B Pair work Make conversations like the one above. Use the ideas below or add your own.

jewelry
 headphones
 passport
 credit cards
 sports equipment
 music files



Things at home

🚹 Building vocabulary

A ◀)) 3.15 Listen and say the words. What else do you see in each picture? Make a list.



word **B** Complete the chart with things in your home. Then compare with a partner.

Living room	Kitchen	My room	Other	
sofa	microwave			

- A In our living room, there's a sofa and . . .
- B We don't have a sofa. We have a couple of armchairs and . . .



Lesson B Things at home

Building vocabulary

- Set the scene Write on the board: *kitchen, living room, bedroom, bathroom.* Say, "These are different rooms in a home." Ask, "Where do you cook dinner?" Have Ss call out the room. [kitchen] "Where do you take a shower?" [bathroom] "Where do you sleep?" [bedroom] "Where do you watch TV? [living room]
- Say, "Think about the home you grew up in. What was your favorite room?" Ask a few Ss to answer and say why. Ask, "Which room did you spend the most time in?" Have a few Ss tell the class. (e.g., We spent a lot of time in the kitchen. We liked to sit and talk there.)

A 🜒) 3.15

- Preview the task Books open. Say, "Look at the pictures. Listen and say the words."
- · Play the recording Ss listen and repeat.
- Ask, "What other things do you see in each picture?" Have Ss work in pairs and make a list. Ss can also label the items in their books. Then have Ss call out other items in the pictures, and write them on the board. Tell Ss to check their spellings.
- Follow-up Have Ss look at the words quietly for one minute. Then tell Ss to close their books. Call out the names of different items, and have Ss call out the room the item is typically in. (e.g., You: s bathtub. Ss: the bathroom. You: a nightstand. Ss: the bedroom.)

Possible answers

Living room: plant, pillows, curtains Bedroom: lamp, picture, plants, desk, chair Kitchen: plant, coffeemaker, toaster Bathroom: plant, towels, faucet

Word

B

- Preview the task Read the instructions aloud. Tell Ss to look at the chart. Ask, "What other kinds of rooms do some homes have?" Make a list on the board (e.g., home office, family room / den, dining room, laundry room, workshop, garage, entryway / hall / porch).
- Do the task Have Ss complete the chart, using words from the pictures and words on the board. Encourage Ss to add other words for things in their home. Tell Ss to call out any other words they use and add them to the list on the board.
- When Ss finish writing words in the chart, have two Ss read the example conversation aloud. Tell Ss to compare the items in their charts in pairs. Check answers with the class: Call on individual Ss to read their lists for each room. As Ss read out their lists, have other Ss listen and check the items in their lists.

Extra vocabulary THINGS IN YOUR HOME

Present or have Ss suggest extra vocabulary for things in people's homes, such as:

Bedroom: bunk bed, chest of drawers, comforter, duvet, pillow, single / double bed, queen- / king-size bed

Bathroom: bath mat, medicine cabinet, scale, towels, towel rack

Living room: bookcase, drapes, fireplace, TV remote control, entertainment center

Kitchen: dish drainer, fridge (refrigerator), small appliances (blender, coffeemaker, electric kettle, toaster)

Extra activity PAIRS

Ss each draw a floor plan of their favorite room at home or their perfect room, labeling the items in the room. Ss present and explain their floor plans to a partner.

Extra activity PAIRS

Ss each draw a floor plan of another room at home, labeling the items. Pairs sit back to back. S1 describes the room. S2 draws what he or she hears. Then pairs compare their drawings. Ss switch roles and repeat the task.

Extra activity GROUPS

In groups, Ss take turns giving clues for items in the home (e.g., *You sleep in this.* [a bed] *You sit on this and watch TV.* [a sofa]). The first person in the group to call out the correct word gives the next clue. Ss play the game for four minutes and see who can guess the most words.

Vocabulary notebook

Tell Ss to turn to Vocabulary Notebook on p. 84 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-84.)

Building language

 Set the scene Tell Ss to look at the pictures. Ask, "What are they doing?" [They're shopping online. They're looking at covers for tablets, and speakers.] Ask, "Do you shop online?" Ask Ss to raise their hands. Ask Ss what kinds of things they shop for.

A 🜒) 3.16

- Preview the task Tell Ss to cover the two conversations. Tell Ss to guess which tablet over Meg likes, and which tablet cover Jon likes. Have Ss call out ideas and give reasons for their choices. (e.g., Jon probably likes the blue and orange tablet cover. He likes colorful things. His shirt is a bright color, too.) Have Ss make guesses about the speakers in the same way. Read the instructions aloud.
- Play the recording Ss listen and answer the questions.
- **Play the recording again** Ss listen, read along, and review their answers [Meg likes the black leather tablet cover and the little round speakers. Jon likes the blue tablet cover with the orange dots and the orange speakers on the right. They don't have the same taste.]. Ask Ss to raise their hands if their guesses about Meg and Jon were right.

Figure it out

В

 Preview the task Say, "Look at conversation 1 in Exercise 2A. Find a pronoun that means *tablet cover*." [one] "Look at conversation 2. Find a pronoun that means *speakers*." [ones] "Where are the speakers that Jon likes?" [on the right]

- Present Common Errors Read the information aloud. Write on the board: He's wearing a sweater. We live in an apartment. Have Ss write an adjective in the correct place and make any other necessary changes.
- Do the task Have pairs complete the two conversations. Remind Ss to look at the conversations in Exercise 2A if they need help.
- Check answers with the class: Ask two pairs of Ss to each read one of the conversations aloud.

Answers

- 1. A I like that nice black tablet cover.
 - B I like that blue one in the middle.
- 2. A And do you like those cute little round speakers? B Which ones? The orange ones?
- Practice Have pairs practice the conversations, taking turns playing each role.
- Focus on the form and the use Say, "Jon is asking Meg which tablet cover she prefers. *Tablet cover* is a singular noun, so the pronoun Jon uses is *one*. Jon asks Meg about speakers. *Speakers* is a plural noun, so Jon uses the pronoun *ones*."
- Say, "Use the pronoun one or ones to avoid repeating the name of an object, or when other people already know what object you're talking about."
- Tell Ss to look at how Meg describes the tablet cover she likes [nice black leather]. Say, "When we use more than one adjective, we typically say them in a certain order." Ask Ss what kind of adjectives Meg uses [nice = opinion, black = color, leather = material].

Grammar

■)) 3.17

- Present the grammar chart Play the recording. Ss listen and repeat.
- Understand the grammar Say, "When you use adjectives before a noun, you often want to use more than one. This chart shows the order."
- Have pairs discuss what each underlined adjective talks about. Ask individual Ss to answer [*leather*: material; *cute*: opinion; *little*: size; *round*: shape].
- Tell Ss to look at the right side of the chart. Ask, "What does the pronoun *one* refer to?" [a tablet cover] Ask, "What does the pronoun *ones* refer to?" [speakers] Say, "If the noun you're replacing is singular, use *one*. If the noun you're replacing is plural, use *ones*." (For more information, see Language Notes at the beginning of this unit.)
- Present In Conversation Read the information aloud.

About

- Preview and do the task Write on the board: I like the large metal mirror on the left. Ask, "Which one do you like?" Have Ss call out answers.
- Read the instructions aloud. Have Ss complete the task and then compare their answers in pairs. Check answers with the class by having Ss call out possible answers.

Possible answers

- 1. I don't like the large rectangular metal / small, round pink plastic mirror in the middle / large oval wooden mirror on the right. Which <u>one</u> do you prefer?
- 2. I like the cute, small white / medium blue / large black headphones. Which ones do you like?
- I'd like to have the purple silk / white wool / blue cotton cushion. Which <u>one</u> would you like?
- Have Ss read aloud the example conversation. Then have Ss practice conversations.

Sounds right

Tell Ss to turn to Sounds Right on page 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.)

Extra practice

Tell Ss to turn to Extra Practice 8B on p. 147 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-147)

Workbook

Assign Workbook pp. 60 and 61. (The answer key begins on p. T-181.)

🙎 Building language

A ■) 3.16 Listen to these people shopping online. Which items does Meg like? Which items does Jon like? Do they have the same tastes?



- Jon I need a new cover for my tablet. Which one do you like?
- Meg That nice black leather one there.
- Jon Hmm, I prefer the blue one in the middle.
- Meg Which one? The blue one with the orange dots? Really?
 - Jon Yeah. It's really cool.



- Jon Oh, and I need some new speakers, too. Which ones do you like? The rectangular black ones?
- Meg Um, those cute little round ones are cool.
- Jon How about the orange ones on the right?
- Meg Hmm. Well, they go with the tablet cover, I guess.

Figure B Pair work Choose the correct words. Then practice with a partner.

- A I like that black nice / nice black tablet cover.
- B I like that blue one / ones in the middle.
- A And do you like those cute round little / little round speakers?
- B Which one / ones? The orange one / ones?

Common errors

Don't put an adjective after a noun.

I like the **round** speakers. (NOT I like the speakers round.)

Grammar Order of adjectives; pronouns one and ones () 3.17

Extra practice p. 147

Usual adjective order

opinion, size, shape, color, nationality, material They have a beautiful black leather cover. I want those cute little round speakers. I like the black cover. Which **one** do you like? I like the blue **one** in the middle. Those speakers are cool. Which **ones** do you like? I like the silver **ones** on the left/right.

3

About you Complete the sentences so they are true for you. Then practice with a partner.





____ do you like?

People usually use just one or two adjectives before a noun.

In conversation



Which ______ would you like?

A I like the big metal mirror. Which one do you like?

B Well, I like the small pink one in the middle. The one with the plastic frame.

Which

Conversation strategy Asking politely

Conversation strategies

Lesson C

- A How can you make visitors to your home feel welcome when they arrive? What do you do or say?
- **B** (1) 3.18 Listen. What does Lucy ask permission to do? What request does Adam make?



Adam	Hi Lucy! Come on in.
Lucy	Thanks. I brought you some flowers.
	Are the others here yet?
Adam	No, not yet. So just make yourself at home. Thanks for these. Can I take your coat?
Lucy	Sure. Thanks. This is a great apartment. Do you mind if I look around?
Adam	No, go ahead.
Lucy	Oh, I love this antique table. It's beautiful.
Adam	Yeah, it's great, but it's not really mine. It's my mother's.
Lucy	Well, she has great taste.
Adam	Yeah. Listen, I hate to ask this, but I'm running a bit late. Would you mind helping me in the kitchen?
Lucy	No, not at all. What can I do?
Adam	Well, could you chop the onions?
Lucy	No problem. I'm happy to help.

C Notice how Lucy uses Do you mind if. . . ? to ask for permission, and Adam uses Would you mind . . . - ing? to ask Lucy to do something. Also notice that they answer "no" to show they agree. Find the examples in the conversation.

"Do you mind if ...?" "No, go ahead." "Would you mind . . . - ing?" "No, not at all."

D Pair work Imagine you are visiting your partner's home. Take turns asking permission to do these things and agreeing to the requests. Can you think of more ideas?

- 1. make a guick call 2. open a window
- 3. use your bathroom

4. take a cookie

- 5. get a glass of water
- 6. charge my phone

- "Do you mind if I make a quick call?"
- "No, go ahead."
- E Pair work Imagine your partner is visiting your home. Take turns asking him or her to do these things and agreeing to the requests. Can you think of more ideas?
- 1. answer the door for me
- 3. set the table for me
- 5. help me with the dishes

- 2. put this in the trash
- 4. make some coffee

- "No, not at all."
- 6. turn on the oven

"Would you mind answering the door for me?"

Lesson C Do you mind . . . ?

C Lesson C recycles making offers and requests with can and could.

Conversation strategy

 Set the scene Tell Ss to look at the picture. Say, "Lucy is at Adam's apartment just before a dinner party. He's going to ask her for some help getting ready, What do you think he's going to ask her to do?" Write a few Ss' ideas on the board (e.g., set the table, help make dinner).

Α

Preview and do the task Ask, "Do you sometimes have visitors to your home? Ask Ss to raise their hands if yes. Ask a few Ss questions (e.g., "Were your guests family or friends? Did they stay overnight? Did you cook for them?") Read the instructions aloud. Have Ss call out things you can do to make visitors to feel welcome. [Give them a drink. Make them dinner. Show them family photos.] Ask, "What can you say?" [Make yourself at home. Come in and sit down. It's good to see you.]

B 🜒 3.18

- Preview the task Have Ss look at the picture. Say, "Lucy is visiting Adam's home. What is she giving him?" [flowers] Read the instructions and the two questions aloud.
- Play the recording Books closed. Ss listen and take notes. Have Ss compare their answers in pairs.
- Play the recording again Books open. Ss listen, read along, and review their answers. Check the answer with the class [Lucy asks if she can look around the apartment. Adam asks Lucy to help him in the kitchen.]. Look at the ideas on the board that the Ss brainstormed earlier to see if they correctly predicted Adam's request.

С

- Present Notice Read the information aloud. Ask pairs of Ss to read the two examples aloud. Say, "Find the examples in the conversation." [Lucy: Do you mind if I look around?; Adam: No, go ahead.; Adam: Would you mind helping me in the kitchen?; Lucy: No, not at all.]
- Explain to Ss that using Would you mind...? and Do you mind...? are polite ways to ask for favors. People often use them when they are asking a favor of someone they do not know very well or when whatever they are asking might be considered inconvenient. (For more information, see Language Notes at the beginning of this unit.)

 Practice Tell Ss to practice the conversation in pairs, taking turns playing each role. Then tell Ss to practice again, each changing one piece of information in the conversation.

D

- **Preview and do the task** Read the instructions aloud. Ask two Ss to read the example conversation.
- Have Ss work in pairs. S A asks permission to do each of the things on the list in the exercise using *Do you mind if*... S B Agrees to the request. Tell Ss to add more information or ideas to each conversation if they can. (e.g., A: *Do you mind if I make a quick call? I have to call my mom*. B: *No, not at all. Is the music too loud?*)
- Have Ss work in pairs again Say, "Think of other things you can ask permission to do at someone's home." Have Ss call out ideas and write them on the board. [close the window, sit down, borrow your computer, look at your photos] Have Ss practice again using the ideas on the board.
- Have pairs have conversations with their own ideas and then share them with the class.

Ε

- Preview and do the task Read the instructions aloud. Model the activity by asking two Ss to read the example conversation aloud. Encourage Ss to add more ideas or information to the conversation if they can. (e.g., A: Would you mind answering the door for me? I'm just watching this soup on the stove. B: No, not at all.) Have Ss practice conversations using Would you mind ... -ing.
- Have Ss work in pairs again. Say, "Think of other things you can ask someone to do for you." Have Ss call out ideas and write them on the board. [clear the table, answer the phone, wash the salad, chop vegetables, peel fruit, help move a bookshelf] Have Ss practice conversations using the ideas on the board.

Extra activity PAIRS

Ss imagine that a classmate wants to have a class party, but the S cannot cook and his or her home is a mess. S1 is the host, and S2 is a friend who goes to help S1 get ready. Pairs write a conversation where they make requests and ask permission to do things to get ready (e.g., chop vegetables, vacuum the floor, find some good music). A few pairs role-play their conversations for the class.

2 Strategy plus

🜒) 3.19

Present Strategy Plus Tell Ss to look at the left column of Strategy Plus. Say, "Answer yes to agree to requests with can and could." Ask a pair to read the examples. Tell Ss to look at the right column of the Strategy Plus. Say, "Answer no to agree to requests with mind." Ask a pair to read the examples. Explain that Would you mind...? and Do you mind...? mean "Is it a problem for you?" Say, "When you answer no to a request with mind, you are really saying, 'No, it's not a problem for me." Explain to Ss that it may seem strange to answer no to agree to a request, but they should remember that Would you mind...? = Is it a problem for you to...? Therefore, a no answer means, "No, I wouldn't mind." or "No, it's not a problem for me." (For more information, see Language Notes at the beginning of this unit.)

- Explain to Ss that they should make requests with *can* and *could* with people they know well or for small favors, and make requests with *mind* with people they do not know well or for big favors.
- Present In Conversation Books closed. Ask, "In what we've studied so far, what word comes after *Do you* mind...?" [if] "What kind of word comes after *Would you* mind...?" [verb + -ing] Books open. Ask a S to read the information aloud.
- Preview the task Read the instructions aloud. Model the first item for the class. Tell Ss to look at the conversation and also to look back at the chart. Ask, "How can you

3 Listening and strategies

A ()) 3.20

- Preview the task Read the instructions aloud. Ask, "What kinds of problems do roommates have?" Elicit ideas from the class (e.g., *Roommates can be noisy or untidy. They can argue about money and bills. They don't get along.*). Tell Ss to listen for the problem the roommates have.
- Play the recording Audio script p. T-173 Tell Ss to listen and identify the problem mentioned in each conversation.

Answers

- 1. His roommate threw away the cushions from his grandma.
- 2. Her roommate has books and papers all over the floor.
- 3. They need salad for dinner.
- 4. She can't find her hair dryer.

B ◀)) 3.21

- Preview the task Read the instructions aloud. Have Ss predict what favor they think each person is going to ask and call out ideas.
- Play the recording Audio script p. T-174 Tell Ss to listen and complete the favors. Pause after the first conversation. Have Ss raise their hands if they predicted the favor correctly. Play the rest of the recording.
- Play the recording again Tell Ss to listen and check (
 if the roommate agrees or doesn't agree. Check answers
 with the class.

respond to a question with Do you mind if ...?" [No, go right ahead. Or No, not at all.] Tell Ss to listen carefully and complete B's responses.

 Play the recording Audio script p. T-173 Have Ss write the responses. Check answers with the class: Have pairs of Ss each read a conversation aloud.

Answers

- 1. A Do you mind if I sit here?
 - B No, not at all. Go ahead. Let me move my things.
- A Could you do me a favor? Could you run to the store and get some milk?
 - B Yeah. Sure. No problem. What kind of milk do you want?
- 3. A I forgot to charge my phone. Can I borrow yours for a minute?
 - B Sure. Go right ahead. It's on the coffee table there.
- 4. A I think I left my wallet at home. Uh, would you mind lending me five dollars?
 - B Oh, no. No problem. Here, I have ten dollars.
- Practice Tell Ss to practice the conversations in pairs, taking turns playing each role.
- Follow-up Books closed. Divide the class into two groups (A and B). Tell Ss to listen to the conversations again, and repeat their role. Play the recording, pausing after each conversation.

Answers

- 1. Can you keep them in your room? (Agrees)
- 2. Would you mind putting them in your room? (Agrees)
- Could you do me a favor? Could you <u>make the garlic</u> bread? (Doesn't agree)
- 4. Do you mind if I borrow your hair dryer? (Doesn't agree)

С

- Preview and do the task Read the instructions aloud. Have Ss read each of the favors and requests aloud. Explain to Ss that they should walk around class and take turns asking their classmates favors and making requests.
- Have two Ss read aloud the example conversation to model the activity. As Ss do the task, walk around and listen. Help Ss as needed.

Extra activity CLASS

Ss imagine that they left their backpacks on the bus on the way to class today. They have no supplies, books, money, or lunch. Ss make a list of five things they need to borrow for the day and then walk around the class trying to borrow them from classmates (e.g., *Do you mind if I borrow your pen?*). Ss who do not agree to the requests have to give a reason (e.g., *Sorry, but I need it.*).

Workbook

Assign Workbook pp. 62 and 63. (The answer key begins on p. T-181.)

81

2 Strategy plus Agreeing to requests

Answer Yes to agree to requests with Can and Could: Can I look around? Yes. / Sure. / Go (right) ahead. Could you chop the onions? Yes. / Sure. / OK. / No problem.		n and Could: ok around? Sure. / Go (right) ahead. ou chop the onions?	with mind: Do you mind if I look around? No, go (right) ahead. / No, not at all. Would you mind helping me in the kitchen?	
■)) 3.19 Listen and complete the a		ANALYSING CONTRACTOR	nswers. Then practice with a partner.	<i>Do you minding</i> ? and <i>Would you mind if I</i> ? are possible but not very common.
1.	A	Do you mind if I sit here?		
	В		Let me move my things.	
2.	А	Could you do me a favor? C some milk?	ould you run to the store and get	

- B ______. What kind of milk do you want?
- 3. A I forgot to charge my phone. Can I borrow yours for a minute?
 - B ______. It's on the coffee table there.
- 4. A I think I left my wallet at home. Uh, would you mind lending me five dollars?
 - . Here, I have ten dollars. B

3 Listening and strategies Could you do me a favor?

A () 3.20 Listen to four conversations between roommates. What's the problem in each case?

1	3
2	4

B (1) 3.21 Can you guess what favors each person is going to ask? Listen and complete the sentences. Do their roommates agree? Check (\checkmark) the boxes. Agrees Doesn't agree

Can you	?		
Would you mind	?		
Could you do me a favor? Could you	?		
Do you mind if I borrow	?		
	Would you mind Could you do me a favor? Could you	Would you mind? Could you do me a favor? Could you?	Would you mind? ? Could you do me a favor? Could you? ?

C Class activity Ask your classmates for favors.

You want someone to . . .

- help install software on your laptop.
- find a phone number online for you.
- introduce you to their friend.

You need . . .

- to borrow some headphones.
- some money to buy some gum.
- help with some homework.

A Hey, Jen, would you mind helping me install some software on my computer? B Oh, I'm sorry. I'm not very good at computer stuff. I can't even do that on mine!



1 Reading

- A Circle the words to make these statements true for you. Tell the class.
- My kitchen is very organized / disorganized.
- I wash dishes by hand / in the dishwasher.
- **B** Read the comments on the website. What habits do the people have? Which do you think are unusual?
- I iron none / some / all of my clothes.
- I save / throw out used food containers.

Reading tip

Ask yourself questions as you read, for example, *Is this logical? Is this normal?* etc.



About D Pair work What unusual habits does your family have? Tell your partner.

Lesson D Home habits

1 Reading

Set the scene Books closed. Write the title of the lesson on the board. Say, "This lesson is about home habits." Ask, "What is a habit?" [something you do a lot, over and over again]. Ask Ss to think of an example of a home habit and to call out their ideas (e.g., *I always make my bed every* morning. We always have dinner at 5 o'clock. My roommate always fills the dishwasher. I always empty it.)

A

Prereading

- Preview the task Ask Ss to read the four statements and choices. Go over any unfamiliar vocabulary. Then read the instructions aloud.
- Do the task Have Ss circle the words to make statements that are true for them. Have Ss tell the class their sentences.
- Follow-up Have Ss tell their sentences from Exercise 1A to a partner. Encourage Ss to tell their partner more information (e.g., *My kitchen is very disorganized. I can never find anything.*) Ss report back to the class one piece of information about their partner that is different than their own habit (e.g., *Belinda never irons her clothes, but I always iron mine. She doesn't like to iron.*).

В

During reading

- **Preview the reading** Tell Ss to read the title of the website and to look at the picture. Ask, "What is the website about?" [unusual home habits]. Say, "Look at the picture. What do you think one of the home habits is about?" (e.g., *keeping cupboards tidy, making all the labels face forwards*.)
- **Present** *Reading Tip* Read the Tip aloud. Explain that asking specific questions about what you are reading can help you understand a text better.
- Do the reading Have Ss read Martin's comment on the website and find out what unusual habits he has. When Ss have read his comment, ask Ss to raise their hands if they guessed his unusual habit correctly from the picture. Have Ss read the rest of the comments and identify the habits.
- Check answers with the class. [Martin arranges all his canned food. He makes sure he can see all the labels. Charlotte washes all the dishes before she puts them in the dishwasher. Then she rinses them when she takes them out. Lucia irons everything, including her socks and her curtains. Manas saves every container he gets like pizza boxes, and take out coffee cups.]
- Ask Ss, "Which of these habits do you think are unusual?" Have Ss call out ideas (e.g., Well, Martin's habit is not very unusual. I think a lot of people like to organize their groceries. Lucia's habit is unusual. Nobody irons their curtains!) Have Ss tell a partner one habit they think is unusual, and one that is not so unusual.

 Do the reading again Have Ss read the website again and highlight any new words. Have Ss call them out. Write them on the board. Encourage other Ss to explain the meanings. Help as needed.

С

Postreading

- Preview and do the task Read the instructions aloud. Have Ss read the questions. Tell Ss to write answers to the questions. Alternatively, Ss can discuss the answers in pairs.
- Check answers with the class: Read each question aloud and have Ss answer.

Answers

- He arranges the cans with the vegetables in one section and the fruits in another and with the big ones in the back and the small ones in the front.
- Charlotte washes the dishes before she puts them in the dishwasher because the dishwasher doesn't work very well. It always leaves the glasses dirty.
- Lucia irons everything: her jeans, her socks, and her curtains.
- 4. Manas uses pizza boxes for picnic trays in the summer.
- Follow-up Have Ss say which person they are the most similar to and why.

Extra activity CLASS

Ss each take a turn guessing your home habits (e.g., *I think you make your bed every morning.*) and writing their guess on the board. The class listens to the guess, and Ss write the statement and either *True* or *False* on a piece of paper. You then respond — if Ss guessed correctly, they score a point. Ss tally their points and see who got the most guesses correct.

About you

D

 Preview and do the task Read the instructions aloud. Have pairs discuss their families' unusual habits. Encourage Ss to ask each other follow up questions (e.g., Do you like this home habit? Do you think it's a good idea? Why does your family [always eat exactly at 6:00]?) Set the scene Tell Ss this task is about evening routines. Ask, "What kinds of things do people do in the evening?" Have Ss call out ideas (e.g., *They make dinner. They go for a walk. They check email.*).

About

Α

- Preview and do the task Tell Ss to look at the pictures. Ask, "What's happening in each picture?" Ask Ss for their ideas. Help Ss identify the task in each picture [from left to right in each row: watch TV, exercise at home, cook dinner, wash dishes, read, take everything out of pockets, change clothes, open a window].
- Ask, "Do you do any of these things when you get home every day?" Call on several Ss to answer.

B 🜒 3.22

- · Preview the task Read the instructions aloud.
- Play the recording Audio script page T-174 Ss listen.
- Play the recording again Ss listen and write their answers. Check answers with the class.

Answers

5	4	7	6
8	2	3	1

3 Speaking and writing



Α

- Preview and do the task Read the instructions and questions aloud. Have pairs take turns asking and answering the questions. Encourage Ss to give as much information as they can.
- Have Ss tell the class how their routines is the same as their partner's routine.

About you

B

- Present Help Note Read aloud the information for each bullet. After you read each piece of information, have Ss find sentences in the example article that use the sequence words in the way described. Call on a few Ss to read the sentences.
- Ask, "Which words show that one action happens first, and the other happens second?" [first, next, then, before, after, when, as soon as] "Which words show that two actions happen at the same time?" [during, while] (For more information, see Language Notes at the beginning of this unit.)

Ask questions using sequencing words from Help Note in Exercise 3B. For example, "What does Mike do first?" [He opens the window.] "What does Mike do after he opens the window?" [He takes everything out of his pockets.]

С

- Preview the task Read the instructions and the questions aloud.
- Play the recording again Audio script p. T-174 Have Ss listen and answer the questions.
- Check answers as a class.

Answers

- He takes out his change, keys, and wallet. He doesn't want these things in the laundry.
- He does the dishes right before he cooks. He doesn't do them right after he eats, because he feels very tired after dinner.
- He feels good after he exercises. He does not feel relaxed after he watches the news.
- He reads something on his e-reader before he goes to sleep.
- Ask, "Is your evening like Mike's?" Have Ss raise their hands if their answer is *yes*. Ask a few Ss who raise their hands, "How is it the same?" Ask a few Ss who do not raise their hands, "How is it different? What else do you do when you get home every day?"
- Recycle grammar This task recycles frequency adverbs. Have Ss tell a partner about each picture using a frequency adverb (e.g., Sometimes I watch TV in the evening. I never exercise at home.)
- Read the article Have Ss call out the eleven expressions that order events and then read the article to themselves.
- Do the task Have Ss write an article about their evening routine. Tell Ss to use their ideas from Exercise 3A, and to use words like *First*, to order events.
- When Ss finish, tell them to read their articles to a partner. Ss listen and ask questions to get more information.

Free talk

Tell Ss to turn to Free Talk 8 at the back of their Student's Books. Have Ss do the task. (See the teaching notes on p. T-133.)

Workbook

Assign Workbook pp. 64 and 65. (The answer key begins on p. T-181.)

2 Listening Evening routines

About A Do you do any of these things when you get home every day? Tell the class.



B ◀)) 3.22 Listen. What does Mike do when he gets home? Number the pictures in the correct order.

C () 3.22 Listen again and answer the questions. Is your evening like Mike's?

- 1. What does Mike take out of his pockets at night? Why?
- 3. How does he feel after he exercises? After he watches the news?
- 4. What does he do just before he goes to sleep?

2. When does he do the dishes? Why?

Speaking and writing Evening routines

About A Write answers to the questions below. Then ask and answer the questions with a partner. How are your routines the same?

- What do you do as soon as you get home?
- What do you do while you're eating?
- What do you do before you have dinner?
- What's your bedtime routine?
- About you B Read the article below. Then write an article about your evening routine. Use the expressions in the Help note that order events.

 Image: State Document Elements
 Tables > Table Layout
 Charts
 Smart Art

 My Evening Routines

First things first

As soon as I get home at night, I like to relax. First, I change my clothes. I put on something comfortable, like jeans and a T-shirt. Next, I turn on some music, and then I cook dinner. I like listening to music while I'm making dinner.

Dinnertime

I like to watch TV **during** dinner, so I eat in the living room. Right after dinner, I do the dishes. I hate to leave dirty dishes in the sink! When the kitchen is clean, I can relax.

Time for bed

I often have a snack before bedtime. Then I get my e-reader and go to bed. I read for about half an hour before I go to sleep.

/ Help note

Ordering events

- To show a sequence: first, next, (and) then
- Before a noun: before / after during = "at the same time as"
- To link actions: when as soon as = "immediately after," "right after" while = "at the same time as" before / after

Learning tip Alphabet game

Make learning new words into a game! Choose a topic and try to think of a word for each letter of the alphabet.

1 Label the pictures. The first letter of each word is given for you.



2 Now complete your own alphabet chart. Can you think of something in your home for each letter?

a armchair	h	0	V	-
Ь	i	р	W	
С	j	9	X	
d	k	r	У	_
e	1	s	Z	
f	m	t		_
g	n	и		

On your own

Make labels for different things in your home. Don't throw the label away until you can remember the new word.

Sol Now I can . .

🖌 I can . . .

I need to review how to . . .

- talk about where I keep things at home.
- say who owns things.
- talk about furniture and home furnishings.
- identify and describe which things I mean.
- ask politely for permission to do things.
- ask other people to do things.

- agree to requests.
- understand requests for favors and replies.

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- understand details about evening routines.
- read comments about unusual home habits.
- write about my evening routine.

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

1

2

 Present Learning Tip Read the information aloud. Say, "It's fun to learn vocabulary when you make it a game. You could try this game with food names, countries, or things you see outside. Remember, you can't always find a word for each letter of the alphabet."

These tasks recycle the vocabulary for things you have at home.

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

Answers

a: armchair b: bathtub c: curtain d: dresser

- Preview and do the task Read the instructions aloud. Remind Ss the item does not have to be a piece of furniture. Tell Ss that there might not be an item for each letter of the alphabet. Have Ss complete the task.
- Check answers with the class: Say a letter of the alphabet, and ask a few Ss to call out the name of the item they wrote.

Possible answers

a: armchair	n: nightstand
b: box, bathtub	o: oven
c: curtains, carpet	p: picture, painting
d: dresser, dishwasher	q: queen-size bed
e: end table	r: radio, refrigerator
f: fridge, faucet	s: sofa, shower, speakers
g: guitar	t: TV, toilet, toaster
h: heater	u: umbrella stand
i: iron, ironing board	v: vase, vanity
j: jewelry (box)	w: wastebasket, wall unit
k: kitchen table	X:
I: lamp, lamp shade	y: yard furniture
m: mirror, microwave	Z:

- On your own
- Present On Your Own Read the information aloud.
- Follow-up At the start of the next class, Ss read a list of labels they made for items not mentioned in class.

Now I can . . .

- Go over the *Now I Can* items. Put students in pairs to give one example each for the first seven items. Call on Ss and ask for examples or explanations.
- Have students 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.

Things happen

Lesson A When things go wrong . . .

Grammar Past continuous statements

(See Student's Book p. 87.)

The past continuous is used to talk about actions and events in progress in the past.

Form

- Affirmative statements subject + was / were + present participle I was talking. They were watching a movie.
- Negative statements subject + wasn't / weren't + present participle I wasn't paying attention. We weren't looking.

Use

 The past continuous is used to talk about actions and events in progress in the past. These may be temporary or unfinished.

Helen was using my computer last night.

Lesson B Accidents happen.

Grammar Past continuous questions

(See Student's Book p. 89.)

Form

- Yes-No questions
 Was / Were + subject + present participle?
 Was he skiing by himself?
 Were they skiing on the weekend?
- Affirmative short answers
 A Was he skiing by himself?
 - B Yes, he was.
 - A Were they skiing on the weekend?
 - B Yes, they were.
- Negative short answers
- A Was he skiing by himself?
- B No, he wasn't.
- A Were they skiing on the weekend?
- B No, they weren't.
- Information questions
 question word + was / were + subject + present participle?
 What was he doing?
 What were you doing on the weekend?

 It is also used to set the background for a story, to tell about longer actions and events.

I was going to work, and I was talking to a woman.

Simple past with past continuous

The simple past is often used for shorter actions that happened – and were completed – during the time of another, longer one (which is expressed with the past continuous).

A friend of mine deleted all my files (short action) when she was using my computer (background, longer action).

Speaking naturally Fall-rise intonation

(See Student's Book p. 87.)

- Fall-rise intonation at the end of statements is often used to show that there is more you are going to say. It suggests that the information is not yet complete.
- Fall-rise intonation is common in sentences where background information is given before the main news or events.

<mark>I was running for a bus last week (background), and I fell (main news).</mark>

Use

- Past continuous questions ask about actions or events in progress in the past.
- Asking questions with when
- Compare these two questions:

What were you doing when you fell? = What activity was in progress before or at the time you fell?

I was skating when I fell.

What did you do when you fell? = What activity did you begin after you fell?

I called for help when I fell.

Grammar Reflexive pronouns

(See Student's Book p. 89.)

 Reflexive pronouns are used when the subject and the object of the verb refer to the same person.

I hurt myself.

He cut himself.

 They are also used with by to mean "alone" or "with no one else."

I went by myself. He did it by himself.

Corpus information Yourself; myself

In conversation, people often say *How about yourself?* rather than *How about you?* as it can sound less direct. About 10 percent of uses of *yourself* are in this expression. Almost 10 percent of uses of *myself* are in the expression *by myself.*

Common errors with object pronouns

Ss may incorrectly use an object pronoun when the subject and object refer to the same person. Compare the difference in meaning: *My father hurt himself.* (*himself* = my father. My father was hurt.) *My father hurt him.* (*him* = another person)

Lesson C That's hilarious.

Conversation strategy Reacting to a story

(See Student's Book p. 90.)

- Ss have already learned a variety of expressions for reacting to information. This lesson gives Ss practice using different ways of reacting to stories or anecdotes.
- Giving personal information
 A We were making Thai curry for a bunch of people...
 B Oh, I love Thai food.
- Expressions of surprise
 - A ... and it all stuck to the bottom of the pan and burned.B Oh, no!
- Comments on the information
 A Then I hid the burnt pan under the sink.
 B Oh, that's hilarious.
- I bet + a guess about something
 - A I bought some rice at a restaurant and served it for dinner.
 - B I bet no one even noticed.

Strategy plus 1 bet ...

(See Student's Book p. 91.)

- People use *I bet* as a response to show they understand a situation.
 - I bet = I'm sure
 - A It was funny.
 - B Yeah, I bet.
- People also start statements with *I bet* when they are making a guess or offering an idea about a situation in the past, present, or future.

I bet no one noticed.

I bet no one is there.

I bet no one will come.

O Corpus information (1) bet

Bet is one of the top 600 words and over 60 percent of its uses are in the expression *I bet*. About 25 percent of the uses of *I bet* are in the response *I bet*....

Lesson D Happy endings

Reading tip

(See Student's Book p. 92.)

The Reading Tip tells Ss that they should pay attention to time expressions as they read. Time expressions will help them follow the order of events in a story and help them understand it better.

Help note Linking ideas with when and while

(See Student's Book p. 93.)

Both when and while can link two actions in the past.

- When + simple past
- When can introduce actions and events that interrupt a longer, or background, event.

I was walking to work when it started to rain.

- When can show that events happened one after another.
 When I got to the corner, the light changed.
- When + past continuous
 If used with the past continuous, when can introduce a longer, or background, event.
 When I was walking to work, it started to rain.
- While
- It suggests that an action or event lasted some time.
- The past continuous often follows while.
 While = during that time
 While I was waiting, a young man came up to me.

Things happen

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

Introduce the theme of the unit Ask Ss to brainstorm good things that can happen to someone (e.g., *you get an email from an old friend, you pass a test, you do something really fun*). Then ask about bad things (e.g., *you lose your wallet, you fall and hurt yourself, you have a fight with your boyfriend / girlfriend*).

In Unit 9, you learn how to . . .

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

Extra activity CLASS

Ss look at the aims in Lesson A, Lesson B, and Lesson C and find examples in the unit of the past continuous and expressions to show interest. [p. 86 We weren't looking, and we walked right into a glass door.; p.89 While you were skiing?; p.90 Oh, that's hilarious.; p. 91 I bet.]

Before you begin ...

- Introduce the mishaps Say, "Look at the pictures. Here are some bad things that can happen. Look at picture 1. Somebody broke a vase."
- Ask, "What happened in picture 2?" [Someone left their keys in the car.] "How about picture 3?" [Someone left their wallet and cell phone on a park bench.] "And what happened in picture 4?" [Somebody spilled coffee on their computer keyboard.]
- Read aloud the task in Before You Begin. Tell Ss about a time you broke something (e.g., *I broke the chain on my* bicycle once.).

CP Recycle conversation strategies Ask, "How can you respond using a *That's*... expression?" Tell Ss to call out ideas (e.g., *That's too bad. That's terrible.*). (See *Touchstone* Student's Book 1, Unit 7, Lesson C.)

- Then ask, "What follow-up questions can you ask to get more information?" Have Ss call out ideas and write them on the board (e.g., *How did that happen? Did you fix it?*). (See *Touchstone* Student's Book 1, Unit 7, Lesson C.)
- Tell Ss to work in pairs and tell their partners about a time they broke something. Remind Ss to respond with *That's*... and ask a follow-up question.
- Have a few Ss report back to class about their partner (e.g., Mindy broke her leg one time. She fell off a wall, and she had to have it in a cast for six weeks.).

- Point Ss back to picture 2. Ask, "Do you ever forget your car keys or your house keys?" Elicit answers from Ss. Have Ss tell the class about a time they forgot something. Encourage other Ss to ask follow-up questions.
- Point Ss to picture 3 again. Ask, "What kinds of things do people lose?" Have Ss call out ideas (e.g., *keys, wallets, purses, computers, pets*). Ask Ss to tell about a time they lost one of these things to a partner.
- Point Ss to picture 4 again. Ask, "When's the last time you damaged something?" Call on a few Ss to tell the class (e.g., I damaged my mountain bike last summer. I hit a tree.).

Extra activity PAIRS

Pairs choose one of the topics in the Before You Begin activity. Ss take turns saying all the times they can remember when that thing happened. Ss have to find something that happened to them that didn't happen to their partner (e.g., *broke something: S1: I broke my nail once. B: Me too. S1: I broke a window once. I threw a ball through it. B: Really? Not me.*). Ss score a point each time they did something that their partner didn't do.

Things happen

In this unit, you learn how to . . .

Lesson A

0000

1

 Tell anecdotes about things that went wrong using the past continuous and simple past

2

Lesson B

 Talk about accidents (e.g., *I broke my arm.*) using the past continuous and myself, yourself, etc.

Lesson C

3

- React to show interest with expressions like Oh, no!
- Use I bet to show you're sure or that you understand

Lesson D

UNIT

- Read anecdotes in an article
- Write an anecdote using when and while

Before you begin . . .

Look at the pictures. Think about a time when one of these things happened to you. Tell the class about a time when you . . .

- broke something.
- forgot something.

- Iost something.
- damaged something.

When things go wrong . . .

Are you having a **BAD week?**



Lesson A

Actually, yes. I was going to work on the train Monday morning, and I was talking to this woman. I guess I wasn't paying attention, and I missed my stop. I was half an hour late for a meeting with my new boss.





Definitely! My friend accidentally deleted all my music files when she was using my computer. Actually, she was trying to help me – she was downloading stuff from my phone, and something went wrong. I spent hours on the phone with tech support.





Yeah, kind of. A couple of days ago, a friend and I were trying to look cool in front of some girls at the mall. We weren't looking, and we walked right into a glass door. I was so embarrassed.

Roberto Moreno

Getting started

- A Look at the illustrations above. What do you think happened to each person? Do these kinds of things ever happen to you? Tell the class.
- B ■) 3.23 Listen and read. Were your guesses about the people correct?
- Figure C Can you choose the correct verb forms? Use the interviews above to help you. Then compare with a partner.
 - 1. Sean missed / was missing his stop because he talked / was talking to a woman on the train.
 - 2. Julia's friend deleted / was deleting all Julia's music files when she using / was using her computer.
 - 3. Roberto and his friend tried / were trying to look cool when they walked / were walking into a glass door.

Lesson A When things go wrong . . .

1 Getting started

Set the scene Have Ss work in pairs. Ss brainstorm all the things that can go wrong in a typical week and write them in a list (e.g., *You miss an important call. Your computer crashes. You run out of gas. You forget your homework.*). Ask Ss to call out their ideas. Other Ss raise their hands when someone says something that is also on their list.

A

- Preview and do the task Tell Ss to look at the title of the article. Say, "These people are having a bad week." Tell Ss to look at the pictures for 30 seconds and then close their books. Have Ss work in pairs to say what happened to each person. Ask a few Ss about each person, and write their ideas on the board (e.g., Sean Davis: He couldn't get off the train. He missed his stop. Julia Chen: Her computer crashed. Her friend broke her computer. Roberto Moreno: He walked into a glass door.).
- Ask, "Do these kinds of things ever happen to you?" Ask, "Who misses their stop on the train?" Have Ss raise hands. Ask a few Ss to tell about a time that happened.
- Ask, "Who loses data on their computer sometimes?" Have Ss raise their hands and call on a few Ss to tell about a time it happened to them.
- Ask, "Who walks into glass doors?" Have Ss raise their hands. Call on any Ss who raise their hands to tell about a time they walked into a door.

B 🜒) 3.23

- Preview the task Books closed. Read the instructions aloud. Tell Ss to listen and find out if their guesses about each person were correct. Say, "Just listen the first time."
- Play the recording Ss listen with books closed. Pause the recording after each person. Ask Ss to raise their hands if they guessed correctly about what happened to the person.
- Play the recording again Books open. Ss listen and read along. Tell Ss to underline or highlight exactly what happened to each person.
- Follow-up Books closed. Ask Ss questions about each person. Have Ss call out answers without looking back at their books (e.g., Sean: What happened to Sean? [He missed his stop on the train.] What day was it? [Monday] How late was he for his meeting? [half an hour] How do you think his new boss felt? [upset]; Julia: What happened? [Her friend deleted all the files from her computer.] How did she fix it? [She called tech support.]; Roberto: What happened? [He walked into a glass door.] Where was he? [at the mall.] Who was he with? [his friend] How did he feel? [embarrassed]).

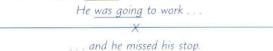
Figure it out

С

 Preview the task Tell Ss to read about what happened to Sean Davis again. Ask, "Which of Sean's activities happened over a longer period of time?" [He was going to work. He was talking to a woman. He wasn't paying attention.] Draw a simple time line on the board, and write above it *He was going to work*...:

He was going to work ...

Ask, "Which of Sean's activities was a shorter, completed action?" [He missed his stop.] Add an X to the time line, and write . . . *and he missed his stop* under the line:



- Read the instructions aloud.
- Do the task Have Ss complete the task. Remind Ss to use the stories for help. Then have Ss compare their answers in pairs.
- Check answers with the class: Have Ss read the sentences from Exercise 1C aloud.

Answers

- Sean <u>missed</u> his stop because he <u>was talking</u> to a woman on the train.
- 2. Julia's friend <u>deleted</u> all Julia's music files when she was using her computer.
- 3. Roberto and his friend were trying to look cool when they walked into a glass door.
- Focus on the form and the use Write sentence 1 on the board. Ask Ss to name the verb in the simple past [missed]. Underline *was talking*. Say, "This verb is in the past continuous. Can you figure out the two verbs that make up the past continuous?" [past of be + verb ending in -ing]
- Say, "Use the past continuous to describe the action or event that was in progress when another shorter, completed event took place. Use the simple past to talk about the shorter, completed event."
- Try it out Tell Ss to look back at the stories in Exercise 1B. Tell Ss to find and highlight more examples of past continuous verbs. Check answers with the class [Sean: I was going to work, I was talking to this woman, I wasn't paying attention; Julia: she was using my computer, she was trying to help me, she was downloading stuff; Roberto: a friend and I were trying to look cool, We weren't looking].
- Have Ss call out each example again. This time have Ss explain what happened using a simple past verb (e.g., Sean was going to work and he missed his stop. He was talking to a woman and he didn't see his station. He wasn't paying attention so he didn't see his stop.).

Extra activity PAIRS

Pairs choose one of the people from Exercise 1A and continue the story. Ss add two more events and then join another pair and say what happened next. A few pairs tell the class.

Grammar

∎)) 3.24

- Present the grammar chart Play the recording. Ss listen and repeat.
- Understand the grammar Ask Ss to read the first two examples. Write them on the board. Ask, "Which action in each sentence was shorter and complete?" [missed; walked] Circle these verbs in the sentences on the board, and ask, "What verb form is this?" [simple past]
- Ask, "Which action in each sentence sets the background or describes events in progress?" [was talking, wasn't paying attention; were trying, weren't looking] Underline these verbs in the sentences on the board. Ask, "What verb form is this?" [past continuous]
- Ask a S for the patterns for affirmative and negative statements in the past continuous, and write them on the board [subject + was / were + verb(-ing); subject + wasn't / weren't + verb(-ing)].
- Read the last two sentences in the chart aloud. Tell Ss that if used with the past continuous, *when* can introduce a longer or background event. (For more information, see Language Notes at the beginning of this unit.)
- **Present** *In Conversation* Read the information aloud.
- Preview the task Read the instructions aloud. Say, "An anecdote is a very brief story that is interesting or amusing. It's usually about something that happened to you or someone you know." Tell Ss to read each anecdote through before they complete it.
- Do the task Have Ss complete the task and then compare their answers in pairs. Check answers with the class: Ask a few Ss to each read a completed anecdote.

Answers

- I was having lunch in a café yesterday when the server accidentally <u>spilled</u> tomato sauce on my shirt. I guess he wasn't paying attention. I was upset, but I got my lunch for free.
- My friend and I were at a barbecue last week. When we were walking around the yard, she tripped and fell into the pond.
- I <u>damaged</u> my parents' car last week. I <u>was trying</u> to park, and my friend <u>was talking</u> to me, and I <u>hit</u> a wall. Now I have to pay for the repairs.
- I was in a chemistry class recently, and a classmate and I were doing an experiment when something went wrong. I burned my hand.
- 5. Last week I was on the bus, and I was talking to my girlfriend on my cell phone. Well, actually, we were having a long argument. We weren't getting along at the time. When I ended the call, I realized that everyone on the bus was listening. How embarrassing!
- Have Ss look at the anecdotes again. Help with any new vocabulary. Have Ss close their books, and take turns retelling the anecdotes to each other.

C Recycle a conversation strategy Say, "If you forget or make a mistake, and you have to look back at the text, use an expression to correct yourself." Ask a few Ss which expressions they can remember that they can use to correct themselves (e.g., *I mean, actually*).

Extra practice

Tell Ss to turn to Extra Practice 9A on page 148 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See teaching notes on p. T-148.)

3 Speaking naturally

- Preview the task Ask Ss to look at the intonation lines in the two example sentences. Point out the fall-rise for the first intonation line. The fall-rise indicates that some more information is coming. Then read the instructions aloud.
- Play the recording Ss listen and repeat.

B ()) 3.26

- Preview the task Tell Ss to predict the words they might hear to complete the sentences. Write Ss ideas on the board.
- Play the recording Have Ss listen and complete the sentences. Check answers.

Answers

- I was reading a book <u>on the train</u>, and I missed my stop.
- Last night when I was washing the dishes, I broke a glass.
- 3. I was texting <u>a friend of mine</u>, and I tripped and fell on the street.
- Yesterday when I was using <u>my computer</u>, it suddenly crashed.

 Play the recording again and have Ss repeat. Listen carefully for the correct fall-rise intonation and correct any mistakes.

About

C

- Preview and do the task Have Ss complete the task in pairs. As Ss tell their anecdotes, go around the class listening for the fall-rise intonation. If necessary, replay the examples from Exercise 3A, and have Ss listen and repeat again.
- **Follow-up** Several Ss tell their anecdotes to the class.

Extra activity GROUPS

Write the following five words on the board: *suitcase, foot, key, hospital, cell phone.* Groups have to make up a short story using all five words. They can put the words in any order in the stories. Once their stories are ready, Ss practice telling them aloud. Choose one person from each group to tell their story to the class.

Workbook

Assign Workbook pp. 66 and 67. (The answer key begins on p. T-181.)

Things happen

Extra practice p. 148

UNIT 9

Grammar Past continuous statements () 3.24

Use the past continuous to set the background for a story or tell about events in progress in the past. Use the simple past for completed actions in the past. I was talking to a woman, and I missed my stop. I wasn't paying attention. We were trying to look cool, and we walked into a glass door. We weren't looking. A friend of mine deleted all my music files when she was using my computer. When my friend was using my computer, she deleted all my music files.

Complete the anecdotes with the past continuous or simple past. Then close your book. Take turns retelling the anecdotes to a partner.

- I <u>was having</u> (have) lunch in a café yesterday when the server accidentally ______ (spill) tomato sauce on my shirt. I guess he ______ (not / pay) attention. I was upset, but I ______ (got) my lunch for free.
- My friend and I were at a barbecue last week. When we
 (walk) around the yard, she
 (trip)
 and
 (fall) into the pond.
- I ______ (damage) my parents' car last week.
 I ______ (try) to park, and my friend ______ (talk) to me, and I ______ (hit) a wall. Now I have to pay for the repairs.
- I was in a chemistry class recently, and a classmate and
 I ______ (do) an experiment when something
 _____ (go) wrong. I _____ (burn) my hand.
- Last week I was on the bus, and I ______ (talk) to my girlfriend on my cell phone. Well, actually, we ______ (have) a long argument. We ______ (not / get along) at the time. When I ______ (end) the call, I realized that everyone on the bus ______ (listen). How embarrassing!



The most common verbs in the past continuous are *talk*, *do*, *go*, *say*, *try*, *get*, and *tell*.



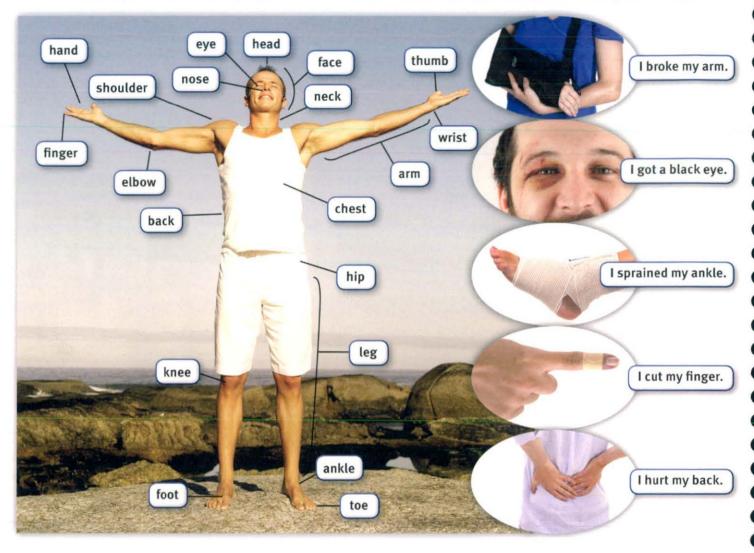
Speaking naturally Fall-rise intonation

I was running for a **bus** last week, and I **fell**. When I was going **home** yesterday, I ran into an old **friend**.

- ▲ ■) 3.25 Listen and repeat the sentences above. Notice that the intonation falls and then rises slightly at the end of the first part of each sentence. This sets the background.
- B ◀)) 3.26 Listen and complete the sentences. Then listen again and repeat.
- 1. I was reading a book ______, and I missed my stop.
- 2. Last night when I was washing ______, I broke a glass.
- 3. I was texting ______, and I tripped and fell on the street.
- 4. Yesterday when I was using ______, it suddenly crashed.
- About you C Pair work Think of things that happened to you this week. Tell each other your anecdotes.

🚺 Building vocabulary

A () 3.27 Listen and say the words and sentences. Which words and expressions do you already know?



Word Sort B Make true sentences about accidents that happened to you or people you know. Use the vocabulary above and add other words you know.

break	I broke my leg when I was a kid.
sprain	
cut	
hurt	
other	My sister got a black eye



Lesson B Accidents happen.

1 Building vocabulary

Set the scene Books closed. Say, "What names of body parts do you know in English? Write as many as you can think of. You have one minute." At the end of one minute, ask a few Ss to read their lists. Write the words on the board (e.g., *arm*, *leg*, *hand*, *face*).

A 🜒) 3.27

- Preview the task Books open. Tell Ss to listen and then repeat the words and sentences. Point out to Ss that the w in wrist is silent, as are the b in thumb and the k in knee.
- Play the recording Ss listen and repeat.
- Tell Ss to look again at the words on the page and circle any they know. Tell Ss to highlight words they need to learn.
- Point Ss to the sentences on the right of the page. Look at each sentence in turn. Ask, "What other parts of the body can you break?" Have Ss call out ideas (e.g., *leg, finger, shoulder*). Ask, "What else can you sprain?" (e.g., *wrist, knee*) "What can you cut?" (e.g., *toe, foot*) "What can you hurt?" (e.g., *elbow, head, hip*)

Extra vocabulary PARTS OF THE BODY

Present or have Ss suggest extra vocabulary for parts of the body, such as *calf, chin, cheeks, eyebrows, eyelashes, forehead, knuckle, lips, mouth, nostril, palm, shin, thigh, waist.*

Extra activity PAIRS

Ss have two to three minutes to look at the words for parts of the body they do not know and try to learn them. Then in pairs, S1 points to ten different parts of his or her body, with S2's book closed. S2 tries to name each part S1 points to. S1 checks S2's answers. Ss then change roles and play again.

Extra activity CLASS

Call out body parts in Ss' first language, and the class calls back the name in English.

Word

B

- Preview the task Read the instructions aloud. Ask Ss to look at the chart. Make sure Ss understand the four kinds of injuries: Ask several Ss to tell the class about a time they had one of these injuries and how they got the injury.
- Point out the category "other" and brainstorm other kinds of injuries with Ss (e.g., *scratch, scrape, bruise, pulled muscle*). Have a S read the examples from the chart aloud.

 Do the task Have Ss complete the chart. Check answers with the class: Read the name of each category, and ask individual Ss to call out an accident that they wrote about for that category.

Possible answers

- break: I broke my leg. I broke my arm. My dad broke his wrist last year.
- sprain: I sprained my ankle. My mom sprained her finger. My dad sprained his knee.
- *cut:* My dad cut his thumb. I cut my knee yesterday. My little brother cut his toe at the beach.
- *hurt:* I hurt my back last week. My dad hurt his eye. My sister hurt her knee when she was little.
- other: I got a bump on my head when I fell skiing. I scraped my hands when I fell as I was running.

About

С

- **Preview and do the task** Read the instructions aloud. Have pairs complete the task.
- Follow-up Individual Ss report one of their partner's accidents to the class.

Extra activity PAIRS

Pairs write a part of the body for each letter of the alphabet (e.g., A = arm, B = back, C = chin). Pairs race to finish. After three minutes, stop the game. Ss then compare lists with another pair. Pairs get one point for any words that are not on the other pair's list.

Vocabulary notebook

Tell Ss to turn to Vocabulary Notebook on p. 94 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-94.)

Building language

Set the scene Write on the board: So how was your _____?
 Did you have a good time? Explain that this is the start of the conversation. Have Ss look at the picture, guess the missing words, and write them. Ask a few Ss to tell their ideas to the class.

A 🜒) 3.28

- Preview the task Tell Ss to read the instructions and guess the answers to the two questions based on the picture. Have Ss write their answers.
- Write the two questions on the board. Say, "Listen and check your guesses."
- Play the recording Ss listen. Have Ss who guessed the answers to the questions correctly raise their hands.
- Play the recording again Books open. Ss listen and read along. Check answers with the class [George broke his leg. He was talking on his cell phone while he was skiing.].
- Practice Have Ss practice the conversation in pairs, taking turns playing the roles of Nikki and George.

Figure it out

- Preview the task Have Ss look at Nikki's third speech in the conversation. Ask, "Which question is in the simple past?" [How did it happen?] "How do you know?" [It uses *did.*] Ask, "Which question is in the past continuous?" [What were you doing?] Read the instructions aloud.
- Do the task Have Ss choose the correct word or words.

Answers

- 1. What were you doing?
- 2. How did it happen?
- Did you hurt yourself?
 I don't enjoy skiing by
 - myself. Do you?
- Focus on the form and the use Ask, "Do you use did to make questions in the past continuous?" [no] "What verb do you use?" [to be; were, was] "Do past continuous questions ask about completed events in the past or events that were in progress?" [events that were in progress]
- Ask, "In sentence 3, what is the subject?" [you] "What is the object?" [yourself] "Do you and yourself mean different people or the same person?" [the same person] Ask, "What does by myself mean?" [alone; not with friends]

3 Grammar

▲)) 3.29

- Present the grammar chart Play the recording. Ss listen and repeat.
- Understand the grammar Write on the board: Were you skiing with a friend? Ask Ss to identify the pattern for past continuous yes-no questions, and write it on the board [Were + subject + verb(-ing)?]. Point out the short answer, No, I wasn't. Write on the board: Was she skiing with a friend? Ask Ss to identify the pattern, and write it on the board [Was + subject + verb(-ing)?]. Ask a S for the affirmative and the negative short answers [Yes, she was. No, she wasn't.].
- Write on the board: What was she doing? What were you doing? Ask Ss for the pattern for past continuous information questions, and write it on the board [question word + was / were + subject + verb(-ing)?].
- Tell Ss to look at the right side of the chart. Say, "When the subject and object of the verb are the same, use a reflexive pronoun for the object. If you use a reflexive pronoun with by, it means alone." (For more information, see Language Notes at the beginning of this unit.)
- Present In Conversation Read the information aloud.
- Present Common Errors Read the information aloud. Write on the board: She bought <u>a new sweater</u>. The twins made <u>a birthday cake</u>. Have Ss fill in the blanks.

A

 Preview and do the task Read the instructions aloud and have Ss complete the task. Check answers.

Answers

- A What's wrong with your finger? Did you cut <u>yourself</u>? B Yeah, I accidentally cut <u>myself</u> with a knife.
 - A Oh, were you making dinner?
- 2. A My father hurt himself at the gym.
 - B That's too bad. Was he lifting weights?
 - A Yeah. A lot of people hurt themselves on weight machines, I guess.
- 3. A Hey, where did you get that black eye?
 - B Oh, my mom and I had a car accident. But she's OK.
 - A Well, that's good. Uh, so who was driving?
- A My sister was hiking by <u>herself</u> last weekend, and she broke her ankle. She was in the middle of nowhere.
 - *B* Oh, no! So, how <u>did</u> she <u>get</u> help? I mean, <u>was</u> anyone else hiking on the trail?

В

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

Extra practice

Tell Ss to turn to Extra Practice on 9B 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

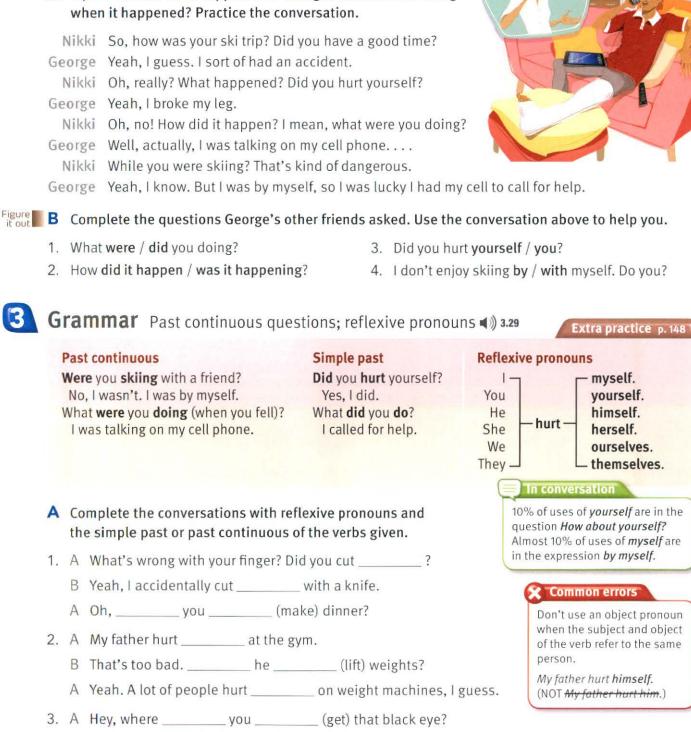
Tell Ss to turn to Sounds Right on page 139 of their Student's Books. Have Ss do the task for Unit 9 in class, or assign it for homework. (See the teaching notes on p. T-139.)

Workbook

Assign Workbook pp. 68 and 69. (The answer key begins on p. T-181.)

🙎 Building language

A () 3.28 Listen. What happened to George? What was he doing



- B Oh, my mom and I had a car accident. But she's OK.
- A Well, that's good. Uh, so who _____ (drive)?
- 4. A My sister was hiking by _____ last weekend, and she broke her ankle. She was in the middle of nowhere.
 - B Oh, no! So, how ______ she _____ (get) help? I mean, ______ anyone else ______ (hike) on the trail?

B Pair work Practice the conversations above. Continue them with your own ideas.

That's hilarious. Conversation



A Look at some words from a funny story. Can you guess what happened?

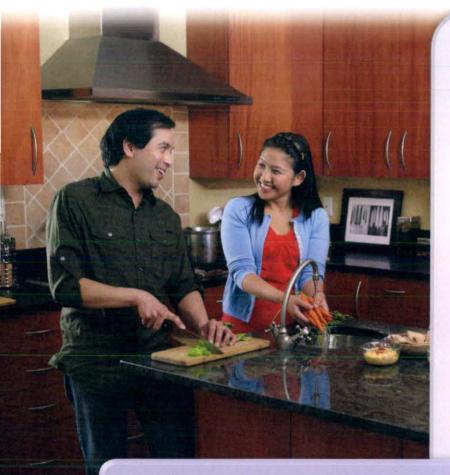
phone burnt pan hide currv

strategies

Lesson C

hilarious

B (1) 3.30 Listen. What happened to Hugo? How did he "solve" his problem?



Hugo	I was at my friend's house one time. We were making Thai curry for a bunch of people
Olivia	Oh, I love Thai food.
Hugo	And he left me in the kitchen to watch the curry. Well, my phone rang and I got talking
Olivia	Uh-oh.
Hugo	and it all stuck to the bottom of the pan and burned.
Olivia	Oh, no!
Hugo	Yeah. It didn't taste too good. I freaked.
Olivia	I bet.
Hugo	So I poured the curry into another pan and added some chili peppers. Then I hid the burnt pan under the sink.
Olivia	Oh, that's hilarious. I bet no one even noticed.
Hugo	I don't know. No one said anything, but they drank a lot of water.

C Notice how Olivia reacts to Hugo's story. She makes brief comments on the things he says to show she is listening and interested. Find examples in the conversation.

"It all stuck to the bottom of the pan and burned." "Oh, no!"

D Read the story below and the comments on the right. For each part of the story, choose a comment. Practice telling the story and commenting with a partner.

- 1. I was working as a server at Pierre's last year. ____
- Yeah, it's very fancy with cool art and everything.
- 3. Well, it's not cheap. Anyway, I was serving coffee to this guy, and I spilled it all over his suit!
- Yeah but wait. I found out it was Pierre himself! _____
- 5. Yeah, and he was pretty mad. But he didn't fire me!

- a. Oh, no! I bet he was upset.
- b. Well, that was lucky.
- c. Oh, Pierre's is nice, I heard.
- d. Expensive, huh?
- e. You're kidding, the owner?

Lesson C That's hilarious.

Co Lesson C recycles the simple past versus the past continuous and vocabulary for talking about accidents.

Conversation strategy

 Set the scene Say, "Cover the conversation and look at the picture. Where are they? Hugo is telling Olivia about something that happened to him. What kind of thing do you think happened to Hugo?" Have Ss share their ideas with the class.

A

 Preview and do the task Read the instructions and the words aloud. Have Ss explain the meanings of the words. Have Ss work in pairs and figure out what the story is about. After Ss have discussed their ideas, call on a few Ss to tell the class. Have other Ss say how their version of the story is different.

B 🜒) 3.30

- Preview the task Read the instructions and the questions aloud. Explain that "solve" is in quotation marks because he didn't really solve the problem properly.
- Play the recording Books closed. 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 [Hugo burned the curry because he was talking on the phone. He put the food in a new pan, added chili peppers, and hid the burnt pan under the sink.].
- Call on a few Ss to say if their guesses from Exercise 1A were correct.
- Follow-up Ask Ss, "Why did Hugo put chili peppers in the curry? [to cover the burnt taste] Why is this story funny?"

С

- Present Notice Read the information aloud. Explain to Ss that reacting to another person's story with an appropriate expression shows interest and active listening. This creates a friendly atmosphere, encourages the speaker to give more information, and helps keep a conversation going. (For more information, see Language Notes at the beginning of this unit.)
- Ask two Ss to read aloud the example exchange. Say, "Find examples of how Olivia reacts to the story in the conversation." [Oh, I love Thai food.; Uh-oh.; Oh, no!; I bet.; Oh, that's hilarious.] Point out to Ss that all the responses and comments are short so Olivia doesn't interrupt the story.
- Practice Tell Ss to practice the conversation in pairs, taking turns playing each role. Tell Ss playing the role of Olivia to add another comment to each comment she makes (e.g., *Oh, I love Thai. Thai is my favorite.*)

D

- Preview the task Say, "Read the story on the left and the comments on the right. For each part of the story, choose a comment." Ask two Ss to read the example sentence and its comment.
- Do the task Have Ss complete the task. Check answers with the class: Have pairs of Ss each read a sentence and a comment.
- Students have learned that reflexive pronouns refer back to the subject of the sentence. In item 4, the reflexive pronoun is used in a slightly different way. Explain that here, the reflexive pronoun *himself* is used to add emphasis to *Pierre*.

Answers

- 1. I was working as a server at Pierre's last year. c. Oh, Pierre's is nice, I heard.
- Yeah, it's very fancy with cool art and everything.
 d. Expensive, huh?
- Well, it's not cheap. Anyway, I was serving coffee to this guy one day, and I spilled it all over his suit!
 a. Oh, no! I bet he was upset.
- Yeah but wait. I found out it was Pierre himself!
 e. You're kidding! The owner?
- Yeah, and he was pretty mad. But he didn't fire me!
 b. Well, that was lucky.
- Practice Tell Ss to practice the story and comments in pairs, taking turns playing each role.
- Have Ss do the task again: S1 reads the story from the book, while S2 comments using his or her own ideas.

Extra activity PAIRS

Pairs use the anecdote as the basis for a conversation, adding reaction expressions and comments. A few pairs present their conversations to the class.

Extra activity GROUPS

Small groups of Ss write a story. On one piece of paper, S1 writes the opening sentence of a story and then passes the paper to S2. S2 adds a comment and the next line of the story. S2 passes the paper to S3, who adds a comment and the next line of the story. S3 passes the paper to the next group member. Encourage Ss to have fun with the story and to continue it for as long as they can. The activity continues in this way until Ss decide their story is complete. Each group reads its completed story to the class. Note: To ensure that all Ss are working during this activity, have each S start a story line on a piece of paper and pass it around. In this way, there will be several stories being passed around the group and everyone will be working on something.

2 Strategy plus

■)) 3.31

- Present Strategy Plus Explain to Ss that I bet is an expression that can be used to react to a story. As a reaction expression, it means "I understand completely." It can also be used to make a comment or conclusion about a situation when the speaker feels sure about the situation (e.g., You stayed up all night? I bet you're tired.). (For more information, see Language Notes at the beginning of this unit.)
- Read the information and the examples aloud. Tell Ss to find the *I bet* expressions in the conversation on p. 90 [I bet.; I bet no one even noticed.].
- Present In Conversation Ask a S to read the information aloud.
- Preview the task Read the instructions aloud and ask Ss to read the conversations before doing the task. Help with new vocabulary as needed.

3 Listening and strategies

A 🜒) 3.32

- Preview the task Tell Ss they are going to listen to a story. Tell Ss to just listen first. Then listen again and choose a good response each time there is a pause.
- Play the recording Audio script p. T-175 Ss listen. Ask questions about the story to make sure Ss have understood (e.g., What gets mixed up? [their cell phones] Why didn't the speaker's husband call her? [She had his cell phone.]).
- Play the recording again Ss listen. At the first pause in the story, pause the audio. Point Ss to the two responses in item 1. Say, "Which is the best response?" [Oh, I bet.] Tell Ss to check Oh, I bet. Play the rest of the story. Each time there's a pause, pause the audio and tell Ss to choose the best option.
- Check answers as a class.

Answers

- 1. b. Oh, I bet.
- 2. b. Nice.
- 3. a. It's easy to do.
- 4. a. I bet.
- 5. a. I bet he was pretty upset.
- Practice Have Ss practice the conversations in pairs. Then have Ss practice again, this time using their own reactions.

- Do the task Have Ss guess the responses and then compare their answers in pairs.
- Play the recording Have Ss listen and review their answers. Check answers as a class.

Answers

- 1. Oh, no! I bet she was embarrassed.
- 2. Oh, I bet you weren't too happy with yourself.
- 3. Oh, no, I bet you freaked.
- Practice Have Ss practice the conversations in pairs. Then have them practice again, but this time using their own reactions.

About

В

- Preview the task Read the instructions aloud. Tell Ss to listen carefully and think of their own comment or response.
- Play the recording Audio script p. T-175 Ss listen and write a comment or response. Pause after each conversation to give Ss time to write.
- Play the recording again Pause after each conversation, and ask a few Ss to each read their new comment.

С

 Preview and do the task Have pairs take turns retelling the story from Exercise 3A. Alternatively, they can tell each other their own true funny stories. While S1 talks, S2 responds and asks questions to get more information. A few Ss report their partners' stories to the class.

Workbook

Assign Workbook pp. 70 and 71. (The answer key begins on p. T-181.)

2 Strategy plus *I bet*...

You can start a statement with *I bet* . . . when you are pretty sure about something.

> I hid the burned pan under the sink.



I bet no one even noticed.

() 3.31 Read the stories and guess the responses. Then listen and write the responses you hear. Practice with a partner.

- 1. A A friend of mine was staying at a hotel one time, and she was walking back to her room in the dark, and she fell in the pool. Everyone at the pool café saw her!
 - B Oh, no! | bet
- 2. A One time I fell asleep on the subway, and when I woke up. the train was at the end of the line. It took an hour to get back to my stop.
 - B Oh, I bet _____
- 3. A I was on vacation in London with my parents a few years ago, and we were flying home. Anyway, we got to the airport, and I realized my passport was still in the hotel safe.
 - B Oh, no. I bet

About

3 Listening and strategies A funny story

▲ ▲) 3.32 Listen to the story. Choose the best response each time you hear a pause. Check (\checkmark) a or b.

1.	a. 🗌 That's awful.	b. 🗌 Oh, I bet.
2.	a. 🗌 l bet.	b. 🗌 Nice.
3.	a. 🗌 It's easy to do.	b. 🗌 That's good.
4.	a. 🗌 l bet.	b. 🗌 Thank goodness.
5.	a. 🗌 I bet he was pretty upset.	b. 🗌 Good.
B	() 3.32 Listen to the story again. V	Vrite your own comments or responses when you hear the pauses.
1.		4.

- 2. _____ 5. _____
- 3.
- C Pair work Take turns retelling the story you just heard, or tell your own story. React with short comments and respond using I bet.

You can also use I bet as a response to show you understand a situation.

A I freaked! BIbet.

In conversation

Bet is one of the top 600 words. Over 60% of its uses are in the expression I bet ...



Happy endings

Reading

A Brainstorm! Make a list of any good things that happened recently. Tell the class.

I passed my final math test. My friend gave me a ticket to a concert.

B Read the article. What bad thing happened to each person? Did their stories have happy endings? Reading tip

As you read a story, pay attention to the time expressions like *ten years later*, or *last month*. They help you follow events.

EVERY CLOUD HAS A SILVER LINING .



GEMMA RUSSO, CALIFORNIA Sometimes when things go wrong, they just go wrong. But occasionally something really positive comes out of

a bad situation. Last month, while I was hiking in a state park, I took a photo of an amazing sunset over a lake. It was so beautiful that I decided to text it to my friend Charley right then and there. Anyway, when I was taking more photos of the lake, I slipped and dropped my cell phone in the water. Disaster! I lost all my photos, and I sprained my ankle. They couldn't fix my phone, either. Well, apparently, Charley secretly sent in my sunset photo to the local TV station. Today, they chose it for



"Photo of the Month," and I won a brand new camera! Maybe every cloud does have a silver lining, after all!



ELENA, TEXAS

Ten years ago, my scooter broke down when I was riding to school. I couldn't afford to fix it, so that semester I had to get up at 5:00 a.m. every day to take the bus. One cold, wet morning,

I was feeling really tired and grumpy. But while I was waiting for the bus, this guy started talking to me, and he actually made me laugh! It turned out that he was studying at the same college. We exchanged phone numbers, and the rest is history. Ten years later, we're married with two children. Oh, and a new scooter!



CHIN-HO, DAEGU

A couple of weeks ago, I was helping a friend move his things into my apartment. He was out of work and needed a place to stay. While we

were carrying some heavy boxes up the stairs, I hurt my back. It was really bad, so I had to go to the emergency room. Anyway, while I was waiting to see the doctor, I saw an advertisement for a computer technician at the hospital. I called my friend, he got the job, and I got a prescription for painkillers! At least his cloud had a silver lining! Though I do have my apartment all to myself again.

Lesson D Happy endings

1 Reading

Set the scene Tell Ss to look at the title of the lesson. Ask, "What does 'a happy ending' mean?" [Usually something happens or goes wrong or it's a sad story, but the story ends in a good way.] Point Ss to the title of the article. Say, "When something bad happens, but something good comes out of it, we often use the expression 'Every cloud has a silver lining.' It means every bad or difficult situation has something good in it."

Α

Prereading

- Preview the task Read the instructions and the two examples aloud. Ask, "Did either of these things happen to you recently?" Have Ss raise their hands. Call on those Ss to say how they felt.
- Do the task Give Ss two minutes to list as many good things that happened to them recently as they can. After two minutes, ask Ss to call out one good thing that happened to them recently.

В

During reading

- Preview the reading Tell Ss to look at the photo. Ask, "What's it a photo of?" [a sunset over the mountains]. Tell Ss to skim the three stories. Ask, "Which story is about the photo?" [Gemma's]
- Tell Ss to read the three stories, find out what bad thing happened to each person, and underline it.
- Present Reading Tip Read the tip aloud. Explain that
 paying attention to the time expressions in an article can
 help Ss understand the order of events in a story. Have Ss
 call out time expressions and write them on the board for
 Ss to refer to as they read the article.
- **Do the reading** Have Ss read the article and underline the bad things that happened.
- When Ss finish, have them call out the bad things that happened, and check answers with the class: Call on different pairs to say what happened to each person. If Ss make any mistakes, have other pairs help correct them.

Answers

- 1. Gemma slipped and dropped her camera in the lake. She lost all her photos and she also sprained her ankle.
- 2. Elena's scooter broke down. She couldn't afford to fix it, and she had to take the bus to college every day.
- Chin-ho was helping his friend move boxes into his apartment, and he hurt his back. He had to go to the emergency room.

- Have Ss cover the stories. Ask, "Did their stories have a happy ending?" Tell Ss to work in pairs and discuss with a partner. Then have Ss call out their answers, using their own words [Gemma's story had a happy ending because she won a new camera. Elena's story had a happy ending because she met a great guy at the bus stop. They married and they now have a family. Chin-ho's story doesn't have a great ending. He had to get painkillers for his back. His friend got a job, though, and moved out of Chin-ho's apartment.].
- Follow-up Have Ss work in pairs and take turns summarizing the stories. Tell Ss to help each other with information instead of looking back at the article.

Extra activity PAIRS

Pairs choose one of the stories and turn into into a media interview. S1 plays the role of a reporter and S2 plays the role of either Gemma, Elena, or Chin-ho. S1 asks questions to elicit the full story from S2 (e.g., *S1: So, Gemma, how did you win "Photo of the Month?"*). Remind reporters to get as much detail as possible. Encourage Ss to embellish the story and make up their own detail to add to the story.

Extra activity GROUPS

Have Ss choose five words from the article that they don't know, and write them in a list. Ss take turns telling their words to the group. Group members have to take turns using the words in a true sentence (e.g., *S1: disaster; S2: My English exam was a disaster! I couldn't do any of it. S3: A building fell down in the city last week. It was a terrible disaster.*).

Postreading

Preview the task Read the instructions and the example aloud. Point out that the statement is checked false, and read the corrected statement. Have Ss look in the article for information to support that answer. Call on a S to read out the sentence from the article [But occasionally something really positive comes out of a bad situation.].

2 Listening and speaking

A 🜒) 3.33

- Preview the task Read the instructions and questions aloud.
- Play the recording Audio script p. T-176 Ss listen only.
- Play the recording again Pause after each story to give Ss time to write their answers. Check answers with the class.

Answers

Gary lost something. Pam got lost.

В

- Preview the task Read the instructions aloud.
- Play the recording Audio script p. T-176 Ss listen only.
- Play the recording again Pause after each story to give Ss time to write their answers.
- Have Ss compare their answers in pairs. Check answers with the class.

Answers

Gary's story

- 1. Gary was at a coffee shop. He was talking to someone at another table.
- 2. He met a guy who went to his high school.

3 Writing

A

Preview and do the task Read the instructions aloud. Tell Ss to think of a time something went wrong. Then have them complete the task.

About

В

- Preview the task Read the instructions aloud.
- Present Help Note Read the information aloud. Write an example like the following on the board:

<u>When</u> I was cooking, I cut my finger. While I was cooking, I cut my finger.

 Explain, "In these sentences, the past continuous event began first and was in progress. The simple past event began second. It interrupted the past continuous event. You can use *while* and *when* to link the two actions. Use *when* or *while* before the past continuous." ■ Do the task Have Ss check (✓) True or False for the remaining statements. For the false statements, have Ss find the true information in the article and correct the statements.

Answers

- 1. False. always occasionally
- 2. False. she sent her friend sent
- 3. True 4. True 5. True 6. True
- He forgot his briefcase because he was talking about people from high school.
- When he got to work, he called the coffee shop right away.
- 5. Yes, this story has a happy ending because Gary got his briefcase back and made a new friend.

Pam's story

- 1. Pam was going to a wedding reception.
- 2. She got lost because she forgot her GPS.
- 3. She got help by going to a little house and asking a woman who lived there for help.
- The woman offered to help by showing Pam the way to the wedding reception.
- 5. No, this story doesn't have a happy ending because Pam was late to the wedding.

С

 Preview and do the task Read the instructions aloud. Have Ss in each pair choose a different story to retell. Tell Ss to use the questions and answers from Exercise 2A to help them retell the stories. Tell partners to correct any information or help with the retelling.

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.)

Then write an example like this on the board:

When I cut my finger, I put a bandage on it. While I cut my finger, I put a bandage on it. (incorrect)

- Explain, "Remember: You can use *when* to link two simple past sentences. In this example, one event happens first, and the other happens second. *When* tells the order of the events. You cannot use *while*. *While* is used for an action that continues over time." (For more information, see Language Notes at the beginning of this unit.)
- Do the task Have Ss write anecdotes using their notes from Exercise 3A.

С

 Preview and do the task Read the instructions aloud. Have a few Ss report back to class about an anecdote they liked.

Workbook

Assign Workbook pp. 72 and 73. (The answer key begins on p. T-181.)

	i migs nappo		UNIT
С	Read the article on page 92 again. Are the sentences true or false?		
	Check (🗸) True (T) or False (F). Correct the false sentences.	т	F
1	<i>occasionally</i> Gemma believes that something good always comes out of a bad situation.		
1.	Gennia believes that something good aways comes out of a bad situation.		v
2.	Gemma won a new camera because she sent her photo to a local TV station.		
3.	Elena had to take the bus to class because she didn't have the money to fix her scooter.		
4.	Elena liked the guy at the bus stop because he was funny.		
5.	Chin-ho hurt himself when he was trying to help a friend.		
6.	Chin-ho's friend moved to a new place when he got the job at the hospital.		

Listening and speaking Happy endings?

- ▲ (1)) 3.33 Listen to Gary's and Pam's stories. Who lost something? Who got lost?
- B ◀)) 3.33 Listen to the stories again. Answer the questions.

Gary's story

- 1. Where was Gary? What was he doing?
- 2. Who did he meet?
- 3. Why did he forget his briefcase?
- 4. What did he do when he got to work?
- 5. Does this story have a happy ending? Why or why not?

Pam's story

- 1. Where was Pam going?
- 2. What was her problem?
- 3. How did she get help?
- 4. How did the woman offer to help?
- Does this story have a happy ending? Why or why not?
- **C** Pair work Student A: Choose one of the stories above, and retell it to a partner. Student B: Listen. Did your partner leave out any important details?

Free talk pp. 134 and 136

Things hanges

3 Writing Anecdotes

A Think of a time something went wrong. Write 10 to 12 sentences about it. Make sure your sentences are in order.

I was walking to work last week.	The light changed.
It started to rain.	I had to wait for a really long time.
I didn't have an umbrella.	A young man came up to me.
I put a newspaper over my head and ran.	He offered to share his umbrella.
I got to the corner.	He walked with me all the way to work!

About you B Read the Help note and the anecdote. What events do the words *when* and *while* link? Then use your notes from above to write your own anecdote.

Last week, I was walking to work **when** it started to rain. I didn't have an umbrella, so I put a newspaper over my head and ran. **When** I got to the corner, the light changed, and I had to wait for a really long time. **While I** was waiting, a young man came up to me and offered to share his umbrella. He walked with me all the way to work! It was so nice of him.

Help note

Linking ideas with when and while.

You can use *when* or *while* to link a longer "background" event and another action.

- While emphasizes the length of time an action or event takes.
- When also shows events that happen one after another.

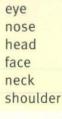
C Group work Read your classmates' anecdotes. Which ones show "every cloud has a silver lining"?

Vocabulary notebook /

Learning tip Sketches

Draw and label pictures to help you remember new vocabulary.

1 Label the sketch. Use the words in the box.





=	In conv	ersati	on
Та	ke my ha	nd	
	e top ten ople talk		
1.	hand	6.	arm
2.	eye	7.	mouth
3.	head	8.	ear
4.	face	9.	back
5.	leg	10.	knee

9:24

2 Now make a sketch of a body from head to toe. How many parts of the body can you label?

On your own

Before you go to sleep each night, think of the name for each part of your body. Start at your head, and work toward your toes. Can you think of each word in English before you fall asleep?

Do! Now I can . .

🖌 l can . . .

🔁 I need to review how to . . .

- tell anecdotes about things that went wrong.
- talk about accidents and what happened.
- react with expressions like *Oh, no!* to show I'm listening to a story.
- use *l bet* to show I'm sure or as a response to show I understand.
- understand people telling anecdotes and respond.
- understand the details of a story.
- read anecdotes in an article.

Head,

eyes, nose,.

zzz**zZ**z

write an anecdote about something that went wrong.

Vocabulary notebook

If done for homework

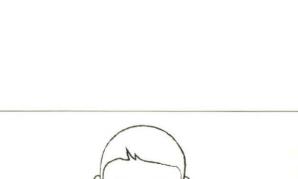
Briefly present the Learning Tip and the task directions. Make sure Ss understand what they need to do.

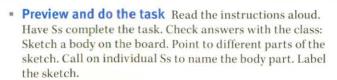
If done in class

 Present Learning Tip Read the information aloud. Say, "Making a picture with labels is an easy way to learn and remember vocabulary. It also helps you review words quickly."

1

- Preview and do the task Read the instructions aloud. Have Ss complete the task. Check answers with the class.
- Present In Conversation Books closed. Say, "What are the ten body parts people talk about the most? Write your guesses." At the end of two minutes, tell Ss to open their books. Ask a S to read the list of the ten body parts. Tell Ss to check (✓) each matching part on their lists. Ask, "How many of the top ten were on your list?" Ask several Ss.





On your own

2

- · Present On Your Own Read the information aloud.
- Follow-up At the start of the next class, have Ss form small groups. S1 points to a body part on himself or herself. The first group member to call out the correct name of the body part gets one point. Group members take turns indicating a body part.

Now I can . . .

 Go over the Now I Can items. Put students in pairs to give one example each for the first four items. Call on Ss and ask for examples or explanations. For the last four statements, ask students to check the box if they can do them.

- Have students 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.

C These tasks recycle the vocabulary for the names of parts of the body.

Checkpoint Units 7–9

Before you begin the Checkpoint, write on the board: Grammar, Vocabulary, Conversation Strategies. Tell Ss to quickly look through Units 7-9 and write the areas in order from the one they are most sure about. Say each area, and ask Ss to raise their hands for the one they wrote.

Can you complete this conversation?

Co This task recycles the simple past and the past continuous. It also recycles the conversation strategy of reacting to a story.

Α

- Set the scene Have Ss look at the picture. Tell Ss to think of two questions that could be in the conversation (e.g., What happened to your eye? What were you doing?). Ask a few Ss to call out questions, and write them on the board.
- Preview and do the task Read the instructions and the example aloud. Have Ss complete the conversation. Check answers with the class.

Answers

- Marty Where did you get that black eye? Did you fall or something?
- Kevin Not exactly. I crashed into a tree with a bike.
- Marty You're kidding! How did that happen?
- Kevin Well, I was riding my little brother's bicycle. And his friends were watching me and laughing at me.
- Marty So why were they laughing? I mean, what were you doing?

Kevin I wasn't doing anything special. But the bike is kind of small.

- Marty Yeah, I bet. And I bet you were trying to look cool, too.
- Kevin I guess. I was looking at the kids behind me. And I didn't see the tree ahead of me. When my brother shouted, "Watch out," I turned around, but it was too late.

Marty Oh, no! Did you hurt yourself?

Kevin Well, I didn't break anything. I just felt embarrassed.

Ask Ss if any of the questions they wrote for Set the Scene are in the conversation and, if so, which ones,

B

- · Practice Tell Ss to practice the conversation in pairs, taking turns playing each role.
- Tell Ss to circle the expressions Marty uses to react [You're kidding!; And I bet you were trying to look cool, too.; Oh, no!].
- Have pairs practice the conversation again. Tell them to change the circled expressions.

What's in the bathroom?

C This task recycles the vocabulary of things at home, personal belongings, and things to take on a trip.

A

- Preview the task Ask, "What things do people keep in bathrooms?" Write Ss' ideas on the board.
- Say, "You're going to see a picture of a bathroom. Look at the picture for ten seconds and try to remember things and their locations. Then you're going to close your books and write sentences about where the things are." Write the example on the board: 1. A toothbrush is on the sink.
- Do the task Say, "Go!," and have Ss study the picture for ten seconds. Then say, "Stop! Close your books." Give Ss two minutes to write as many sentences as they can.
- Check answers with the class: Call Ss to the board one at a time to write one of their sentences. Continue until no one can add any sentences. Then have Ss open their books and compare the sentences with the picture. Ask Ss to cross out any incorrect sentences on the board.

Possible answers

A bathing suit / Shampoo is on the bathtub. A hair dryer / A clock / A brush / Makeup is on the shelf. Some pajamas are (hanging) under the shelf.

Scissors / A bottle of aspirin / Toothpaste / is in the cabinet.

Sunscreen / a first-aid kit is on top of the cabinet. A mirror is on the wall / over the sink.

Soap / A razor / A toothbrush is on the sink.

A towel / A rug is on the floor.

a magazine / Some socks are on the floor.

A plant is by the window.

 Follow-up Ss count their number of correct answers. Find out who got the most correct answers.

B

- Preview the task Read the instructions aloud. Have Ss write six short definitions of items in the picture. Write the definition from the example conversation on the board: You use it to clean your teeth. Model the task by having a pair of Ss read the example aloud.
- Do the task Have Ss work in pairs, taking turns reading their definitions and guessing the items. Each S gets three guesses before the other S gives the answer.

Checkpoint Units 7–9

Can you complete this conversation?

A Complete the conversation. Use the simple past or past continuous of the verbs.

Marty	Where <u>did</u> you <u>get</u> (get) that black eye? you (fall) or something?
Kevin	Not exactly. I (crash) into a tree with a bike.
Marty	You're kidding! How that (happen)?
Kevin	Well, I (ride) my little brother's bicycle. And his friends (watch) me and (laugh) at me.
Marty	So why they (laugh)? I mean, what (do)?
Kevin	I (not do) anything special. But the bike is kind of small.
Marty	Yeah, I bet. And I bet you (try) to look cool, too.
Kevin	I guess. I (look) at the kids behind me. And I (not see) the tree ahead of me. When my
	brother (shout), "Watch out," I (turn) around, but it was too late.
Marty	Oh, no! you (hurt) yourself?
Kevin	Well, I (not break) anything. just (feel) embarrassed.



B Pair work Practice the conversation. Then practice again and change Marty's responses.

What's in the bathroom?

A Look at the picture for ten seconds, and try to remember where things are. Then close your book. How many sentences can you write?

1. There's a toothbrush on the sink.

- **B** Pair work Choose six items from the picture. Give your partner clues to guess the items. Then change roles.
 - A You use it to clean your teeth.
 - B Is it a toothbrush?
 - A No, it's not.
 - B Is it toothpaste?...



3 Can you use these expressions?

Use these words and expressions to complete the conversation. Use capital letters where necessary.

				would you mind ✓ do you mind if		
Karen	Do you m	nind if 1	come in?	You look busy.		1
Trish				home		me
	that paintb	rush? Th	ie red	?		Charles .
Karen						and the second second
Trish	Thanks. So	, what d	o you thi	nk?		
Karen						-
	you and yo	ur roomi	mate cho	ose the colors toget	her?	
Trish	No, actually	y, I did it	all	Nadia's	away this we	eek.
Karen	Oh, is she?	_	t	his was a lot of work	ς.	Bel
Trish	Actually, no	. It was	very easy	/·		1
Karen		roo	m is this	? Is it	or Nadia's?	19
Trish	This one is hall.		,	and	is down the	
Karen	Um, does N	ladia lik	e these c	olors?		
Trish	I don't know	w. But I d	do!	I have an	eye for color	



no, not at all

4 Suggestions, please!

Pair work Think of solutions to these problems. Then take turns making suggestions.

"I get a lot of colds in the winter." "My bedroom is always a mess." "I'm going camping in June, but I don't have any equipment." "Ouch! I think I just sprained my ankle."

A I get a lot of colds in the winter. B Why don't you ...?

5 Do you mind . . . ?

Pair work Imagine you and your partner are in a car on a road trip. One of you is the driver. Take turns asking permission and making requests. Use the ideas below and add your own.

- turn on the air conditioning
- stop for a snack
- listen to the radio
- drive

check the GPS

- slow down
- open the window
- borrow some sunscreen
- eat one of your cookies
- A Would you mind turning on the air conditioning? B No, not at all.

Extra activity PAIRS

Pairs turn back to p. 78 in the Student's Book and choose a picture of a different room in a house (or give Ss pictures from magazines of other rooms in a house). Pairs do the task in Exercise 2A or Exercise 2B again, using the new pictures.

3 Can you use these expressions?

This task recycles the uses of *Whose*...?, possessive pronouns, reflexive pronouns, adjective order, and the pronoun *one*. It also recycles the conversation strategies of using *I guess* if you are not sure about something, and making — and agreeing to — requests.

- Preview the task Read the instructions and the example aloud. Tell Ss to use each word and expression in the box only once.
- Do the task Have Ss complete the conversation. Check answers with the class.

Answers

 Trish
 Do you mind if I come in? You look busy.

 Karen
 No, make yourself at home.
 Would you mind handing me that paintbrush? The red one?

Trish No, not at all.

4 Suggestions, please!

C This task recycles expressions for asking for advice and making suggestions.

- Preview the task Read the instructions aloud. Call on different Ss to read each sentence. Then ask, "What expressions can you use to give advice for problems?" Write Ss' ideas on the board (e.g., You should...; You shouldn't...; You could ...; You need to ...; Do you want to ...?; Why don't you ...?; It's a good idea to ...).
- Do the task Have Ss write advice for each problem using the expressions on the board. Then have pairs take turns reading the problems and making suggestions. Model the task by reading the first problem and calling on a S to give a suggestion.

Possible answers

I get a lot of colds in the winter.: Why don't you dress warmer? It's a good idea to have some cold medicine in the house. You could take extra vitamins in winter. Karen Thanks. So, what do you think?

- Trish Um, nice. I love the bright red wall. Did you and your roommate choose the colors together?
- Karen No, actually, I did it all by myself. Nadia's away this week.
- Trish Oh, is she? I bet this was a lot of work.
- Karen Actually, no. It was very easy to do.
- Trish Whose room is this? Is it yours or Nadia's?

Karen This one is mine, and hers is down the hall.

Trish Um, does Nadia like these colors?

- Karen I don't know. But I do! <u>I guess</u> I have an eye for color.
- Practice Tell Ss to practice the conversation in pairs, taking turns playing each role.

My bedroom is always a mess.: You need to clean it up.; Why don't you ask a friend to help you organize it?; I bet there are things you don't use. You should throw away that stuff.

I'm going camping in June, but I don't have any equipment.: You should buy some equipment.; You could borrow a tent from a friend.; Why don't you take my sleeping bag?; Do you want to use my flashlight? Ouch! I think I just sprained my ankle.: You shouldn't move it.; You need to go to a doctor.; It's a good idea to put ice on it.; Don't do anything yet. Maybe it's OK.

• Follow-up A few pairs present their statements and responses 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.

5 Do you mind . . . ?

C This task recycles the conversation strategies of asking politely and agreeing to requests.

Preview the task Read the instructions aloud. Have two Ss read the example aloud. Write on the board: Would you mind ...? / Could you ...? and Do you mind if 1 ...? / Can 1? Have Ss tell which ideas on the list are used with Would you mind or Could you to make requests and which are used with Do you mind if I or Can I to ask for permission (e.g., *Would you mind driving? Do you mind if I listen to the radio?*). Some items can be used for both.

 Do the task Have Ss role-play the conversations in pairs. Have a few pairs present their role plays to the class.

Lesson A Keeping in touch

Grammar Comparative adjectives

(See Student's Book p. 99.)

Comparative adjectives can be used to talk about the differences between two things, people, or events. The comparative form is often used with *than*.

Form

 For most one-syllable and some two-syllable adjectives, add -er. (See the spelling rules below.)

quick 🕨 quicker

easy ▶ easier

Texting is quicker and easier than calling. It's nicer to get a real card than an e-card. BUT

fun 🕨 more fun

Webcams are more fun than instant messaging.

 For most other adjectives of two or more syllables, use more + adjective.

personal 🕨 more personal

Real cards are more personal than e-cards.

 Less is also used with adjectives in comparisons. It expresses the opposite of more.

less + adjective

less expensive

Video conferences are less expensive than trips.

Some adjectives have irregular forms for the comparative.
 good better

Real cards are better than e-cards.

bad ▶ worse

Nothing is worse than spam in your inbox.

 Than can be used after an adjective to compare two nouns in the same sentence. But not all comparisons need to include than or need to include both nouns.

Texting's quicker than calling. It's more fun.

Lesson B On the phone

Vocabulary Phone expressions

(See Student's Book p. 100.)

The expressions in this lesson include the new expressions *Call me back; I have another call; We got cut off; You're breaking up.* Teach these as fixed expressions without analyzing the structures.

Grammar More, less, fewer

(See Student's Book p. 101.)

In this lesson, Ss learn how to make comparisons with nouns and verbs.

Spelling rules

Here are the spelling rules for adding -er.

- For adjectives ending in -e, add -r.
 nice > nicer
- For adjectives ending in a consonant + y, change the y to -i and add -er.

busy ▶ busier

For most adjectives ending in a vowel + consonant, double the final consonant.

big ▶ bigger thin ▶ thinner

 However, do not double the consonant in words ending in -w.

slow 🕨 slower

Speaking naturally Linking

(See Student's Book p. 99.)

- Word boundaries can be difficult to hear in rapid connected speech. People link words together as they speak, and so the end of one word can sound as if it belongs to the start of the next word.
- This section gives Ss practice hearing and saying words ending in consonant sounds that are linked to words starting with vowel sounds.

O Corpus information

Common Errors

Students may incorrectly use more before a comparative adjective that ends in *-er. IM is easier than email.* NOT *IM is more easier than email.*

Form

- With countable nouns more / fewer + countable noun I get more calls than you (do). You get fewer calls than I do.
- With uncountable nouns more / less + uncountable noun
 I spend more time on the phone; you spend less time.
 She gets less mail than he does.

- With verbs
 verb + more / less + than
 She talks more than he does (OR more than him).
 He talks less than she does (OR more than her).
- Do / Does after than
 Do / does is often used after than so that the verb does not have to be repeated.
 I talk more than you do. (than you do = than you talk)

O Corpus information Fewer, more, less

Fewer is one of the top 4,000 words in conversation, but it is not as common as *more* and *less*. In conversation, *less* is widely used with plural countable nouns (e.g., *l get less emails than you do.*), but this is considered incorrect especially in writing where *fewer* should be used (e.g., *l get fewer emails than you do.*). It is important for Ss to know that in formal writing, *fewer* should always be used before countable nouns.

Lesson C What were you saying?

Conversation strategy Dealing with interruptions

(See Student's Book p. 102.)

 The expressions taught in this lesson are useful for interrupting and restarting phone conversations.

 Interrupting a conversation Just a minute / second.
 Excuse me just a second.
 I'm sorry. Hold on a second.
 Could / Can you hold on a second?

 Restarting a conversation What were you saying? You were saying? Where were we? What were we talking about?

Strategy plus just

(See Student's Book p. 103.)

Just has several uses. Just can be used when you want to soften what you are saying so that you do not sound too

direct. It suggests that what you are saying is a small thing to say or ask.

Note: *Just* has many other uses and meanings, including "a short time before."

Use

For instructions
 Just a minute. (= Wait.)

Just put it on the table.

- To start a conversation and explain what the topic is *I was just calling to ask you*...
 I just wanted to tell you about...
- To suggest something won't take long *I just need to close the door.*

O Corpus information Just

Just is one of the top 30 words in conversation. It is about six times more frequent in conversation than in written texts.

Lesson D Texting

Reading tip

(See Student's Book p. 104.)

The Reading Tip tells Ss to read the first and last paragraphs of an article to get a general sense of what it's about. The first paragraph often introduces the topic of the article and the last paragraph is often a conclusion about the information presented in the article. Having a general idea of the topic can help Ss understand the details of the article as they read.

Help note Writing an article

(See Student's Book p. 105.)

The Help Note outlines the main sections of an article or an essay that debates a topic. The sections are the following:

The introduction

This short paragraph describes the topic of the article or essay.

Video calling is becoming more and more popular, ...

Pros

These are the reasons or arguments for the idea in the article.

In the example on p. 105, they are the advantages, or the "pros."

It's fun to video call with a close friend if you don't see him or her very often.

Cons

These are the reasons against the idea in the article. *Sometimes you don't want people to see you,*

Conclusion

This summarizes the main arguments. In my opinion, video calling is better because . . .

Useful expressions

The expressions in the Help Note are useful in essays that debate a topic.

For introducing opposing views

However,

On the other hand,

However is better than but for starting a sentence in writing.

For giving a personal opinion

I think (that)

In my opinion,

Notice that In my opinion is followed by a comma.

Communication

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

Introduce the theme of the unit Say, "Imagine that you lived 200 years ago. How could you send information to or communicate with someone who lived far away from you?" [a letter] "How about 100 years ago?" [letter, telephone, telegram] Say, "These days, there are many more ways to communicate with people who live next door or on the other side of the world. This unit is about communication."

In this unit, you learn how to . . .

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

Extra activity CLASS

Write on the board:

- Which activity looks interesting?
- Which activity looks useful?
- Which activity looks challenging?

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

Before you begin ...

- Introduce the methods of communication Tell Ss to look at Before You Begin. Read the five ways of communicating aloud. Have Ss repeat.
- Have Ss look at the pictures and match the ways of communicating with the correct picture: 1. instant messaging 2. video conferencing 3. texting 4. social networking 5. video calling
- Ask, "Do you use any of these ways of communicating?" Have Ss tell the class if they or people they know use any of the five ways mentioned (e.g., My mom uses video conferencing at her job. They have offices all over the world, so they use video conferencing a lot).

C Recycle grammar This task recycles the determiners some, most, a few, no, none of, and all (of), as well as time expressions and adverbs of frequency.

Follow-up Ss go around the class asking classmates, "How do you keep in touch with friends?" Ss say how they keep in touch and how often they do so (e.g., I text to keep in touch with my friends. I text eight or nine times a day with several of my friends.). Ss take notes and report back to the class on their findings (e.g., Most people text. Some people use social networking.).

Extra activity GROUPS

Write on the board:

- texting video conferencing instant messaging (IM) social networking video calling
- Tell Ss to think of one advantage and one disadvantage for each of the ways of communicating. Ss write sentences (e.g., texting: advantage: It's quick. You don't have to make small talk. disadvantage: I only have 500 texts on my monthly plan.).
- When Ss have finished, have groups call out an advantage and a disadvantage for each item. How many groups have the same ideas?

Communication

Can DO! In this unit, you learn how to . . .

Lesson A

4

Compare ways of communicating using comparative adjectives

Lesson B

Manage phone conversations

2

LIKES POSTS

FRIENDS PHOTOS

operative to about one and tan into some and tan

nends. What a great time? Enclose fullay Big plans this weekend. Contry Gad it's fullay Big plans this weekend.

and arguny, Oneonta

Compare communication habits using more, less, and fewer

Lesson C

Interrupt and restart a phone conversation

3

Use just to soften what you say

Lesson D

UNIT

- Read an article about texting
- Write an article giving pros and cons

Before you begin . . .

5

Match these ways of communicating with the pictures. Which of these do you do?

texting

- video conferencing
- social networking
- video calling
- instant messaging (IM)

Keeping in touch

HOW DO YOU KEEP IN TOUCH WITH PEOPLE?



Lesson A

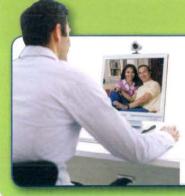
"Well, at work we use video conferencing for meetings with our international offices. It's less expensive than a business trip. And more convenient. And you don't get jet lag, either!" -Kayla Johnson

"We use email at work, but I use my social network to keep in touch with friends. I was getting a lot of spam in my personal email. There's nothing worse than spam in your inbox."





"I text my friends all day. Texting's a lot quicker and easier than calling. It's more fun, too. I can't do it in class, though." -Mayumi Sato



"Well, I video call my parents. They think it's better than the phone because they can see me. I guess it's a good way to keep in touch when I'm away at school." -Paco Rodriguez



"Well, for birthdays and things I still like to send a card. I know regular mail is slower and less reliable than email, but cards are more personal. And I never send those e-cards. I just think it's nicer to get a real card."

-Tim Henry

Getting started

A () 4.01 Listen to the responses to the survey question. How do the people keep in touch?

- Figure B Can you complete the sentences? Circle the correct words. Use the survey to help you.
 - 1. Mayumi says texting is quicker / quick than calling. It's more fun than / that calling, too.
 - 2. Tim thinks real cards are more personal / nice than e-cards.
 - 3. Kayla says that video conferencing is less / more expensive than a business trip.
 - 4. Paco's parents think that video calling is good / better than phone calls.
 - 5. Alma says nothing is worse / bad than spam in your inbox.

Lesson A Keeping in touch

1 Getting started

• Set the scene Books closed. Write on the board: *Keeping in touch.* Ask Ss for ways of keeping in touch with people. Write Ss' ideas on the board (e.g., *by phone, by mail, by email, with instant messaging, by social networking*). Ask several Ss, "Which of these ways do you prefer? Why?"

A 🜒) 4.01

- Preview the task Write on the board the names of the five people shown in the pictures. Point to the names, and say, "These five people are answering a survey question: *How do you keep in touch with people?* Listen to their responses. How do these people keep in touch? Listen and take notes."
- Play the recording Ss listen and write.
- Play the recording again Ss listen, read along, and review their answers. Help with new vocabulary as needed. Check answers with the class [Alma uses email at work and social networking with friends. Kayla uses video conferencing. Mayumi texts her friends. Paco video calls his parents. Tim writes cards for birthdays and things like that.].

Culture note

Many people now refer to regular mail as *snail mail*. A snail is considered a slow-moving animal, and so the name suggests that regular mail moves slowly.

Figure it out

В

- Preview the task Tell Ss to look at the things Mayumi says. Ask, "How does Mayumi keep in touch with her friends?" Have Ss call out the answer [She texts them.]. Ask, "Why doesn't she call her friends?" [because texting is a lot quicker and easier than calling]
- Point Ss to the first item in the exercise. Ask, "Which is the correct word: *quicker* or *quick*?" [quicker: She says texting is a lot quicker than calling.] Tell Ss to circle the word *quicker*.
- 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

- Mayumi says texting is <u>quicker</u> than calling. It's more fun <u>than</u> calling, too.
- 2. Tim thinks real cards are more personal than e-cards.
- 3. Kayla says that video conferencing is less expensive than a business trip.
- Paco's parents think that video calling is <u>better</u> than phone calls.
- 5. Alma says nothing is worse than spam in your inbox.
- Focus on the form and the use Say, "When you compare things, you say how they are the same or different. When you say how they are different, you can use comparative adjectives like these." Write on the board:

nicer	less expensive
slower	more convenient
quick <u>er</u>	more personal

 Say, "You usually add -er to short adjectives and use more or less for long adjectives."

Extra activity PAIRS

Ss look at the people's answers to the question again and decide which person they are most like. Ss tell a partner who they are most like without looking back at the book (e.g., *I'm like Mayumi. I send a lot of text messages to my friends, too. It's more fun than calling them.*).

Extra activity INDIVIDUALS / PAIRS

Write on the board:

- A text message is _____ than a letter.
- A telephone call is _____ than email.
- A phone call is _____ than a video call.

Ss choose a comparative adjective from the list on the board from Exercise 1B to complete the sentences with their opinions. Ss read their sentences aloud in pairs, comparing their answers.

2 Grammar

(1)) 4.02

- Present the grammar chart Play the recording. Ss listen and repeat.
- Understand the grammar Ask a S to read the first two example sentences. Ask, "How do you make most one- and some two-syllable adjectives into comparative adjectives?" [Add -er, or add -r if the word ends in -e.]
- Ask Ss to look at the right side of the chart. Present the spelling rules for short adjectives. (For more information, see Language Notes at the beginning of this unit.) Point out that although *fun* is a one-syllable adjective, it has a comparative form with *more*.
- Ask a S to read the next two example sentences. Say, "Personal and expensive are longer words. They're three syllables. How do you make them comparative?" [Add more or less.] Ask a S to read the last two example sentences. Say, "Good and bad have irregular comparative forms. What's the comparative form of good?" [better] "What's the comparative form of bad?" [worse]
- Write on the board:

Email is quicker than regular mail. Video conferencing is less expensive than trips. Video calls are better than regular phone calls.

- Ask, "What word comes after the comparative adjective?"
 [than] Say, "What's the rest of the pattern when you compare two things?" Write on the board: noun 1 + _____ + comparative adjective + _____ + noun 2. Ask a S to complete the pattern, and write it on the board [noun 1 + be + comparative adjective + than + noun 2]
- Write on the board: It's nice to get a card. It's nicer to get a real card than an e-card. Say, "You can also use the pattern It's + adjective + infinitive with comparative adjectives." Write the pattern on the board [It's + adjective + infinitive + noun 1 + than + noun 2]. (For more information, see Language Notes at the beginning of this unit.)
- Present In Conversation Read the information aloud.

A

Preview and do the task Read the instructions aloud. Have Ss complete the task and then compare their

3 Speaking naturally

A 🜒) 4.03

- Preview the task Say, "When people speak, they don't pause before each word. Words are often pronounced together. Sometimes the end of one word can sound like the beginning of the next word. When one word ends in a consonant and the next word begins with a vowel, the two sounds are often pronounced together. This is called *linking.*" Read the instructions aloud.
- · Play the recording Ss listen and repeat.

About you

- **B ■**)) 4.04
- Preview the task Say, "Listen and repeat these questions."

answers in pairs. Check answers with the class: Ask individual Ss to each read a sentence.

Answers

- 1. A Do you like e-cards? I think they're more interesting than real cards.
 - B True. And they're easier to send, too. Though they're a bit less personal than real cards.
- 2. A Do you ever use video calling? Our grandparents think it's <u>nicer</u> because they can see us. It's <u>better</u> than the phone.
 - *B* Yeah, and it's less expensive than international phone calls.
- 3. A Do you prefer your tablet or your laptop?
 - *B* My laptop. It's bigger, but it's more useful than a tablet. Tablets are more difficult to work on.
 - A Yeah? My sister prefers her tablet. She says it's lighter than her laptop, so it's more convenient to carry around.
- A Do you use email much these days? I don't. I just use my social network.
 - *B* Me too. It's <u>more efficient than</u> email. And it's <u>more</u> <u>fun</u>. It's <u>better than</u> texting, too. Texting's <u>worse than</u> email.

About you

В

- Present Common Errors Read the information. Write on the board: *IM is easier than email.* Say, "This sentence is correct. What mistakes do you think Ss often make when they are comparing two things?" Elicit ideas. Tell Ss to read the information. Say, "Don't use *more* and *-er.*"
- Preview and do the task Read the instructions aloud. Have pairs complete the task. Go around the class, and help as needed. Have Ss report on their partner's responses.

Extra practice

Tell Ss to turn to Extra Practice 10A on page 149 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See teaching notes on p. T-149.)

- · Play the recording Ss listen and repeat.
- Have Ss form groups, and ask group members to take turns reading a question aloud. As Ss discuss the questions, walk around the class listening for linking. If necessary, replay the audio for Exercise 3A and 3B, and have Ss repeat.

Workbook

Assign Workbook pp. 74 and 75. (The answer key begins on p. T-181.)

T-99 • Unit 10 • Communication

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M	-	
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G					Communication UN
	ira	mmar Comp	oarative adjectives 📢) 4.02	Exti	a practice p. 149
	Ad,	ort adjectives iective + -er	Texting is quicker and easier than calling. It's nicer to get a real card than an e-card.	Notio slow	slower nicer
	mo	ng adjectives re + adjective s + adjective	Real cards are more personal than e-cards. Video conferences are less expensive than tri	easy big	
	go	egular adjectives od ► better d ► worse	Video calls are better than phone calls. Nothing is worse than spam in your inbox.	But fun	more fun conversation
A		· · ·	ersations with the comparative form of the n if needed. Then practice with a partner.	The t	op adjectives after <i>more</i> are <i>nsive, convenient, importan</i> <i>esting</i> , and <i>fun</i> .
1.	A	Do you like e-ca	rds? I think they're <u>more interesting than</u>	(interesting)	real cards.
	В		e (easy) to send, too. Though (personal) real cards.	n they're a bi	t
2.	А		video calling? Our grandparents think it's . It's (good) the phone.		_ (nice) because
	В	Yeah, and it's	(expensive) international phor	ne calls.	
3.	A	Do you prefer yo	our tablet or your laptop?		
	В		(big), but it's (difficult) to work on.	(useful) a tal	blet. Tablets are
	A		prefers her tablet. She says it's (convenient) to carry around.	(light) he	r laptop,
4.	A	Do you use ema	il much these days? I don't. I just use my soo	cial network.	
	В		(efficient) email. And it's (good) texting, too. Texting's		
B	Pa	ir work Ask and	answer the questions above. Give your own	opinions.	Common errors
			rally Linking		With comparatives, use <i>more</i> or <i>-er</i> , not both.
12	Wi	th social network	ing, it' s ea sier to keep in touch with people.		IM is easier than email. (NOT IM is more easier
			e <mark>ss e</mark> xpensive than phone calls.		than email.)
	Re	al card <mark>s a</mark> re nicer	tha <mark>n e</mark> -cards.		
A) 4.03 Listen and I	repeat. Notice how the consonants are linke	d to the vow	els.
			repeat. Notice how the consonants are linke repeat the questions below. Then discuss th		
B) 4.04 Listen and 1	repeat the questions below. Then discuss th		
B	€) H) 4.04 Listen and r ow do you kee p i r			
B 1. 2.	■) He De) 4.04 Listen and r ow do you kee p i r o you talk to your	repeat the questions below. Then discuss the touch with friends and family?		
B 1. 2. 3.	H D D) 4.04 Listen and n ow do you kee p i r o you talk to your o you u se a social	repeat the questions below. Then discuss th n touch with friend s a nd family? grandparent s e very day?		

•

On the phone

Building vocabulary

Lesson **B**

▲ ▲)) 4.05 Listen and read. Why can't Nathan have a conversation with Angela?

ReceptionistGood afternoon. Sun Company.NathanHello. Could I speak to Angela Bell, please?ReceptionistOne moment, please.Voice mailAngela Bell is on the phone. Please leave a message.NathanHi, Angela. This is Nathan. Call me back on my cell.
Angela Angela Bell. Nathan Hi, Angela. It's Nathan. Did you get my message? Angela Uh, yes, I think so. Oh, hold on. I have another call. Call me later, OK?
 Woman Hello? Nathan Uh, Angela? Woman No, this is Beth. Nathan Oh, I'm sorry. I think I have the wrong number. Woman No problem.
Angela Hello? Nathan Hi, Angela. Guess what! Angela Nathan, I can't hear you. You're breaking up. Call me back on my office phone. Nathan Oh, OK. Angela Angela Bell. Nathan Angela! Listen. My bosh has some concert tickets for us Uh, Angela? Angela? Oh, no! We got cut off.
se expressions in the phone conversations, and write them in the chart. actice the conversations with a partner.

What can you say when	the state of the second s
you ask to speak to someone?	
you leave a voice-mail message?	
you want someone to return your call?	
you need to interrupt because you have another call?	
you call someone by mistake?	
you can't hear some of the other person's words?	
the phone call suddenly ends?	

Lesson B On the phone

1 Building vocabulary

Set the scene Books closed. Ask, "Do you ever have problems when you are trying to call someone or when you're trying to have a phone conversation? What are some possible problems?" Ask Ss for their ideas, and write them on the board (e.g., Your friend isn't there. The line is busy. You can't hear the other person. You have the wrong number.).

A 🜒) 4.05

- Preview the task Books open. Read the instructions aloud. Tell Ss to find the problems Nathan has when he is calling Angela.
- Play the recording Ss listen, read along, and write the answers in their own words.
- Play the recording again Ss listen and review their answers. Have Ss compare their answers in pairs. Check answers with the class: Have individual Ss each read one of Nathan's problems. Help with new vocabulary as needed.

Answers

Conversation 1: Angela is on the phone. Conversation 2: Angela gets another call and can't talk. Conversation 3: Nathan gets the wrong number. Conversation 4: The call keeps breaking up. Conversation 5: They get cut off.

 Have Ss look at the list of problems on the board that they brainstormed earlier. Ask a S to call out any that are the same as Nathan's. Circle them on the board.

Extra vocabulary USING THE PHONE

Present or have Ss suggest extra vocabulary for using the phone such as *dial tone*, *extension*, *operator*, *pound key*, voice mail, switchboard, to dial, automated service menu, to hang up the phone, to play (one's) messages, "I'll put you through.," "Could you hold, please?," "He / She is on another line."

Word

B

- Preview the task Ask Ss to read the questions. Help with new vocabulary as needed. Tell Ss to find the expressions in the phone conversations and write them in the chart.
- Do the task Have Ss complete the task and then compare their answers in pairs. Check answers with the class: Read each question and ask a S to read his or her answer.

Answers

ask to speak to someone *Could I speak to* _____, *please*? start a voice mail message *Hi*, _____. *This is* _____.

want someone to return your call Call me back on my cell.

- need to interrupt because you have another call *Oh*, *hold* on. *I have another call*.
- call someone by mistake I'm sorry, I think I have the wrong number.
- can't hear some of the other person's words You're breaking up.

suddenly the phone call ends We got cut off.

 Practice Tell Ss to practice the conversations in Exercise 1A in pairs, taking turns playing each role.

Extra activity PAIRS

Ss test each other on the expressions in the Word Sort chart. S1 reads out the cue. S2 says an expression from memory (e.g., *S1: What can you say when you call a stranger by mistake? S2: You can say, "I think I have the wrong number."*). Ss see who can remember the most expressions correctly.

Extra activity PAIRS

Each pair chooses two "phone problems" and writes a conversation incorporating the two problems. Pairs practice the conversation, then join another pair, and act out their conversation. The other pair listens and identifies the two problems.

Extra activity GROUPS

With the class, brainstorm specific reasons to call someone, and list them on the board under the heading *Reason for Call* (e.g., to ask for a homework assignment, to suggest going out together, to ask to borrow something, to ask for information about a place in town). Review problems that can happen with calls, and write them under the heading *Problem* (e.g., *There is noise on the line. You* get the person's voice mail. You get a stranger by mistake.). Ss form groups and write four of the reasons and four of the problems on slips of paper and put them into two piles. Two Ss each draw a slip from a different pile and then role-play the call, one being the caller and the other the person receiving the call (or the person's voice mail message). Other Ss guess the situation being role-played.

2 Building language

 Set the scene Say, "Look at conversation 5 on page 100. What do you think Nathan was saying when he got cut off? Finish his sentence." Ask Ss for ideas.

A 🜒) 4.06

- · Preview the task Read the instructions aloud.
- 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 [Nathan was calling because his boss had free tickets to a Sting concert.]. Help with new vocabulary as needed.
- Practice Have Ss practice the conversation in pairs, taking turns playing the roles of Nathan and Angela. Tell Ss playing the role of Nathan to choose their own event.

CD Recycle a conversation strategy Point out that it is often hard to understand someone on the phone because of noise and lack of clues such as facial expressions. Remind Ss of the strategy of checking for information by repeating words and using expressions such as *Did you say*...? (See Unit 6, Lesson C.)

 Follow-up Ss form pairs and sit back to back. Pairs roleplay a phone conversation in which one S invites a friend

3 Grammar

4.07 ((

- Present the grammar chart Play the recording. Ss listen and repeat.
- Understand the grammar Tell Ss to study the chart and then close their books. Write on the board:

____ / ____ + countable noun ____ / ____ + uncountable noun verb + ____ / ____

- Ask different Ss to call out *more, less,* or *fewer* to complete the three patterns. Write the answers on the board [*more / fewer* + countable noun; *more / less* + uncountable noun; verb + *more / less*]. Say, After *than* you can have an object pronoun like *you* or *me* or use a subject pronoun and auxiliary like *I do, she does,* etc. (For more information, see Language Notes at the beginning of this unit.)
- Present In Conversation Read the information aloud.

About

A

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

Possible answers

- 1. My friends talk more / less than I do. I talk less / more than my friends do.
- 2. On the phone, I listen more / less than I talk. On the phone, I talk more / less than I listen.
- 3. I send more / fewer emails than texts. I send more / fewer texts than emails.
- I spend more / less time on social networking sites than my parents. My parents spend more / less time on social networking sites than I do.

to an event at the last minute. Encourage Ss to check for information.

Figure it out

В

 Preview and do the task Read the instructions aloud. Tell Ss to look at the first sentence in the exercise. Say, "Angela says Nathan doesn't get many calls. Angela gets a lot of calls. He gets fewer calls than Angela." Tell Ss to find a sentence in the conversation that has a similar meaning. Have Ss call out the answer [I get more calls.]. Tell Ss to write it in the space. Have Ss complete the rest of the task and then check answers with the class.

Answers

- 1. I get more calls than you do.
- 2. You spend more time on the phone than I do.
- 3. You talk more than I do.
- Focus on the form and the use Say, "Use more, less, or fewer to make comparisons with nouns. Use more or less to make comparisons with verbs."
- I get more / fewer emails than I did two years ago. I got more / fewer emails two years ago than I do now.
- I get more / fewer voice-mail messages than text messages. I get more / fewer text messages than voicemail messages.
- My parents talk on the phone a lot more / less than I do. I talk on the phone a lot more / less than my parents do.
- I like texting more / less than calling. I like calling more / less than texting.

В

- Preview and do the task Read the instructions aloud. Ss work in pairs to do the task.
- Follow-up A few groups report something interesting they learned about their classmates' styles of communication.

Extra practice

Tell Ss to turn to Extra Practice 10B on p. 149 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-149.)

Sounds right

Tell Ss to turn to Sounds Right on page 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-181.)

2 Building language	
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AAA

А		
	(inally have. Why was Nathan calling?	
N	athan Finally! It's hard to get ahold of you.	
A	ngela You're not that easy to reach, either.	$\mathcal{M}(\lambda)$
N	athan You spend a lot more time on the phone than I do.	
A	ngela That's because I get more calls.	
N	athan You just talk more! Anyway, I was calling before 'cause my boss had free tickets to the Sting concert tonight.	
A	ngela Oh, great! What time?	
	athan Well, it's too late now. He gave them to someone else.	d = AB
	ngela Oh, no! Why didn't you send me a text message?	
	Can you rewrite these sentences and keep the same meaning? Start with the word given. Use the conversation above to help you.	W/W
	Angela You get fewer calls than I do. I	
2.	Nathan I spend less time on the phone than you do. You	· · ·
3.	Nathan I talk less than you do. You	
	rammar More, less, fewer (1)) 4.07With countable nounsWith uncountable nounsWith verticeI get more calls than you (do).I spend more time on the phone.She tal	Extra practice p. 149 erbs ks more than he does.
	You get fewer calls than I do. You spend less time on the phone. He talk	s less than she does.
out A	You get fewer calls than I do. You spend less time on the phone. He talk Complete the sentences with <i>more</i> , <i>less</i> , or <i>fewer</i> so they are true for you. Rewrite them in a different way and keep the same meaning.	s less than she does. In conversation Fewer is not very common. People
you A	Complete the sentences with <i>more</i> , <i>less</i> , or <i>fewer</i> so they are true for you.	s less than she does.
1.	Complete the sentences with <i>more</i> , <i>less</i> , or <i>fewer</i> so they are true for you. Rewrite them in a different way and keep the same meaning.	s less than she does. In conversation Fewer is not very common. People
1. 2.	Complete the sentences with <i>more</i> , <i>less</i> , or <i>fewer</i> so they are true for you. Rewrite them in a different way and keep the same meaning. My friends talk <u>more</u> than I do. <i>I talk less than my friends do</i> .	s less than she does. In conversation Fewer is not very common. People
1. 2. 3.	Complete the sentences with <i>more</i> , <i>less</i> , or <i>fewer</i> so they are true for you. Rewrite them in a different way and keep the same meaning. My friends talk <u>more</u> than I do. <i>I talk less than my friends do.</i> On the phone, I listen <u>than I talk</u> .	s less than she does. In conversation Fewer is not very common. People
1. 2. 3. 4.	Complete the sentences with <i>more</i> , <i>less</i> , or <i>fewer</i> so they are true for you. Rewrite them in a different way and keep the same meaning. My friends talk <u>more</u> than I do. <i>I talk less than my friends do.</i> On the phone, I listen <u>than I talk</u> . I send <u>more</u> emails than texts.	s less than she does. In conversation Fewer is not very common. People
1. 2. 3. 4. 5.	Complete the sentences with <i>more</i> , <i>less</i> , or <i>fewer</i> so they are true for you. Rewrite them in a different way and keep the same meaning. My friends talk <u>more</u> than I do. <i>I talk less than my friends do</i> . On the phone, I listen <u>than I talk</u> . I send <u>emails than texts</u> . I spend <u>time on social networking sites than my parents</u> .	s less than she does. In conversation Fewer is not very common. People
1. 2. 3. 4. 5. 6.	Complete the sentences with <i>more</i> , <i>less</i> , or <i>fewer</i> so they are true for you. Rewrite them in a different way and keep the same meaning. My friends talk <u>more</u> than I do. <i>I talk less than my friends do.</i> On the phone, I listen <u>than I talk</u> . I send <u>emails than texts</u> . I spend <u>time on social networking sites than my parents</u> . I get <u>emails than I did two years ago</u> .	s less than she does. In conversation Fewer is not very common. People
1. 2. 3. 4. 5. 6. 7.	Complete the sentences with <i>more</i> , <i>less</i> , or <i>fewer</i> so they are true for you. Rewrite them in a different way and keep the same meaning. My friends talk <u>more</u> than I do. <i>I talk less than my friends do.</i> On the phone, I listen <u>than I do.</u> than I talk. I send <u>emails than texts</u> . I spend time on social networking sites than my parents. I get <u>emails than I did two years ago</u> . I get <u>voice-mail messages than text messages</u> .	s less than she does. In conversation Fewer is not very common. People
1. 2. 3. 4. 5. 6. 7. 8.	Complete the sentences with <i>more</i> , <i>less</i> , or <i>fewer</i> so they are true for you. Rewrite them in a different way and keep the same meaning. My friends talk <u>more</u> than I do. <i>I talk less than my friends do.</i> On the phone, I listen <u>than I do.</u> than I talk. I send <u>emails than texts</u> . I spend <u>time on social networking sites than my parents</u> . I get <u>emails than I did two years ago</u> . I get <u>voice-mail messages than text messages</u> . My parents talk on the phone a lot <u>than I do</u> .	s less than she does. In conversation Fewer is not very common. People use it more in writing.
1. 2. 3. 4. 5. 6. 7. 8.	Complete the sentences with <i>more</i> , <i>less</i> , or <i>fewer</i> so they are true for you. Rewrite them in a different way and keep the same meaning. My friends talk <u>more</u> than I do. <i>I talk less than my friends do.</i> On the phone, I listen <u>than I do.</u> than I talk. I send <u>emails than texts</u> . I spend time on social networking sites than my parents. I get <u>emails than I did two years ago</u> . I get <u>voice-mail messages than text messages</u> . My parents talk on the phone a lot <u>than I do</u> . I like texting <u>than calling</u> .	s less than she does. In conversation Fewer is not very common. People use it more in writing.
1. 2. 3. 4. 5. 6. 7. 8.	Complete the sentences with more, less, or fewer so they are true for you. Rewrite them in a different way and keep the same meaning. My friends talk <u>more</u> than I do. <i>I talk less than my friends do</i> . On the phone, I listen <u>than I do</u> . I send <u>emails than texts</u> . I spend <u>time on social networking sites than my parents</u> . I get <u>emails than I did two years ago</u> . I get <u>voice-mail messages than text messages</u> . My parents talk on the phone a lot <u>than I do</u> . I like texting <u>than calling</u> . Pair work Discuss the sentences above. Compare your styles of communic	s less than she does. In conversation Fewer is not very common. People use it more in writing.

I Sounds right p. 139

Conversation / What were you saying?

Conversation strategy Dealing with interruptions

- A What kinds of things can interrupt phone conversations? Make a list.
- B ■)) 4.08 Listen. What does Maria want to tell Sarah?

Lesson C

Sarah Hello? Maria Hi, Sarah. It's Maria. Sarah Hey. How are you doing? Maria Great, Listen, I have some news, Juan and I went out to a fancy restaurant last night and . . . Sarah Oh, just a minute. I've got another call. Hold on a second.... Sorry. So. what were you saying? Maria Well, guess what? We're getting married. Sarah That's wonderful! Congratulations! Maria Thanks. So yeah, the wedding's going to be in . . . Sarah Oh, sorry. Now there's someone's at the door. Hold on. . . . OK. So, you were saying? Maria Well, I was just calling to ask - will you be my maid of honor? Sarah Are you kidding? Of course!

C Notice how Sarah interrupts the conversation and then comes back to it with expressions like these. Find examples in the conversation.

Interrupting a conversation: Just a minute / second. Excuse me just a second. I'm sorry. Hold on (a second). Could / Can you hold on a second? What were we talking about?

Restarting the conversation: What were you saving? You were saving? Where were we?

D (1) 4.09 Listen. Complete these phone conversations with the expressions you hear. Then practice with a partner. Continue the conversations using your own ideas.

- 1. A So yeah. I just read on a friend's social networking page that ...
 - B Oh, ______ I need my charger. OK. Got it. So, ______?
- 2. A Anyway, my teacher told me ...
 - B Oh, ______. My toast is burning. Let me just gosh . . . OK. ______. So, yeah. ?
- 3. A Sorry about that. I dropped my phone. So, _____?
 - B You said your social life is more important than your job. Oh, Um, a coffee, please. Sorry. I'm at a coffee shop. So,

Lesson C What were you saying?

C Lesson C recycles the past continuous and phone expressions.

1 Conversation strategy

Set the scene Write on the board: *interruption*. Say, "An interruption happens when you are doing something, and someone or somebody stops you. For example, if my phone rings now, it's interrupting the lesson."

A

- Preview and do the task Ask Ss to call out occasions when they get interruptions in a typical day (e.g., You're working in class and someone asks you a question. You're making dinner and someone rings the doorbell. You're watching TV and you get a text message.).
- Read the instructions aloud. Have Ss call out ideas about the kinds of things that can interrupt phone conversations. Write ideas on the board (e.g., You get another call. Someone is at the door. A friend asks you a question. The call breaks up. You can't hear because it's noisy.).

B ()) 4.08

- Preview the task Say, "Listen to the conversation. What does Maria want to tell Sarah?"
- Play the recording Books closed. Ss listen and then write the answer. Have Ss compare their answers in pairs.
- Play the recording again Books open. Ss listen, read along, and review their answers. Check the answer with the class [Maria wants to tell Sarah that she's getting married.]. Help with new vocabulary as needed.

С

- Present Notice Read the information aloud. Explain to Ss that when speakers need to interrupt a conversation, it is normal to signal this in some way and explain why. It is particularly important on the phone when speakers are not face to face. When the conversation restarts, speakers often need to remind each other of the topic of the conversation. There are a number of useful expressions for interrupting and restarting conversations, especially phone conversations, and these are an important part of conversation management. (For more information, see Language Notes at the beginning of this unit.)
- Ask a S to read the examples under Interrupting a Conversation. Say, "Find the examples in the conversation." [Oh, just a minute.; Hold on a second. Hold on.] Tell Ss to think about the expressions they use in their language. Ask, "Which ones are similar?" Have a few Ss answer.
- Ask a S to read the examples under Restarting the Conversation. Say, "Find the examples in the conversation." [So, what were you saying?: So, you were saying?] Ask a few Ss, "How do you restart a conversation in your language?" Ss who answer try to provide an approximate English translation.
- Practice Tell Ss to practice the conversation in pairs, taking turns playing each role. Have pairs practice the conversation again, changing Maria's news.

D 🜒) 4.09

- Preview the task Read the instructions aloud. Tell Ss to read the conversations. Help with new vocabulary as needed.
- Have Ss guess where the speakers are in each conversation, and call out their ideas [1.A is probably at home or at the library on a computer. 2. B is at home in the kitchen. 3. B is at a coffee shop.].
- Play the recording Ss listen and then write the expressions they hear. 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.

Answers

- 1. A So yeah. I just read on a friend's social networking page that . . .
 - B Oh, I'm sorry. Hold on a second. . . . I need my charger. OK. Got it. So, what were we talking about?
- 2. A Anyway, my teacher told me . . .
 - B Oh, just a minute. My toast is burning. Let me just gosh...OK. Sorry. So, yeah. What were you saying?
- 3. A Sorry about that. I dropped my phone. So, where were we?
 - *B* You said your social life is more important than your job. Oh, <u>can you hold on a second</u>? Um, a coffee, please. Sorry. I'm at a coffee shop. So, <u>you were saying?</u>
- Practice Have Ss practice the conversations in pairs and continue them with their own ideas. Have several pairs present one of the conversations to the class.

Extra activity GROUPS

Each group sits in a circle. S1 begins by "calling" the student next to him or her (S2). Ss start a conversation similar to Sarah and Maria's: Ss say hello to each other, S1 gives a piece of news, S2 interrupts the conversation and gives an excuse. S2 now "calls" S3, and they repeat the activity. The activity continues around the circle. Ss have to listen carefully to one another, as they are not allowed to repeat the same piece of news or the same excuse for interrupting. Ss continue for as long as they can around the circle, without any repetitions.

Extra activity INDIVIDUALS / CLASS

Ss think about the last time they had a phone call that was interrupted. Ss prepare a short story to tell a partner what happened (who they were talking to, what they were talking about, and what interrupted them.). Ss walk around the class telling their stories to other Ss (e.g., I was talking to my friend last night. We were just talking about school and things, and she had to interrupt the conversation because . . .). Ss see if they can find someone whose call was interrupted for the same reason.

2 Strategy plus

Why use just?

- 4.10
- Present Strategy Plus Explain to Ss that just has a number of uses in conversation, and one of its main uses is to "soften" the things someone says. Just can make what you say sound less direct because it suggests that what you are saying or asking is only a small thing. (For more information, see Language Notes at the beginning of this unit.) Tell Ss to look back at the conversation on p. 102 and find examples of just [Oh, just a minute.; I was just calling to ask...].
- Read aloud the information in Strategy Plus and the examples.
- Present In Conversation Books closed. Write on the board: Just is in the top ______ words. Write the numbers 10, 30, 50, 100 under the sentence. Have Ss guess the correct number [30]. Then ask a S to read the information aloud.
- Preview the task Read the instructions aloud. Say, "Read the first conversation." Point out how *just* has been added using a caret (^). Say, "Use a mark like this one when you want to add information in writing."
- Play the recording Audio script p. T-176 Ss listen and complete the task. Ss compare answers in pairs. Check answers with the class: Have pairs of Ss each read a conversation aloud.

3 Listening and strategies

A 🜒) 4.11

- Preview the task Read the instructions aloud. Tell Ss to just listen the first time you play the recording.
- Play the recording Audio script p. T-176 Ss listen.
- Play the recording again Ss listen and write their answers. Pause after each conversation to give Ss time to write. Have Ss compare their answers in pairs. Check answers with the class.

Answers

- to ask Alexis if she wants to have dinner at the new seafood restaurant
- to ask Nathan if he can put the TV on the wall in her living room
- 3. to ask Lauren for directions to her apartment building

В

- Preview the task Read the instructions aloud.
- Play the recording Audio script p. T-176 Ss listen and check the reasons. Check answers with the class.

Answers

- 1. He got another call. Her battery ran out.
- 2. There was traffic noise. The pizza arrived.
- 3. He had to find his wallet. She had to turn off the oven.

Answers

- A Hi, there. Do you have a minute? I just want to tell you some good news.
 - B Really? Hold on a second. I just need to close the door.
- 2. A Hello?
 - B Hi, Dad. It's me. Is Mom there?
 - A Yeah. But hold on just a second. She's upstairs. I just need to call her.
- 3. A Is this a good time to talk?
 - *B* Sure. Could you hold on just a second? Let me just turn down the TV. . . . So what's up?
 - A Well, I was just calling to ask your advice about something.
- 4. A Hi, I'm just calling to say hello.
 - B Oh, hi. Listen, can I call you back? I just have to finish something.
- Ask, "Where does *just* go in the sentences with the simple present?" [between the subject and the verb] "Where does it go in the sentences with the present or past continuous?" [between *be* and the main verb]
- Practice Tell Ss to practice the conversations in pairs, taking turns playing each role. Then have Ss practice again, this time changing the reason for the interruption.

About you

C

Preview and do the task Read the instructions aloud. Have two Ss read the example conversation aloud. Have pairs write a new conversation using their own ideas. The conversations have to include at least two interruptions. Remind Ss to use *just*. Several pairs present their conversations to the class.

Vocabulary notebook

Tell Ss to turn to Vocabulary Notebook on p. 106 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-106.)

Workbook

Assign Workbook pp. 78 and 79. (The answer key begins on p. T-181.)

Communication

UNIT 10

2 Strategy plus just

You can use the word *just* to make the things you say softer.

Just a minute. I've got another call.

I was just calling to ask . . .

()) 4.10 Listen to four phone conversations. Write <i>just</i> each time the	Th conversation
speakers use it. Then practice the conversations with a partner.	Just is one of the top 30 words.

- A Hi there. Do you have a minute? I_Awant to tell you some good news.
 - B Really? Hold on a second. I need to close the door.
- 2. A Hello?
 - B Hi, Dad. It's me. Is Mom there?
 - A Yeah. But hold on a second. She's upstairs. I need to call her.

- 3. A Is this a good time to talk?
 - B Sure. Could you hold on a second? Let me turn down the TV.... So, what's up?
 - A Well, I was calling to ask your advice about something.
- 4. A Hi, I'm calling to say hello.
 - B Oh, hi. Listen, can I call you back? I have to finish something.

3 Listening and strategies Sorry about that!

A ◀)) 4.11 Listen to the conversations. Why is each person calling? Write the reasons under the pictures.



B ■)) 4.11 Listen again. Check (✓) the reasons for the two interruptions in each conversation.

- She got another call.
 They lost the connection.
 - Her battery ran out.
 - She ordered a coffee.
- 2. The TV wasn't working.
 There was traffic noise.
 She dropped her phone.
 The pizza arrived.
- 3. 🔲 He had to find his wallet.
 - He met a friend.
 - He went the store.
 - She had to turn off the oven.

About you C Pair work Student A: "Call" and tell your partner some interesting news. Student B: "Answer" your partner's call. Interrupt and restart the conversation twice. Then change roles.

- A Hey, Jake. How are you? Do you have a minute? I just want to tell you something.
- B Hi. So, what's going on? Oh, hold on a second. I need to take this call. It's my mom.

Vocabulary notebook p. 106

Texting

1 Reading

Lesson D

- A Is texting a good way to communicate? Why or why not? Make a list of reasons.
- **B** Read the article. What's one advantage of texting? What's one disadvantage?

Reading tip

Read the first and last paragraph of an article to get a general sense of what it is about.

E 15 Comments

Why all the interest in texting?

An article on the Internet recently caught my eye. It was about the Texting Championships in New York City. The 17-year-old winner texted 149 characters in 39 seconds and won \$50,000. That is certainly impressive, and much, much faster than me – LOL :-). However, I started to wonder: Why is there still so much interest in texting? After all, texting is a commonplace activity these days.

It's clear that texting, with all its abbreviations and symbols, is now part of our lives. According to research, about 75% of Americans send text messages, and almost one third prefer to text rather than talk on their phone. It's just quicker to send a text than make a call. Typing SUP is faster than asking "How are you?" and listening to the answer. It's also more discreet because no one can overhear your conversation – and that's FBM.



OTOH, texting has its downsides, too, and perhaps it's these problems that create all the interest. Texters gripe that they are getting more spam texts than ever before. Teachers complain that students' test scores are getting worse because teens spend more time texting than they should. Some also say that texting encourages bad grammar and punctuation and IMO, that's true. Students don't realize they shouldn't write their essays in "textese," and they get low grades as a result. Many young people are sleeping less because they wake up in the night every time a text pops up on their phone. Others have injuries to their hands and thumbs from the constant texting.

There are also more serious problems with texting, however, such as the accidents that happen when people text and drive at the same time. Fortunately, many countries are passing laws that make it illegal to text when you're behind the wheel of a car. In addition, public service advertisements warn of the dangers of texting while driving. Perhaps, then, there is good reason for all the interest in texting.

C Read the article again and answer the questions. Then compare with a partner.

- 1. Why do so many people like texting better than talking on the phone? Find two reasons.
- 2. How many texting abbreviations does the author of the article use? What does each one mean?
- 3. What is "textese"? What kinds of problems does it cause?
- 4. What are some other downsides of texting? Find four problems in the article.
- 5. Do you have any advice for people who text all the time? Write four "Dos" and "Don'ts" for texters.

Lesson D Texting

1 Reading

Set the scene Read the title of the lesson aloud. Ask Ss questions about texting (e.g., *Do you text a lot? Who do you text? What do you typically text about?*). Call on a few Ss to answer the questions.

Α

Prereading

- Preview the task Books closed. Write the title of the article on the board: Why all the interest in texting? Ask a few Ss, "Before you started texting, how did you communicate with friends and family? If you couldn't text, how would you communicate with others? Why do you think texting is so popular?"
- Do the task Read the questions aloud. Have Ss make a list of reasons texting is a good way to communicate or not a good way to communicate.

Possible answers

Advantages

It's easier to say "I love you" in a text message than in a phone call.

Texting is cheaper than making phone calls.

- It's more direct. You can send or get information without having to ask and answer polite questions.
- It's more discreet. No one can hear your "conversations." You can use texting in noisy places.

Disadvantages

Texting encourages teens to write more.

Texting is impersonal.

Texting is dangerous while driving.

People don't talk about "real" things in texts.

People answer texts immediately and usually stop paying attention to who they are talking to at the moment.

В

During reading

- Preview the reading Point to the inset box to the right of the article and explain to Ss, "When people send text messages, they often shorten the words. They leave out letters, or they use letters or numbers that sound like whole words."
- Present Reading Tip Read the tip aloud. Explain that the first and last paragraph of an article often tell the reader the main idea of the article.
- Say, "Read the article. Find one advantage and one disadvantage of texting and circle them."

- Do the reading Have Ss read the article and circle an advantage and a disadvantage.
- Check answers with the class: Call on different Ss to read an advantage or disadvantage they circled. For each one, ask the class, "Do you agree?" Have Ss raise their hands. Ask any Ss who did not raise their hands, "Why don't you agree?"
- Do the reading again Have Ss read the article again and underline any new vocabulary. Have Ss compare new words in pairs and help each other with the meanings. Then help with any vocabulary Ss are still unsure of.

С

Postreading

 Preview and do the task Read the instructions aloud. Ask different Ss to each read a question aloud. Have Ss find and write the answers to the questions. Then have them compare their answers in pairs. Check answers with the class.

Answers

- 1. People like texting better because it's quicker than making a phone call, and it's more discreet.
- LOL = laugh out loud, :-) = smile, SUP = What's up?, FBM = fine by me, OTOH = on the other hand, IMO = in my opinion
- Textese is language people use in text messages. Some people say it causes bad grammar and punctuation.
- People are getting more spam, students' test scores are getting worse, young people are sleeping less, and people have injuries to their hands and thumbs.
- 5. Answers will vary.

Extra activity

Ss write on the board other text-message expressions they know in their own language or in English. Other Ss try to guess the meanings. Ss get three guesses before the S who wrote the expression gives the answer.

Extra activity PAIRS

Ss work in pairs and write six questions about the article on p. 104 (e.g., *How many Americans send text messages?*). When Ss have finished, they join another pair and take turns asking their questions. Pairs see who gets the most questions right from memory.

D

 Preview and do the task Read the instructions aloud. Have Ss find the expressions and match each one to a definition. Have pairs compare answers. Check answers with the class.

2 Speaking and listening

 Set the scene Books closed. Write these two headings on the board: Advantages of Texting, Disadvantages of Texting. Ask, "What do you think are the advantages and the disadvantages of text messaging?" Have Ss call out their ideas, and write them under the correct headings (e.g., Advantage: It's quieter than a phone call.; Disadvantage: It's hard to use.).

About

Α

- Preview and do the task Books open. Have Ss read the sentences. Say, "Look at the lists on the board. Are any of the ideas the same?" Have Ss call out answers, and circle them on the board.
- Say, "Which sentences do you agree with? Discuss them with a partner." To model the task, discuss one or two of the sentences with a S (e.g., *I think texting is useful when* you ask a favor. What do you think?).
- Have pairs discuss the sentences and make note of which sentences they both agree with. Have a few pairs report to the class about which sentences they both agreed with (e.g., We both think texting takes less time than calling. We also think it's annoying to get a text message in the middle of the night.).

Answers

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

B ()) 4.12

- Preview the task Say, "Listen to Vanessa, and check the sentences she agrees with."
- Play the recording Audio script p. T-177 Ss listen and check (✓) the boxes.
- Play the recording again Ss listen and review their answers. Check answers with the class.

Answers

Texting takes less time than calling.

- Texting your parents in public is less embarrassing than talking on the phone.
- You shouldn't text friends during class.

Extra activity PAIRS

Ask, "What do you think people talk about when they're texting?" Get ideas from Ss, and write them on the board (e.g., *People give invitations. They make requests or ask for favors. They make plans.*). Pairs choose an idea on the board and write a six- to eight-line text-message conversation using abbreviations and symbols. When pairs finish their conversations, they trade papers with another pair and "translate" the conversations.

3 Writing

A

- Preview the task Say, "The article 'Why all the Interest in Texting?' includes some arguments for and against texting. Arguments for something are called *pros*, and arguments against something are called *cons*. You are going to write an article using pros and cons. To begin planning your article, you can first make a list of advantages and disadvantages." Call on two Ss to read aloud the example lists about video calling.
- Read the instructions aloud. Tell pairs to choose a way of communicating that they both have strong opinions about.
- Do the task Have pairs make their lists.
- Follow-up Say each way of communicating aloud. Pairs who wrote lists about that way of communicating raise their hands. Call on a pair to read their list. Then other pairs call out ideas to add to the list.

В

- Preview the task Read the instructions aloud.
- Present Help Note Read the information aloud. As you read each bullet point, call on a S to read aloud the paragraph indicated in the example article. Point out that

the information in the second and third paragraphs comes from the example list in Exercise 3A.

Do the task Have Ss write their articles. Say, "Use the title "The Pros and Cons of' In your introduction, make some general statements about your topic. Then write about the advantages and disadvantages. Finally, state your opinion. Be sure to use at least two expressions from the Help Note. Try to choose advantages and disadvantages that help support your conclusion."

About

С

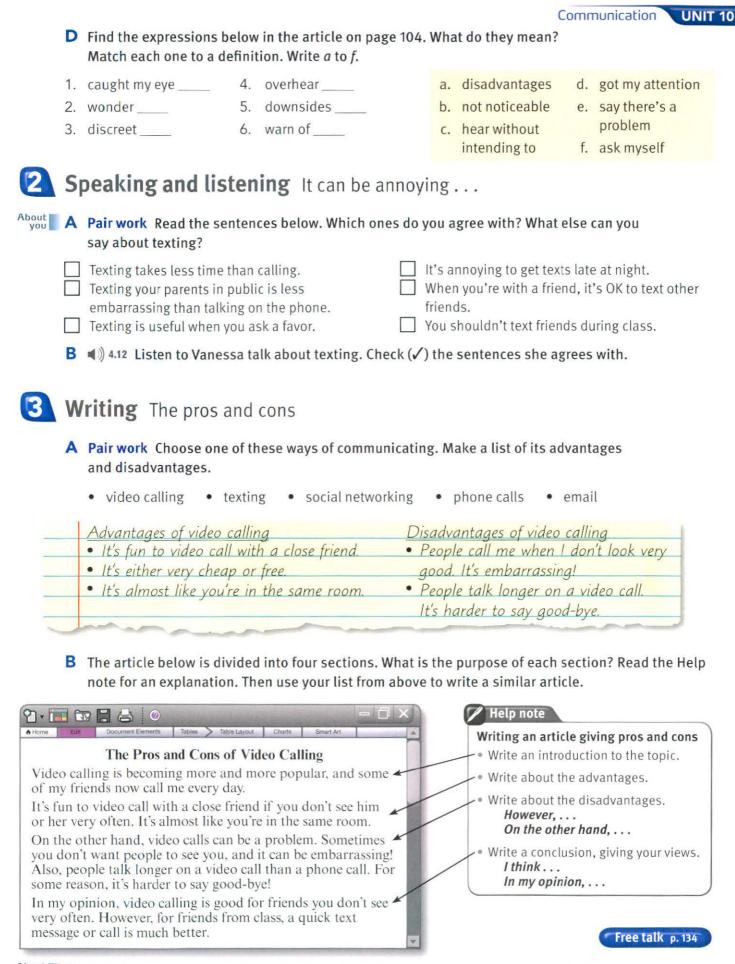
 Preview and do the task Have Ss read group members' articles and choose one that interested them. Ss then report to the class about that article, saying what they agree with and what they do not agree with.

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-134.)

Workbook

Assign Workbook pp. 80 and 81. (The answer key begins on p. T-181.)



About C Group work Read your classmates' articles. Whose opinions do you agree with?

Vocabulary notebook

Learning tip Learning expressions

One way to learn expressions is to make a note of the

Phone talk

In conversation

Hold on!



1 Match the expressions with the situations.

1. "I'm sorry. I have the wrong number."_____

situations when you can use them.

- "I have another call." _____
- 3. "You're breaking up."____
- 4. "We got cut off." _____
- 5. "Where were we?" ____

a. You can't hear someone clearly.

My Phrase Book

- b. You call the wrong number by mistake.
- c. You come back to a conversation after an interruption.
- d. You get a signal that a second person is calling you.
- e. You suddenly can't hear the other person at all.

2 Make a chart of expressions you can use on the phone when . . .

- you have problems getting ahold of someone
- you have problems with the call while you're talking.
- you ask if it's a good time to talk.
- you need to interrupt the conversation.

- you ask to speak to someone.
- you explain why you're calling.
- you restart the conversation.
- you can't talk now, but you can talk later.

Can I call

you back?

On your own

Make a phrase book for different situations – for example, making calls. Carry it with you, and learn the phrases.

Do! Now I can .

🖌 l can. . .

I need to review how to . . .

- talk about different ways of communicating.
- make comparisons.
- manage phone conversations.
- interrupt and restart phone conversations.
- use just to soften what I say.

understand basic phone conversations.
understand someone giving opinions about texting.
read an article about the pros and cons of texting.
write an article giving pros and cons.

Vocabulary notebook

If done for homework

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

If done in class

- Present Learning Tip Read the information aloud.
 Say, "It is useful to think about situations in which you can use expressions you're learning. That way, when you are in the situation, you can quickly think of a good expression to use."
- Present In Conversation Books closed. Write on the board:

Hang on. Hold on. Just a minute.

- Say, "People use these expressions when they have to leave a phone conversation and want the other person to wait. How popular is each? Put them in order." Ask a few Ss for their guesses.
- Books open. Ask a S to read Hold On! aloud. Point out that Hang on is informal.

C These tasks recycle phone expressions.

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

Answers

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

2

1

 Preview and do the task Read the instructions aloud. Have Ss complete the task. Check answers with the class: Read a situation aloud and have a S read out his or her expressions. Ask Ss to raise their hands if they have an expression to add, and call on them to say it.

Possible answers

- You have problems getting ahold of someone: It's hard to get ahold of you! / You're not easy to reach. / I'm sorry. I think I have the wrong number.
- You have problems with the call while you're talking: I'm sorry. You're breaking up. / We got cut off.
- You ask if it's a good time to talk: Can you talk now? / Is this a good time to talk? / Do you have a minute?
- You need to interrupt the conversation: Just a minute / Just a second. Excuse me just a second. / I'm sorry. Hold on (a second). / Could you hold on a second? / Oh, just a minute. I've got another call.
- You ask to speak to someone: Could I speak to _____, please? / Is _____ there?
- You explain why you're calling: I just wanted to ask you . / I just called to say _____. / I was (just) calling to ask _____. I was calling because _____.
- You restart the conversation: What were you saying? / Where were we? / So, you were saying? / What were we talking about?
- You can't talk now, but you can talk later: Listen, can I call you back? Can you call me in an hour? / This isn't a good time. Can I call you back? / Call me later, OK?

On your own

- Present On Your Own Read the information aloud. Tell Ss they can use categories such as the ones in Exercise 2 as headings in their phrase books.
- Follow-up At the start of the next class, Ss share their phrase books in small groups.

Now I can . . .

- Go over the Now I Can items. Put students in pairs to give one example each for the first five items. Call on Ss and ask for examples or explanations.
- Have students 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.

■ Appearances

Lesson A Family traits

Grammar Describing people

(See Student's Book p. 109.)

Describing people

There are a number of expressions used to ask and answer questions to describe people.

Form

- Look like
 - What + do / does + subject + look like? A What does he look like? B He's tall and thin. Who + do / does + subject + look like?
 - A Who does she look like?
 - B She looks like her mother.
- Look alike
 - Do + subject + and + subject + look alike? A Do Heather and Hayley look alike? B No, they look totally different.
- Yes-No questions with have Do / Does + subject + have + described feature? A Does she have curly hair? B No, she's got straight hair.
- How + adjective questions with be How + adjective + be + subject?
 A How tall is she?
 - B She's six foot three.

Use

- *What* + *look like* is used to ask about someone's physical appearance.
 - A What does he look like?
 - B He's tall and thin.
- Who + look like is used to ask about whom someone resembles.

A Who does she look like?

- B She looks like her mother.
- Look alike is used to ask if two people are similar in appearance.
 - A Do Heather and Hayley look alike?
 - B Yes. They're identical twins.

- Note: *How does he look?* = What's your opinion of his physical / emotional condition?
 A How does he look?
 - B He looks tired / nervous.

Grammar have got

(See Student's Book p. 109.)

The verb have got is another way of saying have.

have got = have I've got red hair. = I have red hair.

She's got long hair. = She has long hair.

Orpus information Have got

In American English, the question forms *Have you got / Has he got,* etc., are not very common.

Common errors

- Students may forget to use a form of *have* before *got* in descriptions. Although in very informal usage and some song lyrics, people do leave *have* out, it is generally regarded as incorrect to do so.
- She's got long brown hair. NOT She got long brown hair.
- Check that Ss use the correct form of have; got never changes form in the simple present form of have got.

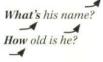
Speaking naturally Checking information

(See Student's Book p. 109.)

- Checking questions are used to ask the speaker to repeat part of the information just given. The stress and intonation in questions asking for information for the first time are different from those in questions that check information.
- In most general information questions, the main stress is on the key content word. The intonation usually rises slightly and then falls on the stressed word.

What's his **name**? How **old** is he?

 In checking questions, the stress is on the main question word, and the intonation rises at the end of the question.



Lesson B Features

Vocabulary Features

(See Student's Book p. 110.)

Certain verbs are typically used to describe people's features or physical appearance.

- have / have got + a beard, a mustache, pierced ears, a shaved head, long fingernails, freckles, spiked hair, a ponytail, braids
- *be* + bald, muscular
- wear + (your) hair in cornrows / in a ponytail / in braids; glasses, braces, braids

Grammar Phrases with verb + -*ing* and prepositions (See Student's Book p. 111.)

The following can be used to identify people or things:

- A phrase beginning with a present participle She's the woman standing by the table.
- A preposition after the noun She's the woman with the long hair.
- The pronoun *one* or *ones* followed by a preposition or a present participle

She's the one with the long hair.

He's the one standing next to the window.

Use

Phrases with verb + -ing

 A present participle can describe what someone is doing or wearing.

Lesson C What's his name?

Conversation strategy Trying to remember words

(See Student's Book p. 112.)

- The expressions taught in this lesson can be used when a speaker is trying to remember a name or a word. They indicate that the speaker needs help and are a way of inviting listeners to suggest ideas for the name or the word that the speaker is trying to remember. When speakers ask these questions, they often do not stop to wait for an answer, but go on to give more information as a way of trying to remember the name or word, or to give more clues to the listener.
- To remember a name What's his / her name?
 - A Do you remember that guy? What's his name? He had a goatee.
 - B That was Max.
- To remember a word

What do you call it / them?

- What do you call that ... / those ...?
- A He always wore those baggy pants with all the pockets. What do you call them?
- B Cargo pants.

He's the man standing by the table / talking to the woman. She's the one wearing a T-shirt.

Prepositions

- Location
 - Location prepositions indicate where someone is. *He's the guy by the table / next to the window.*
- Physical appearance With with a physical trait describes appearance. The woman with the glasses / short hair is my cousin.
- Clothes

In or *with* with a clothing word describes what someone is wearing.

The guy in the yellow pants looks familiar. She's the one with the green sweater.

Strategy plus *You mean* . . . / *Do you mean* . . . ? (See Student's Book p. 113.)

- The expressions *You mean*...(?) and *Do you mean*...? can be used to suggest the word or name that someone cannot remember.
 - A Who was that guy with the goatee?
 - B Oh, I know. You mean Max.
- These expressions can also be used to check information.
 A He had that funny little beard. What do you call that?
 - B Do you mean a goatee? / You mean a goatee?

O Corpus information Mean

Mean is one of the top 100 words in conversation. Most of its uses are in the expression *I mean*, which was taught in *Touchstone* Student's Book 1, Unit 5. Of the remaining uses, a significant number are in the expressions *you mean*, *Do you mean*...?, *What do you mean*?, and *I know what you mean*.

Lesson D Changing fashions

Reading tip

(See Student's Book p. 114.)

The Reading Tip focuses on the importance of skimming a text to get a general idea of what an article is about. This can help Ss become more efficient readers. When Ss skim, they shouldn't worry about words they don't know, but keep reading. Some Ss may find it useful to use their index finger to physically move along each sentence to keep the same reading pace throughout the whole article.

Help note Describing new trends

(See Student's Book p. 115.)

The Help Note provides lists of formal and less formal expressions for talking about trends and fashions.

- Formal be in style
- be in sign be out of style be fashionable become popular be dated be old-fashioned
- Less formal be "in" be "out" be the "in" thing be trendy

Appearances

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

Introduce the theme of the unit Write on the board: *Who do you look like?* Say, "I look like my (family member). Both of us are tall / short. Both of us have straight / curly hair. Both of us have (color) eyes. When you talk about what people look like, you are talking about their appearance."

In this unit, you learn how to . . .

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

Extra activity GROUPS

Have Ss read the unit aims. Tell group members to look through the unit, find an example of each aim, and compare answers

Before you begin ...

- Introduce ways to describe people Have Ss look at Before You Begin. Read aloud each phrase used to describe people. Have Ss repeat. Say, "These are ways to describe people's appearance."
- Tell Ss to look at the pictures of the people, and then read the instructions aloud. Have Ss answer the questions by giving the names of the people who match the descriptions. Tell Ss that some descriptions are true for more than one person.
- Have Ss compare their answers in pairs. Check answers with the class: Ask the questions, and have a S read his or her answer. Have Ss with a different answer raise their hands and say their answer.

Possible answers

short: Andrea, Erica tall: Jennifer, Donald, John, Nancy young: Maddie, Sarina old: Nancy, John thin: Sarina, Erica heavy: Andrea has long hair: Jennifer, Sarina, Nancy, Maddie has short hair: Andrea, Erica, Donald, John, has dark hair: Jennifer, Donald, Erica, Sarina has blond hair: Andrea

CD Recycle grammar This task recycles comparative adjectives. Divide the class into groups. Each group has two minutes to write as many comparative sentences as possible about the people in the pictures (e.g., *Andrea is shorter than Donald. Erica is younger than John.*). After two minutes, have each group say how many sentences it has. Tell the group with the most sentences to read its sentences aloud. Write the sentences on the board, and ask the class to look for errors. If the sentences are all correct, that group is the winner. If there are errors, find the group with the next-highest number of sentences and continue.

Extra vocabulary DESCRIBING PEOPLE

Present or have Ss suggest extra vocabulary for describing people, such as average height, petite, fat, medium build, skinny, slender, slim, stocky, elderly, middleaged, senior, shoulder-length hair.

Culture note

It is considered impolite to comment on people's weight directly to them, unless you are giving a compliment. It is rude to describe people as *fat*. The words *heavy* and *overweight* are preferable. The term *obese* is often used to describe people who are excessively overweight. *Skinny* and *thin* can have negative connotations. It is better to use *slim* (which has a positive meaning).

Extra activity PAIRS

Ss make vocabulary lists of words to describe people. Write on the board: *Height, Body Type, Age, Hair.* With books closed, pairs race to think of as many words as they can for each category. The pair with the most vocabulary items wins.

Appearances

🗸 🖓! In this unit, you learn how to . . .

Lesson A

 Describe people's appearance using adjectives and have and have got

Lesson B

 Identify people by their appearance, actions, or location using verb + -ing and prepositions

Lesson C

- Use expressions like What do you call ...? if you can't remember a word
- Use expressions like You mean . . . ? to check or suggest words and names

Lesson D

UNIT

- Read an article about fashion
- Write an article about fashion trends



is short?is tall?

- e is young?
 - is old?
- g? is thin?
 - is heavy?
- has long hair?
 has short hair?
- has dark hair?
- has blond hair?
 - 107

Lesson A

Family traits

11111	
Alice	What does your twin sister look like, Heather? Do you look alike? I mean, are you identical twins?
Heather	No, we look totally different. Hayley's a lot taller than me. She takes after my dad.
Alice	How tall is she?
Heather	Six three.*
Alice	Huh? <i>How</i> tall is she?

Heather Six foot three. I'm serious. Alice No kidding! So, does she have curly black hair like you? Heather No, she's got straight blond hair and blue eyes. And she's thinner than me. too. I mean, she's really skinny. Alice She sounds like a model. Heather Actually, she is a model!

*six (foot) three = one meter ninety

Getting started

- A Describe the people in the picture above. Can you find someone with curly hair? With straight hair? Someone who is tall and skinny?
- B (1) 4.13 Listen. Alice and Heather are meeting Heather's twin sister, Hayley, at the airport. Can you find Hayley in the picture? Practice the conversation.

Figure C Use the conversation above to help you complete these questions and answers. Then practice with a partner.

- 1. A _____ does your sister look like? 2. A _____ tall is your sister?
 - B She's tall, and she's _____ blond hair.
- - B Six foot three. We're different. We don't look .

Lesson A Family traits

1 Getting started

Set the scene Say, "Alice and Heather are meeting Heather's sister at the airport. Look at the two women on the left. Now look at the two women on the right. Which one do you think is Heather's sister? If you think she's the one on the left, raise your hand. How about the one on the right?" Ask a few Ss to explain their choices.

Α

- Preview and do the task Describe one of the people in the picture and have Ss guess who you are talking about. Read the instructions aloud. Ask, "Can you find someone with curly hair?" Have Ss point to a person in the picture. Ask the remaining questions, with Ss pointing to people each time.
- Then have a few other Ss describe someone in the picture.

B ()) 4.13

- Preview the task Read the instructions aloud. Make sure Ss know the meaning of *twin sisters* [two sisters born at the same time]. Say, "Cover the conversation. Listen and find Heather's sister in the picture. Put a check mark next to her."
- Play the recording Tell Ss to listen and write a check mark (✓).
- Play the recording again Ss uncover the conversation, listen, and read along. Help with new vocabulary as needed. Check the answer with the class: Ask, "Which one is Heather's twin sister?" [She's wearing a white shirt. / She's tall and has blond hair. / She's on the left.]
- Practice Tell Ss to practice the conversation in pairs, taking turns playing the roles of Alice and Heather.
- Tell Ss to practice the conversation again, choosing a different woman to be Heather's sister.

Culture note

Americans do not use the metric system, so when they talk about height, they use *feet* and *inches*. Canadians also use feet and inches to describe a person's height, even though officially they use the metric system. (Note: 1 foot equals about 30 centimeters, and 1 inch equals about 2.5 centimeters. There are 12 inches in 1 foot.)

Figure it out

C

 Read the instructions aloud. Remind Ss that Hayley is Heather's sister. Tell Ss to look at the conversation for help. Do the task Have Ss complete the task and then compare their answers in pairs. Check answers with the class: Have pairs of Ss each read a conversation.

Answers

- 1. A What does your sister look like? B She's tall, and she's got blond hair.
- A How tall is your sister?
 B Six foot three. We're different. We don't look alike.
- Focus on the form and use Say, "For item 1, the question What does your sister look like? asks for a description of a person's appearance. Question 2 asks about height. Use How tall...? to ask about people. To ask about the height of a 'thing,' such as a building or a tree, most people begin the question with How high...?" Say, "Look at the answer to question 1. What does she's got mean?" [she has] "Look at the answer to question 2. What does We don't look alike mean?" [We don't look the same.]
- Practice Tell Ss to work in pairs, taking turns asking and answering the questions.

Extra activity INDIVIDUALS / CLASS

Ss write a brief description of themselves. Collect the papers. Ss take turns randomly selecting a paper and reading the description aloud. The class guesses who the person is.

Extra activity CLASS / GROUP

Choose an internationally known person (e.g., a politician, pop star, sports personality), and tell the class his or her name. Each group takes a turn saying a sentence that describes the person. Groups should not repeat any information. When a group cannot think of any more information, that group is "out." The last group left wins.

2 Grammar

∎)) 4.14

- Present the grammar chart Play the recording. Ss listen and repeat.
- Understand the grammar Ask Ss to look at the left side of the chart. Explain that these are questions people ask when they want a description of someone.
- Explain that What does (name) look like? is a very general question. Say, "The answer can be about height or body type. What else could you describe?" Ask a few Ss (e.g., hair, eye color).
- Follow-up Books closed. Give one of the answers from the chart. Ss call out the corresponding question (e.g., *T: She looks like her father. Ss: Who does she look like?*).
- Ask Ss to look at the right side of the chart. Point out that have got has the same meaning as have.
- Write on the board:

have = 've has = 's

Say, "These are the contractions for *have* and *has* when they are used in front of another verb." Write on the board: *got curly hair*. Ask individual Ss to complete the statement by each calling out a different subject pronoun with its contraction for the verb *have*. Write their answers on the board [I've, you've, he's, she's, it's, we've, they've].

- Present Saying Heights Read the information aloud. Explain that there are different ways of saying heights. Ask Ss to tell the class their own height using one of the ways shown in the chart.
- Present Common Errors Read the information aloud. Ask, "What's a possible answer to What's she like?" Ask a few Ss, and write their answers on the board (e.g., She's really nice. She's smart.). Ask, "What's a possible answer to What does she look like?" Ask a few Ss, and write their answers on the board (e.g., She's short. She's got curly blond hair.).

A

 Preview and do the task Read the instructions and the example aloud. Have Ss complete the task and compare

answers with a partner. Check answers with the class: For each item, ask a S to read the question.

Answers

- 1. How tall are you?
- 2. What color are your eyes?
- 3. Who do you look like your mother or your father?
- 4. What color is your mother's hair? Is it long or short?
- 5. What does your father look like?
- 6. Does anyone in your family have blue eyes?
- Who's got short hair in your class? Does anyone have long hair?
- 8. Do any of your friends look like someone famous?
- 9. Do you know any twins? Do they look exactly alike?

About

В

- Preview the task Read the instructions aloud. Ask two Ss to ask and answer the first question aloud.
- Present Common Errors Read the information aloud. Write on the board: He _____ got red hair. They _____ got green eyes. Have Ss complete the sentences.
- Do the task Have pairs complete the task. Go around the class, and help as needed. Alternatively, you can have Ss write answers to the questions first, and then compare with a partner.
- Follow-up Have Ss ask you random questions from the exercise without looking at their books. Respond with true answers.

Extra practice

Tell Ss to turn to Extra Practice 11A on page 150 of their Student's Book. Have Ss do the tasks in class, or assign them for homework. (See teaching notes on p. T-150.)

3 Speaking naturally

A 🜒) 4.15

- Preview the task Say, "Look at the first three questions that A asks to get information. What's the stressed word in each question?" [name, old, hair] Say, "These words are stressed because this is the information the speaker wants. What happens to the intonation on the stressed word?" [It rises and then falls.]
- Say, "Look at the other questions A asks. This is another way to get information. Imagine the speaker didn't hear the answer clearly or that the speaker is surprised by the answer. To check the information, the speaker can repeat the question. What kind of word is stressed in checking questions?" [question word] "What happens to the intonation on the question word?" [It rises.]
- Read the instructions aloud.
- Play the recording Ss listen and repeat.

About

В

- Preview the task Read the instructions aloud. Read the example conversation aloud, pausing after each line. Have Ss repeat.
- Do the task Have pairs complete the task. As Ss ask and answer questions, go around the class listening for stress and intonation. If necessary, replay the audio from Exercise 3A and have Ss repeat.

C Recycle a conversation strategy Ask Ss to use the strategy of checking information as they do the task (e.g., S: I'm five seven. I'm taller than my mother, but I'm shorter than my dad. T: I'm sorry. Did you say five seven or five eleven?).

Workbook

Assign Workbook pp. 82 and 83. (The answer key begins on p. T-181.)

Grammar Describing people; have got () 4.14

Extra practice p. 150

have got = have

Does she have curly hair? No, she's got straight hair. Who's got curly hair? I do. I've got curly hair.

Who's got = Who has got I've got = I have got He's got = He has got

Common errors

Don't confuse these questions: What's she like?

= What kind of person is she?

What does she look like?

= Can you describe her?

Common errors

Don't forget to use a form of *have*.

She's got long brown hair. (NOT She got long brown hair.)

Do Hayley and Heather look alike? No, they look totally different.

What does Hayley look like? She's tall and thin.

Who does she look like? She looks like her father. It's blond. What color are Hayley's eyes? They're blue.

He's over two meters tall.

What color is Hayley's hair?

How tall is her father?

He's six (foot) seven.

Saying heights

Her father is six (foot) seven. He's six foot seven inches (tall). She's one meter ninety (tall).

- A Choose the correct words to complete the questions. Compare with a partner.
- 1. (How) / What tall are you?
- 2. What color have / are your eyes?
- 3. Who / What do you look like your mother or your father?
- 4. What / How color is your mother's hair? Is it / Are they long or short?
- 5. What / How does your father look like?
- 6. Does anyone in your family have / got blue eyes?
- 7. Who 's got / got short hair in your class? Does anyone got / have long hair?
- 8. Do any of your friends look alike / like someone famous?
- 9. Do you know any twins? Do they look exactly like / alike?

About B Pair work Ask and answer the questions above. Give your own information.

Speaking naturally Checking information

Asking for information	A What's his name?	A How old is he?	A What color is his hair?
	B Joshua Murray.	B Ninety-five.	B White.
Checking information	A What's his name?	A How old is he?	A What color is his hair?

A ■) 4.15 Listen and repeat the questions and answers above. Notice how the stress and intonation are different in the checking questions.

About you B Pair work Ask your partner to describe a good friend. Ask information questions and checking questions to make sure your information is correct.

- A So, tell me about your friend. What's her name?
- B Her name's Kat.
- A What's her name?
- B Kat. It's short for Katrina.

Building vocabulary

A ◀)) 4.16 Listen and say the sentences. Check (✓) the features you like. Tell the class.

"I like mustaches."

"I like muscular people."



Word B For each feature, think of someone you know, and write a sentence. Then compare with a partner.

My boss has a beard and a mustache.
 My mother's got pierced ears.



Lesson B Features

1 Building vocabulary

- Set the scene Ask Ss to call out all the names for parts of the body that they can remember. As they call out words, write them on the board. If there are any words for parts of the face missing, prompt Ss to give them (e.g., *nose, eyes, mouth, chin, ears*).
- Describe yourself. Say, for example, "I have a small nose and chin and big eyes. These are my *features*."

A 🜒) 4.16

- Preview the task Tell Ss to listen, repeat the sentences, and check (✓) the features they like.
- Play the recording Ss listen and repeat. Then have Ss choose the features they like. Have Ss compare their choices in pairs. Then have Ss tell their partner's choices to the class.
- To check Ss' understanding of *have got* contractions, point out picture 10. Ask, "What does 's mean in picture 10?"
 [is] "How do you know?" [An adjective, not a verb, comes after it.] Point out picture 12. Ask, "What does 's mean in picture 12?" [has] "How do you know?" [Got comes after He's.]

C Recycle grammar This task recycles *too* and *either*. SI says a feature he or she likes or does not like (e.g., *I don't like beards / I like freckles*). (Note: Point out that for general statements like this one, the plural is used, not the singular *I like a beard*.) S2 says whether or not he or she agrees with S1 and adds another feature (e.g., *I don't really like beards, either, but I like mustaches*.). S3 comments on the feature named by S2 and then says one new thing (e.g., *I like mustaches, too, and I like pierced ears*.).

Extra vocabulary FEATURES

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

Hair: bangs, buzz cut, frizzy hair, highlights, a perm, pigtails, streaks, wavy hair, dyed hair

Other: dimples, goatee, moles, pierced eyebrows / lips / nose, sideburns

Extra activity GROUPS / CLASS

Group members think of three *Do you like* . . . ? questions about different features (e.g., *Do you like spiked hair?*). Write the following chart on the board to help Ss keep track of the votes:

Q.1	Male "yes":	Female "yes":
	Male "no":	Female "no":
Q. 2	Male "yes":	Female "yes":
	Male "no"	Female "no"
Q. 3	Male "yes":	Female "yes":
	Male "no"	Female "no"

Group members take turns asking their questions and tally both yes and no votes. Ss compile their results and report to the class (e.g., Most of the men in my group don't like pierced eyebrows. More women than men like perms.).

Word

B

- Preview the task Read the instructions aloud. Ask two Ss to each read one of the example sentences aloud.
- Do the task Have Ss complete the task and then compare their answers in pairs. Check answers with the class: For each feature, ask a few Ss to read their sentences.

Vocabulary notebook

Tell Ss to turn to Vocabulary Notebook on p. 116 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-116.)

Extra activity CLASS

Call out a feature (e.g., *Find someone with a mustache in Units 1 to 10 of the Student's Book.*). Ss race through the book and call out as soon as they find someone with a mustache. The S says the page number and identifies the person he or she is talking about. Other Ss call out any other people they found with a mustache. Repeat for other features. (Note: Omit *beard, braces, freckles,* and *braids.*)

Extra activity PAIRS

Ss look through the book and choose a picture of someone. Ss take turns describing the person to each other. Call on a few pairs to share their descriptions with the class.

2 Building language

 Set the scene Tell Ss to work with a partner. Say, "Choose one of the people in the picture and say three things to describe him or her. Your partner will guess who it is."

A 🜒) 4.17

- Preview the task Read the instructions aloud. Tell Ss to look at the picture as they listen and to find Rosa's roommate and Rosa's brother.
- Play the recording Ss listen and find Rosa's roommate and Rosa's brother in the picture. Have Ss compare their answers in pairs. Check answers with the class: Ask Ss to call out the names of the people [Rosa's roommate is Ava. Rosa's brother is Jimmy.].
- Practice Tell Ss to practice the conversation in pairs. Have Ss practice the conversation again, this time describing two different people in the picture.

Figure it out

B

• **Preview the task** Write on the board: *the woman, that / the guy, the one.* Say, "Find and circle these words in the

3 Grammar

4.18 📢

- Present the grammar chart Play the recording. Ss listen and repeat.
- Understand the grammar Ask Ss to look at the first two sentences in the left column of the chart. Say, "Use the verb + -ing to describe what the person is doing or wearing."
- Write the following chart on the board:

Way to identify:	Preposition:
clothes	
physical	
appearance	
location	

- Say, "Look at the conversation and the chart. What prepositions are used for these three ways to identify people?" Write Ss' answers in the chart [clothes: in, with; physical appearance: with; location: by]. Have Ss suggest other prepositions for location, and add them to the chart (e.g., next to, beside, on, in). (For more information, see Language Notes at the beginning of this unit.)
- Ask Ss to read the questions in the right column in the chart. Write on the board: Which one is ...? and Who's ...? Call on a few Ss to ask about their classmates using each of these question openings. Have other Ss answer the questions.

A

 Preview and do the task Read the instructions aloud. Check answers with the class. conversation. Underline the word that comes after each one." Ask a S to call out the words [standing, with, with talking, in]. 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. Ava is the woman standing by the table. She's the one with the ponytail.
- Jimmy is the guy <u>talking</u> to Ava. He's the one in the yellow pants.
- Focus on the form and the use Write on the board: action, clothes, physical appearance, location. Say, "Look at the answers. What information is missing in the first sentence in 1 and 2?" [standing; talking; their actions]
 "Look at the second sentence of 1 and 2. What information follows with?" [physical appearance, hair] "How about in?" [clothes] Say, "Use a verb ending in -ing, or use in or with after a noun or one to identify people."

Answers

- 1. Who's the tall man in the striped shirt? c
- 2. Who the woman talking to Jimmy? e
- 3. Who's the guy with the shaved head? d
- 4. Who's the woman standing by Alex? b
- 5. Who's the woman with the black curly hair? f
- 6. Is Jason the one eating a cookie? a
- Tell Ss to work in pairs, taking turns asking and answering the questions.

About you

- Preview and do the task Read the instructions aloud. Ask two Ss to read the example conversation aloud. Have pairs do the task.
- Follow-up A few pairs ask and answer questions about a classmate.

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.)

Sounds right

Tell Ss to turn to Sounds Right on page 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-181.)

2 Building language

A ()) 4.17 Listen. Find Rosa's roommate and Rosa's brother in the picture. Practice the conversation.

- Jason So, is your new roommate here?
- Rosa Ava? Yeah, she's right over there.
- Jason Oh, which one is she?
- Rosa She's the woman standing by the table.
- lason The one with the short hair?
- Rosa No, the woman with the ponytail.
- Jason Oh, she looks nice. And who's that guy talking to her? He looks kind of weird.
- Rosa You mean the guy in the yellow pants? That's my brother Jimmy.



Figure B Can you complete these sentences about Ava and Jimmy? Use the conversation above to help you.

- Ava is the woman _____ _ by the table. She's the one _____ the ponytail.
- 2. Jimmy is the guy _____ to Ava. He's the one _____ the yellow pants.

Grammar Phrases with verb + -ing and prepositions 4)) 4.18

Extra practice p. 150

Which one is your roommate? She's the woman - standing by the table. wearing (the) black pants.

by the table. with (the) long hair. She's the one ----in the black shirt.

Who's the guy talking to Rosa's roommate? The guy wearing (the) yellow pants? My brother. The guy standing by the table is my brother.

Who's the guy in the blue shirt? Which one? The one with (the) glasses? That's Jason. The guy with / in (the) yellow pants is Rosa's brother.

- A Choose the correct words in the questions. Then look at the picture above, and match the questions and answers. Ask and answer the questions with a partner.
- 1. Who's the tall man in /(in the)striped shirt? ____
- Who's the woman talks / talking to Jimmy? _____
- Who's the guy with / in the shaved head?
- Who's the woman stand / standing by Alex? _____
- Who's the woman in / with the black curly hair? _____
- Is Jason the one is eating / eating a cookie? _____

- a. Yes. He's the one talking to Rosa.
- b. In the white skirt and red top? That's Olivia.
- c. In the yellow pants? That's Jimmy.
- d. The muscular one? That's Alex.
- e. The short blond one? That's Ava.
- f. The one in the green blouse? That's Rosa.

About you B Pair work Ask and answer questions about people in your class.

- A Who's the guy sitting next to Claudia?
- B The one in the blue shirt? That's Marco.

(Sounds right p. 139

Conversation strategy Trying to remember words

A Do you know what these things are? Match the words and the descriptions.

- 1. a goatee _____
- 4. platform shoes _____ b. baggy pants with pockets d. false hair 2. a wig
- 3. cargo pants _____ a. shoes with thick soles c. a little short beard
- (1) 4.19 Listen. What does Gabby tell Jin-ho about their old classmate?

Gabby	Do you remember that cool guy in our class last year? Oh, what's his name? You know he always wore those baggy pants with all the pockets. What do you call them?
Jin-ho	You mean cargo pants.
Gabby	Yeah. And he had long hair and a funny little beard what do you call that?
Jin-ho	Do you mean a goatee? Oh, I know. You mean Max!
Gabby	That's right, Max. Well, don't look now, but he's sitting right behind you. And he' wearing a suit and tie and everything.
Jin-ho	A suit and tie? No way!
Gabby	Yeah, and he's got short hair. He looks different!
The second	

C Notice how Gabby uses expressions like these when she can't remember a name or a word. Find examples in the conversation.

What's his / her name? What do you call it / them? What do you call that ... / those ... ?

- **D** Complete the conversations with expressions like the ones above. Then practice with a partner.
- 1. A Do you remember when everyone wore those shoes -_ – the ones with really thick soles?
 - B Oh, yeah. Platform shoes. Actually, people still wear them!
- A A friend of mine wears her hair in those tiny braids _____ B Cornrows? They're really cool.
- 3. A Who's that singer with all the amazing clothes? _____? You know, her hair always looks different because she wears those, uh – _____ ?
 - B Do you mean wigs? Are you thinking of Lady Gaga?



Lesson C What's his name?

CD Lesson C recycles vocabulary for describing people and clothes.

Conversation strategy

 Set the scene Tell Ss to look at the section heading Trying to remember words. Ask, "Do you sometimes forget words or names?" Have Ss raise their hands. Have a few Ss explain (e.g., Sometimes I forget the names of movies or actors.). Explain that in this lesson Ss will learn what to say when they forget a name or word.

Α

 Preview and do the task Read the instructions aloud. Call on Ss to read aloud the words and the descriptions. Have Ss match the words and the descriptions. Check answers with the class: Read aloud a word, and have the class read the correct description.

Answers

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

• Follow-up Have Ss say if they or someone they know has any of these things and then describe them (e.g., *My father has a short, black goatee with a little gray in it.*).

B 🜒)) 4.19

- Preview the task Have Ss look at the picture. Say, "Gabby and Jin-ho are having a conversation." Ask questions and elicit responses from Ss (e.g., Who's Gabby? [She's the woman sitting on the bench on the left. She's the woman wearing the yellow shirt.] Who's Jin-ho? [He's the gay sitting next to her. He's the gay with the beige shirt.] Who do you think they are talking about? [The gay reading the newspaper.]).
- Read the instructions aloud. Say, "Listen to the conversation. What does Gabby tell Jin-ho about their old classmate?"
- Play the recording Ss listen and underline the information. Have Ss compare their answer in pairs. Check the answer with the class [Gabby says their old classmate, Max, is sitting behind Jin-ho. He's wearing a suit and tie, and he's got short hair. She says he looks completely different.].
- **Play the recording again** Ss listen and read along again. Help with new vocabulary as needed.

С

- Present Notice Read the information aloud. Tell Ss to look back at the conversation again. Ask, "What words couldn't Gabby remember?" [Their classmate's name, Max. Cargo pants. A goatee.] Ask, "What does Gabby say when she can't remember a word?" Have Ss highlight the examples [Oh, what's his name?; What do you call them?; ... what do you call that?].
- Explain to Ss that expressions to try to remember words are important for learners to know because, by using them, the speaker shows that he or she needs help with a vocabulary item and would like the listener to provide it. The expressions are often used by native speakers when they are not sure of the word they want or when the word they want is "on the tip of their tongue." (For more information, see Language Notes at the beginning of this unit.)

 Practice Tell Ss to practice the conversation in pairs, taking turns playing each role.

D

- Preview the task Tell Ss to complete the conversations with expressions like the ones in Notice. Have Ss read through the conversations before beginning the task. 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 pairs of Ss each read a conversation.

Possible answers

- A Do you remember when everyone wore those shoes - what do you call them / what do you call those - the ones with really thick soles?
 - *B* Oh, yeah. Platform shoes. Actually, people still wear them!
- 2. A A friend of mine wears her hair in those tiny braids what do you call them / what do you call those?
 - B Cornrows? They're really cool.
- 3. A Who's that singer with all the amazing clothes? <u>What's her name</u>? You know, her hair always looks different because she wears those, uh — <u>what do</u> you call them / what do you call those?
 - B Do you mean wigs? That's Lady Gaga.
- Practice Tell Ss to practice the conversations in pairs, taking turns playing each role.

Extra activity PAIRS

Partners write a conversation similar to Gabby and Jin-ho's, using different clothing items and features. Several pairs present their conversations to the class. Alternatively, one partner reads the conversation, stopping after each expression for remembering words. Partners call out the word that is needed.

Extra activity CLASS / PAIRS

Ss brainstorm a list of items, gadgets, accessories, or fashions that were popular in the past. Write the list on the board. Ss then work in pairs and take turns asking and answering questions about an item they have chosen from the list on the board (e.g., *S1: Do you remember those little toys everyone had at school? What do you call them? S2: Oh, cyber pets?*). Ss see how many words they get right.

2 Strategy plus

- Present Strategy Plus Remind Ss that they have already learned to use I mean to correct what they are saying. Then explain that You mean... and Do you mean...? are often used to suggest or clarify an answer when the other speaker uses a "trying to remember" expression. Tell Ss to look back at the conversation on p. 112 and find examples of You mean... and Do you mean...? [You mean cargo pants.; Do you mean a goatee?; You mean Max!] (For more information, see Language Notes at the beginning of this unit.)
- Read the information and the examples aloud.
- Preview the task Read the instructions aloud. Have two Ss read the example aloud. Tell Ss to look back at Lesson B, page 110, if they need help with some of the vocabulary.
- Do the task Have Ss complete the task. Check answers with the class: Have pairs of Ss each read a conversation aloud. Remind Ss that when they are checking meaning, their intonation should rise on the key content word. If they are sure and supplying an answer, the intonation should fall.

Possible answers

- 1. You mean cargo pants. / Do you mean cargo pants?
- You mean a ponytail. / Do you mean a ponytail?
 You mean identical twins. / Do you mean identical
- twins?
- 4. You mean freckles. / Do you mean freckles?5. You mean bald. / Do you mean bald?
- 5. You mean baid. 7 Do you mean baid?
- 6. You mean braces. / Do you mean braces?

Extra activity PAIRS

Have the class brainstorm some words to describe physical appearance or articles of clothing not mentioned in Exercise 2. Write them on the board. (For ideas, see Extra Vocabulary, p. T-110.) Have S1 choose and describe a feature or article of clothing to S2 using statements similar to those in Exercise 2. S2 guesses, using You mean . . . or Do you mean . . . ? If S2 guesses incorrectly, S1 adds more description (e.g., S1: My sister's hair is long, and she wears it in, um . . . S2: Do you mean a ponytail? S1: No, it looks like two ponytails. S2: Oh, you mean pigtails.).

3 Listening and strategies

A 1)) 4.20

- Preview the task Have Ss look at the photos. Ask Ss if they know who any of the people are. Encourage Ss to use language from the unit (e.g., Angelina Jolie. She's the one in [movie name].). Read the instructions aloud.
- Play the recording Audio script p. T-178 Ss listen and number the pictures.
- Play the recording again Ss listen and review their answers. Have Ss compare their answers in pairs. Check answers with the class.

Answers

- 4 Angelina Jolie
- 3 Zhang Ziyi
- 5 Salma Hayek
- 2 Scarlett Johansson
- 1 Lucy Liu
- 6 Penélope Cruz

В

- Preview and do the task Read the instructions aloud. Ask two Ss to read the example conversation. Have Ss prepare their list of names and the things they want to say about the person. Have pairs take turns describing people to each other.
- Follow-up A few pairs report to the class on the celebrities they chose. For any that were not guessed by their partners, they present clues for the class to guess.

Extra activity CLASS

Divide the class into two teams, A and B. Choose a S to go up to the front and think of a celebrity. (It can be a movie actor, musician, athlete, etc.) The S says something about the celebrity without saying the person's name. Each team has one chance to guess the name using *Do you mean* . . . ? If Team A misses, Team B gets a chance. When a team guesses correctly, it gains a point. Call another S to the front and continue the game. The first team to earn ten points is the winner.

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 or p. T-136.)

Workbook

Assign Workbook pp. 86 and 87. (The answer key begins on p. T-181.)

Appearances UNIT 11



You can say You mean . . . or ask Do you mean . . . ? to check what someone is talking about or to suggest a word or name.

Β_____

В



What words are these people trying to think of? Write a response using *You mean*... or *Do you mean*...? Then practice with a partner.

- A I'm going to buy a pair of those baggy pants with lots of pockets. What do you call them?
 B You mean cargo pants.
- 2. A My brother has long hair, and he pulls it back, you know, he wears it in a, um . . .
- A My best friends are twins. They look exactly alike. They're, uh, what do you call them?
 B _______
- 4. A My friend has these cute little spots on her nose. What do you call them?
- 5. A My grandfather doesn't have any hair. He's, uh, what do you call that?
 - В _____
- A When I was a kid, I wore those, what do you call those things on your teeth. Um, ...
 B _______

Listening and strategies Celebrities

A ■ 3 4.20 Listen. Two friends are watching an awards ceremony on TV, and they are talking about the celebrities. Who are they talking about? Number the pictures 1 to 6.



- **B** Pair work Take turns talking about celebrities as if you can't remember their names. Can your partner guess who you are talking about?
 - A I really like that singer from Colombia. What's her name? She sings in English, Spanish, and Arabic.
 - B Oh, do you mean Shakira? Yeah, her voice is amazing.

1 Reading

Lesson D

- A What clothes and hairstyles are in fashion right now? When did they become fashionable?
- B Read the blog. Which styles do you know about? Which do you like?

Reading tip

Practice skimming. Read the first sentence of each paragraph to get a general idea of what the article is about.

SALES

- 1

CONTRIBUTE

http://www.fashionstatement...

FASHION TRENDS

PICTURES

RUNWAY SHOWS

FASHION STATEMENTS



BLOG

A few days ago, I pointed out my twelve-year-old niece to a friend. "She's the one wearing braces – the *pink* ones." I realized at that moment that *braces* are now a fashion statement. Can you imagine? But then, did you ever imagine that plastic shoes with holes in them would become so popular all those years ago? Or that you could buy little charms to wear on them?

But that's the great thing about fashion. You're never quite sure what's going to become the "in" thing.

Take glasses. Big glasses came and went, and then everyone wanted designer glasses with a logo. Men wore glasses with heavy, black frames for a time. Then colored frames were the "in" thing, and soon people didn't want frames at all. Glasses, too, became a fashion statement, and people wore them even if they didn't *need* glasses!

Hairstyles are another great way to make a fashion statement. Men with ponytails, shaved heads, cornrows – they've all come and gone and come back into style again. Women's hairstyles are long and straight one minute, and short and curly the next. Bangs are in. Oh wait, no . . . bangs are out.

Then of course, there are jeans. Straight-legged are the way to go, until everyone wears them flared. Some guys wear them baggy. *Really* baggy. Women, on the other hand, seem to prefer "skinny jeans." Black jeans are in, and then everyone starts wearing white jeans, or pink jeans, or . . . every other color.

One thing is for sure. It's a lot of work keeping up with the latest fashion trends – and *expensive*! Maybe the best way to make a fashion statement is to do your own thing and not follow fashions at all!

Lesson D Changing fashions

1 Reading

• Set the scene Read the title of the lesson aloud. Ask, "What did you look like three years ago? How was your appearance the same? How was it different? Describe yourself to a partner." To model the task, briefly describe yourself (e.g., *I had longer hair, and I wore glasses. I have contact lenses now.*). Tell Ss to work in pairs, taking turns describing themselves today and three years ago. Then ask a few volunteers to describe their appearance three years ago to the class.

A

Prereading

- Preview and do the task Read the instructions aloud. Write these two on the board: *clothes* and *hairstyles*. Ask Ss what's in fashion right now. Elicit ideas and write them on the board under the headings.
- When the two lists are complete, call out each item. Ask, "When did <u>become fashionable?</u>" Have Ss respond (e.g., *just last year, just recently, a couple of years ago*).
- Follow-up Have Ss tell the class one fashion they like, and one fashion they don't like.

B

During reading

- Present Reading Tip Read the tip aloud. Explain that skimming an article can help a reader get the general idea of an article. Explain this can be useful firstly to help you decide if you want to read the article. Second, if you have a general idea of the article, it helps you understand it better.
- Preview the reading Read the title aloud. Say, "What is a fashion statement?" [When someone wants to say something about themselves with their clothing style.]
- Say, "Look at the pictures. What do you see?" [plastic shoes, different styles of glasses, bangs, baggy jeans, skinny jeans.] Ask, "Are any of these things in fashion right now?" Call on Ss to answer (e.g., Well, a lot of people have long bangs right now.).

- Do the reading Ask, "What is the general idea of each paragraph?" Have Ss read the blog and underline the words in the first or second sentence of each paragraph that say what that paragraph is about. Call on Ss to say the words, and write them on the board [braces, fashion, glasses, hairstyles, jeans, trends].
- Have Ss work in pairs to match the pictures with any of the words on the board. Then have Ss write down any additional words from the blog that give more information about the topic of the paragraph. Have pairs share their answers with the class. Discuss any vocabulary on the board that Ss are still unsure of.
- Write the two questions on the board: Which styles do you know about? Which do you like? Tell Ss to work in pairs and discuss the two questions.

CP Recycle a conversation strategy As Ss do the task, remind them that they can make statements stronger using *really*, or use *really* to make negative statements softer, and that they can answer no, in a polite way by using *not really* (e.g., *Do you like skinny jeans? Not really. They're not really my favorite style.*). (See Unit 2, Lesson C.)

• Follow-up Ask, "Do you know any people with the styles described in the blog?" Have Ss tell the class.

Extra activity PAIRS

Pairs discuss the last sentence in the blog: Maybe the best way to make a fashion statement is to do your own thing and not follow fashions at all! They then report their ideas to the class. Other Ss say if they agree or disagree.

Postreading

 Preview and do the task Read the instructions aloud. Have Ss work alone and write answers for each question from the blog. Ss then compare their answers in pairs. Alternatively, have Ss work in pairs and discuss the answers together. Check answers with the class: Call on individual Ss to say the answer. For questions 3–6, have Ss tell the class their partner's responses.

Answers

- 1. Braces are now a "fashion statement" because people can choose their color.
- 2. The plastic shoes with holes in them.
- The author mentions big glasses, glasses with designer logos, glasses with heavy black frames, glasses with colored frames, and glasses with no frames.
- The author lists three men's hairstyles: ponytails, shaved heads, and cornrows.
- The opposite of baggy jeans are skinny jeans. The opposite of straight-legged jeans are flared jeans.
- The author's advice is to do your own thing and not follow fashions.

2 Listening

A 🜒) 4.21

- Preview the task Read the instructions and the list of topics.
- Play the recording Audio script p. T-178 Ss listen and write the number of the conversation next to the item. Check answers with the class.

Answers

shirts - 4 shoes - 2 dresses - 1 pants - 3

В

- Preview the task Read the instructions and the chart headings.
- Say, "Now listen again and complete the chart. You don't have to write full sentences, just write key words." To make the task easier, have each S listen for and write the answer to only one column at a time.
- Play the recording again Ss listen and complete the chart. Pause after each topic is discussed for Ss to write.

 Play the recording again Ss listen and review their answers. Have Ss compare their answers in pairs. Then check answers with the class.

Answers

	Fashion	Does she / he like it? Why or why not?
Leslie	Black dresses at weddings	Yes, she likes them because they make heavy women look skinnier.
Emery	High heels	Yes, he likes them because he thinks they make women look beautiful.
Kara	Baggy jeans	No, she doesn't like them because they make men look heavy.
Franz	Colored shirts for men	Yes, he likes them because it's more fun to choose his clothes in the morning.

 Have Ss discuss whether they agree with each person or not. Tell Ss to say why or why not and give as much information as they can.

3 Speaking and writing

Set the scene Say, "According to the article 'Fashion Statements...' fashion styles and trends come and go very quickly and sometimes, what's 'in' can be very surprising. What fashion trends are you surprised by? Which fashion trends do you wish would end quickly?" Get ideas from Ss.

About you

A

 Preview and do the task Read the instructions aloud. Ask different Ss to each read a discussion question aloud. Have Ss take turns asking and answering the questions in groups and take notes on their ideas. Tell them to make notes of the answers.

В

 Present Help Note Books closed. Write on the board: fashionable, "in," in style, "in" thing, "out," out of style, popular, *trendy.* Say, "These words describe new trends and styles." Ask Ss which are less formal, and circle them.

- Books open. Call on a S to read the information in the Help Note aloud. Have Ss check their guesses on the board.
- Preview and do the task Read the instructions aloud. Call a S to read the example article aloud. Have Ss underline the words and phrases that describe trends.

С

 Preview and do the task Read the instructions aloud and have Ss write their articles. Have several Ss read their articles to the class.

Workbook

Assign Workbook pp. 88 and 89. (The answer key begins on p. T-181.)

C Read the blog again. Answer the questions.

- 1. Why does the writer say that braces are now a "fashion statement"?
- 2. What shoe style became popular years ago?
- 3. What five styles of glasses does the writer mention? Do you know anyone who wears any of them?
- 4. How many hairstyles for men does the writer list? Do you have any friends with these styles?
- 5. What is the opposite of baggy jeans? straight-legged jeans? Which style do you prefer?
- 6. What advice does the writer give about keeping up with the latest fashion trends? Do you agree?

Listening What's in style?

A 4) 4.21 Listen to a fashion editor interview four people. What items are they talking about? Write the number of the conversations (1 to 4) next to the items. There is one extra item.

shirts shoes skirts dresses pants

B • (1) 4.21 Listen again. What specific fashion is each person talking about? How does the person feel about that style? Complete the chart. Do you agree with each person?

		Fashion	Does she / he like it? Why or why not?
1.	Leslie		
2.	Emery		
3.	Kara		
4.	Franz		

Speaking and writing Fashion trends

About A Group work Ask and answer the questions. Take notes on the different ideas.

- 1. What clothes are "in" today among your friends?
- 2. What clothes are going out of style?
- 4. What do you like about today's "look"?
- 5. What don't you like about it?
- 3. What styles of shoes are your friends wearing?
- B Read the article below and the Help note. Underline the expressions in the article that describe trends.

9 - ĩ 📰 🔚 📥 🛛 🖉 - 17 ents Tables Table Layout Charts Smart Art Casual Clothes Are Now the Rule! This year, all my co-workers are wearing casual clothes to work. Men are wearing casual slacks and sweaters, and suits and ties are out of style. Leather shoes are "out," and dressy sneakers are "in."

It's also fashionable for women to wear slacks, and fewer women are wearing suits. High heels are going out of style. In general, I like this fashion trend. I feel more comfortable.

Help note

Describing new trends

Short hair is in style. Long hair is going out of style. High heels are dated / old-fashioned. Glasses are becoming popular. It's fashionable to wear . . .

Less formal expressions Short hair is "in" or "out." Glasses are the "in" thing. They're very trendy.

C Write an article describing the current "look." Use at least four of the expressions in the Help note.

Vocabulary notebook /

Learning tip Writing true sentences

Use your new vocabulary in true sentences about yourself or people you know.

1 What do these people look like? Match the sentences and people.

- 1. He's tall, and he's got spiked hair. d
- 2. She has short hair.
- 3. He's bald, and he wears glasses. -
- 4. She's wearing earrings. -
- 5. She wears her hair in braids. -

- 6. He's short and a little heavy.
- 7. She's got freckles.
- 8. She has long hair and big brown eyes.
- 9. He's got blue eyes and blond hair. ____
- 10. She has dark curly hair.











2 Write three sentences about each of these people. What do they look like?

- a family member
- a classmate
- a close friend
- vourself
 another person



I can . . .

On your own

Look at three different people this week. Think of how to describe them. Then write sentences.



Can DO! Now I can . .

I need to review how to . . .

describe people's appearance and features.

identify people by saying what they are doing, how they look, or where they are.

use expressions like What do you call . . . ? when I'm trying to remember a word.

use (Do) you mean...? to check or suggest a word. understand which person someone is describing. understand people's opinions about fashion. read an article about fashion trends. write an article about fashion trends.

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 vocabulary for describing people will be easier to

1

2

Preview and do the task Read the instructions aloud. Tell Ss that they need to use some letters more than once. Have Ss complete the task and then compare their answers in pairs. Check answers with the class: Ask individual Ss to each read a sentence and the correct letter.

Answers

and their features.

1. He's tall and he's got spiked hair. d

remember if you connect it to your own life. Think about

C These tasks recycle expressions for describing people

how to describe yourself and people you know."

- 2. She has short hair. b
- 3. He's bald and he wears glasses. a
- 4. She's wearing earrings. b
- 5. She wears her hair in braids. e
- 6. He's short and a little heavy, a
- 7. She's got freckles. e
- 8. She has long hair and big brown eyes. c
- 9. He's got blue eyes and blond hair. d
- 10. She has dark curly hair. c

 Preview and do the task Read the instructions aloud. Have Ss complete the task. Check answers with the class: For each person listed, ask a few Ss to read their sentences to the class.

On your own

- Present On Your Own Read the information aloud.
- Follow-up At the start of the next class, Ss form pairs and read their descriptions. Ask a few Ss to read their descriptions to the class.

Now I can . . .

- Go over the Now I Can items. Put students in pairs to give one example each for the first four items. Call on Ss and ask for examples or explanations.
- Have students 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.

$\mathbb{T}^{\mathbb{T}}$

Lesson A What's next?

Grammar Future with will, may, and might

(See Student's Book p. 119.)

English uses a variety of structures to talk about the future. Ss have already studied the use of *be going to* and the present continuous for the future. Here they learn *will, may,* and *might.*

Form

Will, may, and might are modal verbs. Like other modal verbs, they have the same form for all subjects and are followed by the base form of the verb. In conversation, will is usually contracted to 'll.

I'll be 65 in June.

I may travel to Italy this summer.

I might buy a car next year.

The negative is formed by placing not after the modal verb. The negative contraction for will + not is won't. In conversation, contracted forms are not usually used for may + not and might + not.

I won't decide until next month about the trip.

I may not be able to afford a trip.

I might not go on a trip this summer.

Use

Choosing the structure to use to express the future is one of the most difficult areas for learners. It is best for the speaker to consider *how he or she is thinking* about the future situation or activity, not about the situation or activity itself.

- Will / won't is used to give simple facts about the future.
 I'll be 65 in June.
- Will / won't is used to make predictions based on your opinions.

It won't be easy to get a new job.

 May, might, and will with I think, I guess, maybe, probably, etc., are used to talk about future activities, facts, situations, and predictions when the speaker is less than 100 percent certain about them.

I may go on for a master's degree.

I might not be able to go.

It might rain.

We'll probably move to Arizona.

 Be going to is used to talk about plans or decisions already made.

I'm going to retire in June.

 Be going to is used to talk about events that are already in progress or on the way.

We're going to have a baby.

- Be going to is used to talk about predictions based on current evidence or knowledge.
 It's going to snow tonight.
- The present continuous is used to talk about planned events and activities. It is often used to talk about fixed arrangements with times and places.

What are you doing this weekend? = What arrangements have you made?

I'm graduating in June. = This is a fixed date.

Speaking naturally Reduction of will

(See Student's Book p. 119.)

This section gives Ss practice in hearing and saying will as it is reduced in conversational speech to /əl/. In the exercise, for example, the words *friend will* are pronounced as /frendəl/, and *teacher will* as /tiytʃərəl/.

O Corpus information

Common errors

Students may confuse the use of different modal verbs because the differences in meaning can be subtle. The modal *can* is used for general truths and what the speaker is certain is possible in the present. *Traveling around Europe can be expensive. Can* is not used for predictions or to talk about future possibility; use *may* or *might. I may go away for vacation in June.* NOT *I can go away for vacation in June.*

Lesson B Jobs

Vocabulary Jobs

(See Student's Book p. 120.)

Remind Ss to use a / an before the names of people's jobs.
 She's a journalist.
 He's an electrician.

Grammar Present tense verbs with future meaning

(See Student's Book p. 121.)

 The lesson presents a common pattern for sentences with clauses beginning with *if, when, before,* or *after* that refer to the future. In these clauses, a present tense verb is used even when the verb has a future meaning.

If I get good grades, I may / will / might go to law school. (not If I will get)

I need to decide **before I go** home. (not before I'll go)

What are you going to do **when you graduate**? (not when you will graduate)

Lesson C I'll drive.

Conversation strategy Making offers and promises

(See Student's Book p. 122.)

- Two common uses of *I'll*, *I will*, and *I won't* in conversation are to make offers and to make promises.
- Offers with will
- In the conversation on p. 122, Jake offers to drive by saying I'll drive.
- Compare the difference in the use of the two forms:
 I'll drive. = I'm offering to drive.
 - I'm going to drive. = I've decided to drive.
- Promises with will
- Jake also promises not to forget the drinks by saying: *I won't forget the drinks this time, either.*

Strategy plus All right and OK

(See Student's Book p. 123.)

- All right (also spelled alright) and OK (also spelled Okay) have a number of uses, including:
- To agree to a request, which is the meaning taught in this lesson

A Could you bring your beach chairs? B All right. / OK. To show that the speaker wants to move the conversation from one phase to another; for example, to end a conversation

A OK / All right, well, I'll see you later. B All right. / OK.

- To show the speaker understands something; for example, instructions or directions
 - A Just buy lemon and pepper.

B All right. / OK.

A Just walk along this street.

B All right. / OK.

- All right / OK also mean "fine" or "well" in general greetings.
 - A How are you?
 - B All right. / OK.
 - A You don't look too good. Are you all right / OK?
 - B I'm all right / OK. Don't worry.

O Corpus information All right and OK

OK is one of the top 100 words in conversation. It is about six times more frequent than *all right. All right* is one of the top 400 words and expressions.

Lesson D In the future . . .

Reading tip

(See Student's Book p. 124.)

The Reading Tip focuses on the importance of looking for words like *however*, which shows a contrasting idea, and *so*, which sometimes introduces a consequence. These words show how ideas are related to each other.

Help note Listing ideas

(See Student's Book p. 125.)

The Help Note shows one way to list ideas or reasons. Ordinal numbers can be used: *First, Second*, etc. *Next* can be used to introduce any idea after the first one. The last idea can be introduced with *Finally* or *Lastly* but not *At last*. When these begin a sentence, they need a comma.

Looking ahead

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

Introduce the theme of the unit Say, "When you look ahead, you think about the future. You can think about things like trips and other things you plan to do in the next few weeks or months. What are some plans you have for the next few weeks or months?" Call on a few Ss to answer (e.g., *I'm going to take a trip to a theme park. I'm going to visit a friend in another city.*). Say, "You can also look ahead to important changes in your life such as moving to a new place. What are some important plans you have for the future?" Call on a few Ss to answer (e.g., *I'm going to study for a new degree. I'm going to get married.*). Say, "This unit is about future plans and looking ahead."

In this unit, you learn how to ...

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

Extra activity PAIRS / CLASS

Write on the board:

Find . . .

- 1. a possible plan for the future
- 2. a job that interests you
- 3. a job that doesn't interest you

4. an offer

5. an invention of the future

Ss look through the unit to find and write an example for each item. Ss compare their choices in pairs. Several Ss tell the class their answers (e.g., 1. I might look for a better job., p. 118; 2. journalist, p. 120; 3. dentist, p. 120; 4. I'll drive., p. 122; 5. a smart mirror, p. 124).

Before you begin ...

- Introduce the future plans Have four different Ss each read one of the plans in Before You Begin and match it to one of the pictures. [get an interesting job, picture 1; find your own place, picture 2; move to a new city, picture 3; travel to another country, picture 4]
- Have Ss look at Before You Begin. Read the introduction aloud. Write on the board;

Not at all sure	100% sure
Pretty sure	0%-3% sure
Absolutely sure	60%-70% sure

Have Ss match the two columns [Not at all sure - 0%-3% sure; Pretty sure - 60%-70% sure; Absolutely sure - 100% sure].

C Recycle grammar This task recycles the use of *going to* for the future.

Write on the board:

I'm absolutely sure I'm (not) going to _____

- I'm pretty sure I'm (not) going to _____
- I'm not (at all) sure I'm going to _____
- Complete each sentence on the board with one of the items in Before You Begin, giving your own information (e.g., I'm absolutely sure I'm going to move in the next five years. I'm pretty sure I'm going to travel to another country. I'm not sure I'm going to have a different job.). Call on a few Ss to tell their plans for one or more of the items.

Follow-up Ss work in pairs and guess their partners' plans for the items in Before You Begin. Tell Ss to write four guesses with going to about their partners' future plans (e.g., I'm pretty sure you're going to get a new job. I'm not sure you're going to move to a new city.). Pairs compare their answers and see which ones they guessed correctly.

Extra activity GROUPS

With the class, brainstorm important life events, and write them on the board (e.g., get a degree, get married, have a baby, retire, study or work in another country, write a book). Ss work in groups and say which of the items they or people they know are going to do in the next five years.

Looking ahead

2

Mon Series and the series of t

Lesson A

1

 Make predictions and discuss future plans with will, may, and might

Lesson B

- Talk about jobs
- Discuss future plans using the simple present in *if* and time clauses

Lesson C

- Make offers and promises with will
- Agree to something using All right and OK

3

Lesson D

UNI

 Read an article about the future

 Write an article about an invention using first, second, etc. to list ideas

Before you begin . .

Which of these things do you think you are going to do in the next five years? How sure are you? Absolutely sure? Pretty sure? Not at all sure?

- get an interesting job
- find your own place

- move to a new city
- travel to another country

Lesson A

What's next?

WHAT ARE YOUR PLANS FOR NEXT YEAR?

Well, I'm graduating from college next June, so I guess I'll look for a job. I know it won't be easy to find one - so I may go on for a master's degree. We'll see."



"I'm not sure. I might look for a better job. Before that, though, I'm going to ask my boss for a promotion. But I probably won't get one, so . . ."

-Laura Chang

³ "Well, some of my friends are going to travel around Europe for two months. I hope I'll be able to go with them. But it'll be expensive, and I might not be able to afford it."





"We're going to have a baby in March, so both of us will probably take some time off from work. I'm sure the baby will keep us both verv busy."

-lim and Katie Conley

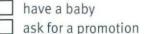


"I'm going to retire – I'll be 65 in June – and my wife's already retired. So we'll probably move to Florida in the fall, or maybe Arizona. We're not going to spend another winter here - that's for sure!"

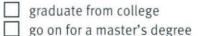
-loe Etta

Getting started

A 4) 4.22 Are you going to do any of these things next year? Tell the class. Then listen. What are the people above going to do? Check (\checkmark) the boxes below.



have a baby



graduate from college

buy a house
go on a trip

retire
get married

Figure D	Complete the sentences using the interviews above to help you.
it out	complete the sentences using the interviews above to help vou.

- 1. Paul says it ______ be expensive to go to Europe. He's sure about that.
- 2. Laura thinks she probably ______ get a promotion. She's 95% certain her boss will say no.
- 3. Christy says she study for a master's degree. She's not sure, though.
- 4. Laura says she ______ look for a better job. She says it's possible.
- 5. Joe says he _____ retire next June. He's already decided.

Lesson A What's next?

1 Getting started

Set the scene Name the next thing that you plan to do after this course (e.g., I'm going to buy a new car. I'm going to visit my sister in New York.). Ask a few Ss, "After you finish this course, what's next?"

A ()) 4.22

 Preview and do the task Read the instructions and the different plans aloud. Have Ss tell the class which things they plan to do next year.

Culture note

A master's degree is the "second level" university degree in North America, after a bachelor's degree (which is usually completed in four years) and before a doctoral degree. The requirements for a master's degree vary depending on the university and the area of study.

- Write on the board the names of the six people shown in the pictures. Point to the names, and say, "These people are talking about their plans for next year." Read the instructions aloud and ask, "What are they going to do?" Tell Ss to listen and check the people's plans.
- Play the recording Ss listen and put a check (
) in the correct boxes.
- Play the recording again Ss listen, read along, and underline any vocabulary they do not know. Ask Ss to call out the words they underlined, and write them on the board. Have other Ss give the meanings of the words, and provide help as needed.
- Check answers with the class: Call out a name from the article and have Ss call out the correct plan, saying what the person is going to do.

Answers

Christy: go on for a master's degree Laura: ask for a promotion Paul: go on a trip Jim and Katie: have a baby Joe: retire

Figure it out

В

- Preview the task Read the instructions aloud. Have Ss look at the first sentence in item #1. Say, "Look at what Paul says about going to Europe." Call on Ss to try to complete the sentence [Paul says it'll be expensive to go to Europe.]. Ask, "Is Paul sure about that?" [yes]
- Repeat for Laura Chang's interview. [I might look for a better job. Her plans are not absolutely sure.] Say, "Look again at Laura's interview. She is pretty sure that she isn't going to get a promotion. What word suggests pretty sure but *not* absolutely sure"? [probably]
- Read the instructions aloud.

 Do the task Have Ss complete the task. Remind Ss to look at the interviews for help. Have Ss compare their answers in pairs. Check answers with the class: Have individual Ss each read a sentence aloud.

Answers

- 1. Paul says it 'll be expensive to go to Europe. He's sure about that.
- Laura thinks she probably <u>won't</u> get a promotion. She's 95% certain her boss will say no.
- Christy says she <u>may</u> study for a master's degree. She's not sure, though.
- Laura says she <u>might</u> look for a better job. She says it's possible.
- Joe says he 's going to retire next June. He's already decided.
- Focus on the form and the use Say, "Look at the words you wrote in sentences 1-4. In #1, what is 'll a contraction of?" [will] "Is Paul sure about what he says?" [yes] Ask, "What's the missing word in #2?" [won't] Say, "Won't is the negative of *will*. How sure is Laura?" [95 percent sure] "What word tells you she's 95 percent not 100 percent sure?" [probably] Ask, "Is Christy sure about her master's degree?" [no] "What word does she use to show she's not sure?" [may] Ask, "Is Laura sure about her plans to look for a better job?" [no] "What word does she use to show she's not sure?" [might] Say, "When you talk about the future, you can also use will, may, and might. They show how certain events are." Ask, "In the exercise, whose plans are already decided?" [Joe's] "What verb form does he use?" [be going to] Have Ss find other examples of will / 'll, may, and *might* in the interviews and underline them.

Extra activity PAIRS

Ss choose one of the people in the pictures and practice telling that person's plans (e.g., *Laura might look for a better job. Before she does that, she is going to ask her boss for a promotion.*). When Ss are ready, they tell their partner one of the people's plans from memory. The partner checks the information against that on the page.

2 Grammar

()) 4.23

- Present the grammar chart Play the recording. Ss listen and repeat.
- Understand the grammar Ask Ss to look at the left side of the chart and find the contraction of will. ['ll] Then ask for the contraction of will not. [won't] Explain that will, may, and might are modal verbs: they have the same form for all subjects, and they are followed by the base form of the verb.
- Remind Ss that they studied *be going to* for predictions (in Unit 4). Tell them that *will* can also be used for predictions and to state facts about the future. It is not usually used to talk about plans, arrangements, and decisions. (For more information, see Language Notes at the beginning of this unit.)
- Ask Ss to look at the right side of the chart. Explain that for negative statements, *not* comes after *may* or *might*.
 Say, "You can use *may*, *might*, and *will* with words and expressions such as *Maybe* and *I guess* to show you are not 100 percent certain about the future."
- Write on the board: I _____ move next year. Ask Ss to call out ways to make statements to show that the speaker is not 100 percent sure he or she will move. Write them on the board. [I may move next year. I might move next year. I'll probably move next year. Maybe I'll move next year. I guess I'll move next year. I think I'll move next year.]
- Present Common Errors Read the information aloud. Write on the board: / _____ go away for (a) vacation in June. (may / can / might). Ask, "Which words can you use to complete the sentence to make a prediction?" [may, might]. Say, "Don't use can to make a prediction about the future." Read the information aloud.
- Follow-up Write on the board: / _____ take a vacation next summer. Ss write as many sentences as they can to show that they are not 100 percent sure about the future. A few Ss read one of their sentences.
- Ask Ss to read the bottom of the chart. Write the following on the board:
 - 1. I'm going to take French next term.
 - 2. I'll probably take French next term.
 - 3. I might take French next term.

3 Speaking naturally

A 🜒) 4.24

- Preview the task Say, "When people speak fast, they don't say all the letters in *will*." Direct Ss' attention to the spelling of the reduced forms on the right. (For more information, see Language Notes at the beginning of this unit.)
- Read the instructions aloud.
- Play the recording Tell Ss to listen, repeat, and focus on the pronunciation of 'll.

 Ask, "Which of these sentences tells about a plan that is already made?" [1] (For more information, see Language Notes at the beginning of this unit.)

A

 Preview and do the task Read the instructions aloud. Have two Ss read the question and the first example option sentence with the correct option aloud. Have Ss complete the task. Check answers with the by asking groups of three students to read the conversations aloud.

Answers

- 1. B I'll take
- C I may / might / might
- B 're all going to do / is going / I might not C will / we're having
- B I'm going to C I'll study / I'll / won't
- Tell Ss to work in groups of three and practice the conversations. Have Ss change roles. Have Ss practice again this time with Ss A and B changing some of the information in the responses

About

B

Preview the task Read the instructions aloud.
 C Recycle a conversation strategy Ask Ss to name expressions of surprise, which were covered in Unit 3.
 Lesson C (e.g., *You're kidding. Are you serious? No way!*), and write them on the board. Tell Ss to use the expressions to react to surprising information as they do the task.

 Tell Ss to discuss their answers in groups. Then have a few Ss tell the class who they think has the most interesting or unusual future plans.

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.)

About you

Preview and do the task Read the instructions aloud.

- Ask Ss to think of and ask their partners additional questions.
- Follow-up Ss report to another pair about their partners' answers to the questions. Ss find out if any of their answers are the same.

Workbook

Assign Workbook pp. 90 and 91. (The answer key begins on p. T-181.)

Extra practice p. 151

You can use *will* to give facts or predictions about the future.

I'**ll** be 65 in June. It'**ll** be expensive to travel around Europe. The baby **will** keep us busy! It **won't** be easy to find a job.

I'll = I will won't = will not

To show you are not 100% sure about the future, you can use *may* and *might*.

I **may** go on for a master's degree. I **might not** be able to afford it.

You can also use *will* with expressions like *I guess*, *I think, maybe*, and *probably*. We'll probably take some time off from work. Maybe we'll move to Arizona.

Avoid will to talk about plans or decisions already made. Use the present continuous or be going to. I'm going to Europe next year. I'm going to visit Paris. (NOT Hwill go to Europe next year. Hwill visit Paris.)

- A Circle the correct options in the conversations below. Compare and practice in groups of three.
- 1. A What are you going to do at the end of this course?
 - B I'm not sure. I guess I take / (I'll take) another course.
 - C I don't know. I'm going to / I may travel abroad with my brother. He thinks his classes might / can finish early this year, so we might / will be able to go in May.

🗙 Common errors

Don't use *can* for predictions. Use *may* or *might*.

I **may** go away for vacation. (NOT I can go away for vacation.)

- 2. A Are your friends going away for vacation next summer?
 - B Well, they 're all going to do / will all do different things. One friend is going / will go to Istanbul. I'd love to go, too, but I don't know. I won't / I might not be able to afford it.
 - C Four of my friends will / may be 21, so we 're having / have a big party. It's going to be fun.
- 3. A Are you going to look for a new job next year?
 - B Actually, I just got a new job. I'll / I'm going to work for the local newspaper. How about you?
 - C I don't know. I think I'm studying / I'll study for a certificate in nutrition. I mean, I'll / I may probably go back to school because I'm pretty sure I won't / I might not get a job.

About B Group work Ask and answer the questions. Give your own answers. Who has interesting plans?

Speaking naturally Reduction of will

	your best friend will always be your friend?	(friend'll)	
	the teacher will be a millionaire someday?	(teacher'll)	
Do you think	your parents will ever move to another city?	(parents'll)	
	all your friends will have children?	(friends'll)	
	anyone in the class will be famous someday?	(class'll)	

▲ (1)) 4.24 Listen and repeat the questions above. Practice the reduction of will to 'll.

About B Pair work Ask and answer the questions. Think of more questions to ask about the future.

- A Do you think your best friend will always be your friend?
- *B* Well, we might not always live near each other, but I think we'll always be friends.

1 **Building vocabulary**

A (1) 4.25 Listen and say the words. Then make a class list of other jobs and professions. Do you know anyone with these jobs?

"My neighbor is a firefighter. She loves her job." "My cousin may become a veterinarian at an animal hospital."

Jobs

Note

You can also say:

She works for a (computer) company. He works at a hospital / grocery store.



Word Sort B Complete the chart with jobs from above. Add your own ideas. Then compare with a partner.

Who			
has an interesting job?	has a rewarding job?	has a difficult job?	earns a lot of money?
journalists interior designers	nurses		



"I think journalists have an interesting job. They travel a lot, and" Vocabulary notebook p. 126

Lesson B **Jobs**

1 Building vocabulary

 Set the scene Books closed. Ask Ss to call out the names of any jobs they know in English. Write them on the board.

A ()) 4.25

- Preview the task Books open. Tell Ss to look at the pictures.
- Have Ss look at the list of jobs on the board that they brainstormed earlier. Ask Ss to call out any that are the same as those in the book. Circle them on the board.
- Tell Ss to listen, look at the pictures, and repeat the words.
- Play the recording Ss listen and repeat.
- Ask, "Do you know anyone with these jobs?" Have two Ss read the example statements. Ask a few Ss to tell the class about people they know who have or want to have one of the jobs.
- Present Note Read the examples aloud. Ask Ss to think of other examples for the first sentence: She works for a _____ company [big / small, (an) accounting, mining, retail, pharmaceutical, furniture, electronics, software, publishing]. Write ideas on the board.
- Read the second sentence in the Note again. Ask Ss to call out other ideas, and write them on the board. Point at that when you use a specific place, you typically say *at*, not *for* [He works at: a bank, a supermarket, a veterinary practice, an eye clinic, dentist's office, a post office, a restaurant].
- Ask a few Ss to tell the class about people they know who have or want to have one of the jobs. Remind Ss to look at the note to help them.
- Tell Ss to think of three people they know who are working. Say, "Write the jobs they have – jobs that are not in the book or on the board." Give Ss two minutes to write. You may consider letting Ss use dictionaries to help them with new words. Alternatively, Ss can describe the jobs to the class and other Ss can help provide the new vocabulary.
- When Ss have finished writing, ask Ss to each call out a job. Write them on the board. Each time ask Ss to describe the job so other Ss can understand the new word. Encourage Ss to write down any new vocabulary from the board that they would like to learn.

CD Recycle grammar This task recycles *I'd like to*. Call on a few students to say which jobs on the board or in the book they would like and why (e.g., *I'd like to be an electrician*. *They earn good money*. *I'd like to be a journalist*. *I like to write*.). Remind Ss to use *an* before a job that starts with a vowel sound and *a* before a job that starts with a consonant sound.

Extra vocabulary JOBS

Present or have Ss suggest extra vocabulary for jobs, such as accountant, artist, auto mechanic, baker, bricklayer, butcher, caregiver / babysitter, cashier, cook, engineer, florist, hairdresser, homemaker, interpreter / translator, janitor / custodian, lawyer, model, postal worker, reporter, store owner, travel agent, truck driver, veterinarian, writer / author.

word

В

- Preview the task Ask Ss to read the questions at the top of the chart. Help with new vocabulary as needed. Tell Ss to complete the chart with the jobs in the pictures in Exercise 1A and with their own ideas. Read the example aloud.
- Do the task Have Ss complete the chart and then compare their answers in pairs. Check answers with the class: Ask a few pairs to report which jobs they wrote under each category.

Extra activity CLASS

Ss each think of a job but do not say it aloud. Ss take turns miming actions that a person with the job does (e.g., a firefighter spraying water from a hose). Ss raise their hands when they think they know what the job is. The S demonstrating calls on a S to give the answer. If that S is wrong, another S is picked. Continue the activity until a S guesses the job.

Extra activity GROUPS

On the board, write a phrase describing the kind of work done in jobs (e.g., *work in an office, spend a lot of time on the computer, work outdoors, help sick people, write a lot, go to a lot of meetings, answer the phone a lot, make a lot of money*). Groups have thirty seconds to brainstorm and make a list of as many jobs in that category as they can. At the end of thirty seconds, groups call out how many jobs they have on their lists. The group with the most jobs reads its list. Other groups call out additional jobs. Repeat the activity with another phrase describing a job.

Extra activity PAIRS

Note: This activity is only for classes with Ss who speak the same first language. S1 says a job in his or her first language (he or she must know the name of the job in English also). S2 has to say that job in English. If S2 does not know the name of the job in English, S1 tells S2 the answer and gets one point. Ss take turns for as long as they can keep going. The S with the most points wins.

Vocabulary notebook

Tell Ss to turn to Vocabulary Notebook on p. 126 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-126.)

2 Building language

• Set the scene Tell Ss to look at the picture. Say, "This is a picture of Drew and Becca. They are students who are thinking about their futures. Becca is worried. Why do you think she's worried?" Call on a few Ss for ideas (e.g., Maybe she can't get a job. Maybe she can't pay for college. Maybe she can't decide on a college.).

A 🜒) 4.26

- Preview the task Books closed. Say, "Becca has a problem. What is it? Listen and write the answer."
- Play the recording Ss listen and write.
- Play the recording again Books open. Ss listen and review their answer. Check the answer with the class. [Becca wants to be a journalist, but her parents want her to be a lawyer.]
- Practice Have Ss practice the conversation in pairs, taking turns playing the roles of Drew and Becca.

Figure it out

В

 Preview the task Write on the board: when, if, before, after. Say, "Find and circle these words in the conversation.

3 Grammar

4.27

- Present the grammar chart Play the recording. Ss listen and repeat.
- Understand the grammar Ask, "What are some ways you can use to talk about the future?" [be going to, present continuous, will, may / might] Ask a few Ss to give an example of each (e.g., I'm going to buy my dad a present this weekend. Tonight, we're meeting friends for dinner.).
- Tell Ss to look at the left side of the chart. Explain that a complex sentence has two or more parts called *clauses*.
- Have Ss read the sentences on the right side of the chart. Write on the board: What are you going to do when you graduate? Ask, "What time period is this sentence talking about?" [future] Explain that the sentence has two parts, and that each part has its own subject and its own verb. Ask, "What is the future form?" [going to] Ask, "What verb tense is graduate?" [present] "Which part of the sentence is it in?" [the part after when] Explain that even though this sentence is talking about things in the future, after the word when, the simple present is used. (For more information, see Language Notes at the beginning of this unit.)

About

A

- Preview the task Read the instructions and the example aloud, using your own information to complete the sentence.
- Do the task Read the instructions aloud. Checks answers with the class.

Then underline the verb that follows each word." [when / graduate; if / get, if / don't go; after / graduate; before / go] Say, "What tense are these verbs?" [simple present]

- Read the instructions aloud.
- Do the task Have pairs complete the task.

Answers

- 1. graduates 2. doesn't 3. goes
- Focus on the form and the use Point to the sentences in Exercise 2B, and say, "In sentences about the future, use the simple present after *if, when, after,* and *before.*"
- Try it out Write on the board:
 - 1. If I win a lot of money, I may ____
 - 2. When I finish this course, I'll probably __
- Have Ss complete the sentences on a piece of paper. Put Ss in groups of three. Tell them not to show their papers to one another. Ask S1 and S2 to guess how S3 completed the first sentence. They can guess as many times as they want to get the correct answer. Continue with S1 and S3 guessing about S2, and so on.

Answers

- Before this semester is over, I think I'll be able to (get a job).
- 2. I'll probably (travel a little) after I finish my studies.
- If I don't get a good job after I graduate, I might (go on for a master's degree).
- 4. If I earn a lot of money in the next ten years, I may (buy a house).
- 5. I'd like to (spend some time cooking) when I visit my relatives again.
- If I become really fluent in English, I hope I'll be able to (live in Canada for awhile).
- 7. I think I'll (move to a warmer climate) after I retire.

B

- Preview the task Read the instructions aloud. Have two Ss read the example conversation aloud.
- Do the task Ss compare their sentences from Exercise 3A with a partner, asking their partner questions for more information.

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.)

Sounds right

Tell Ss to turn to Sounds Right on page 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-181.)

Looking ahead UNIT 12

🙎 Building language

A ◀)) 4.26 Listen. What is Becca's problem? Practice the conversation.

- Drew I can't believe we just have one more year of college!
- Becca Iknow.
- Drew What are you going to do when you graduate?
- Becca Well, I may go to law school if I get good grades next year.
- Drew Oh, I'm sure you will.
- Becca Well, you never know. My parents will be disappointed if I don't go into law. They're both lawyers.
- Drew Wow. That's a lot of pressure.
- Becca Yeah. And after I graduate, I'll be able to work in their firm.
- Drew Uh-huh. Well, that's good.

In complex sentences about the

if, when, after, and before.

future, use the simple present after

- Becca Yeah, but I don't really want to be a lawyer.... I want to be a journalist. I guess I need to decide before I go home for the summer.
- Drew Well, good luck!



Figure B Choose the correct words to complete these sentences about Becca.

- 1. Becca may go to law school when she graduates / will graduate from college.
- 2. If Becca doesn't / won't go into law, her parents will be disappointed.
- 3. She needs to decide before she will go / goes home for the summer.

Grammar Present tense verbs with future meaning ◀)) 4.27

What are you going to do **when** you **graduate**? **If I get** good grades, I may go to law school. My parents will be disappointed **if I don't go** into law. **After I graduate**, I'll be able to work in their firm. I need to decide **before I go** home for the summer.

About A Choose the correct verbs. Then complete the sentences with your own ideas.

- 1. Before this semester will be /(is) over, I think I'll be able to ______
- 2. I'll probably _______ after I finish / will finish my studies.
- 3. If I don't / won't get a good job after I will graduate / graduate, I might ______.
- 4. If I earn / will earn a lot of money in the next ten years, I may ______.
- 5. I'd like to ______ when I visit / will visit my relatives again.
- 6. If I become / will become really fluent in English, I hope I'll be able to _____
- 7. I think I'll ______ after I retire / will retire.

B Pair work Compare your sentences. Ask your partner questions for more information.

A Before this semester is over, I think I'll be able to improve my grades.

B Good for you. Which subject do you need a better grade in?



Extra practice p. 151

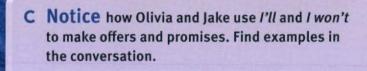
I'll drive. Conversation /

Conversation strategy Making offers and promises

Lesson C

strategies

- A Imagine you are planning a barbecue with friends. What things do you put on your "to-do" list?
- (1)) 4.28 Listen. What does Olivia offer to do? How about Jake?



"I'll get some steaks." (an offer) "I won't forget the drinks." (a promise)

Olivia I'm really looking forward to the barbecue this weekend. Jake Me too. I'll get some steaks, if you

Olivia OK. That sounds good. And I'll bring

bring my beach umbrella.

this time, either.

Jake All right. And I won't forget the drinks

Olivia Good. Uh, do you want me to drive? Jake No, I'll drive. You can't afford any more speeding tickets.

Olivia OK. Then make sure you go to the gas station before you pick me up. We don't want to run out of gas again.

Jake All right. I will. But hey, we only ran out of gas that one time!

some salad and stuff. Will you bring some chairs? Oh, and remind me to

like.

- **D** Some friends are planning a hiking trip for Saturday. For each comment, find and complete an offer or a promise with I'll or I won't. Then practice with a partner.
- 1. How are we going to get there? <u>b</u>
- 2. Do we have to leave early? I might oversleep. _____ b. I can borrow my parents' car. _///_ drive.
- What food should we take? _____
- How about something to drink, too? _____
- Will you remember to bring your GPS? _____
- Should we check the weather before we go? _____
- Do we have a trail map? _____

- a. Don't worry, ____ call you.
- c. No, we don't. ____ get one.
- d. Just some sandwiches. ____ make them.
- e. Probably. ____ look at the forecast.
- f. Sure. ____ forget. ____ bring a camera, too.
- g. Yeah. ____ buy some bottles of water later.

About you E Pair work Imagine you are going on a day trip. Choose a place to go. Then take turns asking and answering the questions above. Make offers and promises with I'll and I won't.

Lesson C I'll drive.

C Lesson C recycles I'll. In this lesson, it is used for making offers and promises.

1 Conversation strategy

Set the scene Tell Ss to look at the picture. Explain that it shows two students, Olivia and Jake, who are talking about a barbecue they will both go to. Ask Ss to explain the meaning of a *barbecue*. [You cook food on a grill outside. You often see people barbecue in their backyards, or at the beach or a park.] Call on a few Ss to say where they barbecue and what they barbecue (e.g., *Sometimes we barbecue at home. My dad barbecues chicken.*).

Α

- Preview the task Read the question aloud. Ask Ss to explain what a "to-do list" is. [a list of things you have to do on a particular day or for a particular event]
- Do the task Have Ss say what items would be on their to-do list for a barbecue (e.g., buy some steaks, get some napkins and plates, get out some chairs, make some salad, get some charcoal and lighter fluid).

B ()) 4.28

- Preview the task Write two headings on the board: Olivia Jake. Say, "Listen to the conversation. What does Olivia offer to do? How about Jake?" Tell Ss to write a list under each name in their notebooks.
- Play the recording Books closed. Ss listen and then write their 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. [Olivia: bring salad and stuff, bring a beach umbrella; Jake: get steaks, bring some chairs, bring drinks, drive, get gas.] Help with new vocabulary as needed.

С

- Present Notice Read the information aloud. Say, "An offer is like a suggestion you make to give someone something or do something for someone. A promise is when you tell someone you will definitely do something. You can use I'll / I will to make offers and promises." Ask Ss to give examples of offers they make to help their friends or family (e.g., I'll help you with your homework, I'll wash the dishes.) and offers they can make at work (e.g., I'll work late tonight.). Then ask them for examples of promises they make to friends and family. (For more information, see Language Notes at the beginning of this unit.)
- Ask a S to read the examples of an offer and a promise. Say, "Find the examples of offers and promises in the conversation." [Offers: I'll get some steaks.; I'll bring some salad and stuff.; I'll drive.; Promises: I won't forget the drinks. I will (go to the gas station).]
- Practice Tell Ss to practice the conversation in pairs, taking turns playing each role.

D

- Preview the task Read the instructions aloud. Have Ss read the questions and the responses. Help with new vocabulary as needed. Ask two Ss to read the first example.
- Do the task Have Ss fill in the blanks in the responses on the right and then match the remaining items. Check answers with the class: Ask pairs of Ss to each read aloud a question and the response.

Answers

- 1. How are we going to get there? b. I can borrow my parents' car. I'll drive.
- Do we have to leave early? I might oversleep. a. Don't worry, I'll call you.
- 3. What food should we take? d. Just some sandwiches. I'll make them.
- 4. How about something to drink, too? g. Yeah. <u>I'll</u> buy some bottles of water later.
- 5. Will you remember to bring your GPS? f. Sure. I won't forget. I'll bring a camera, too.
- Should we check the weather before we go?
 Probably. I'll look at the forecast.
- 7. Do we have a trail map? c. No, we don't. I'll get one.
- Practice Tell Ss to practice the questions and responses in pairs.
- Follow-up Ss work in pairs. S2 has his or her book closed.
 S1 reads out the questions in Exercise 1D. S2 responds using his or her own ideas, making an offer or a promise.
 Ss switch roles and repeat the task.

About you

Ε

- Preview the task Ask, "What's a day trip?" [a one-day trip where you return home at the end of the day] Have Ss call out ideas for places you can go to for a day trip. Tell Ss to get into pairs, and to choose a place for a day trip. Read the instructions aloud.
- Do the task Ss plan a day trip using the questions from Exercise 1D. Encourage Ss to ask other questions, and remind them to use I'll and I won't.
- Call on a few pairs. Ask, "Where did you plan to go to?" Ask Ss to tell the class some of the offers and promises they made.

Extra activity PAIRS

Write on the board: You are going to organize a surprise birthday party for a classmate. Ss work in pairs and make offers and promises to plan the party. Ss make notes about what they decide to do. When pairs finish, a few read their plans (e.g., We're going to have a surprise party for Andrea. I'm going to buy tickets for a movie.).

Strategy plus

- Present Strategy Plus Remind Ss that in Unit 8, they learned how to agree to requests with Can, Could, and mind. All right and OK can also be used to agree to requests. They can be used in both formal and informal situations, but OK is slightly more informal than All right. (For more information, see Language Notes at the beginning of this unit.) Tell Ss to look back at the conversation on p. 122 and find examples of All right and OK and call out what the person is agreeing to. [All right: Jake agrees to remind Olivia to bring a beach umbrella and to get gas. OK: Olivia agrees that Jake should bring steaks and that he will drive.]
- Read aloud the information in Strategy Plus and the example request and responses.
- Present In Conversation Books closed. Ask Ss which they think is more frequent in conversation, OK or All right. Take a class vote. Then have Ss open their books and check the answer. [OK]
- Preview the task Read the instructions aloud. Tell Ss to read item 1. Explain that either *All right* or *OK* can be used to agree to the request. Ask, "What offer can you make as a response?" Get ideas from a few Ss (e.g., *OK. I'll take a look at it after class.*).

3 Listening and strategies

A 🜒) 4.29

- Preview the task Read the instructions aloud. Tell Ss to just listen the first time you play the recording.
- Play the recording Audio script p. T-179 Ss listen.
- Play the recording again Ss listen and write their answers. Have Ss compare their answers in pairs. Check answers with the class.

Answers

They're planning a retirement party for their father. It's going to be at their parents' house. It's going to be Sunday, June twenty-second at 3:00.

В

- Preview and do the task Audio script p. T-179 Read the instructions aloud and the sentences and choices aloud.
- Play the recording again Ss listen and write the answers.
- Have Ss compare their answers in pairs. Check answers with the class.

Answers

- Their mother promises she'll: c. send a guest list; h. pay for everything
- Jack says he'll: g. shop and do the cooking. He says he won't: a. burn the food.
- Helen says she'll: b. buy a gift and a card. She won't: e. get the date wrong. Helen will also: d. send the invitations online.

 Do the task Have Ss complete the task and then compare their answers in pairs. Go over possible answers with the class: Have pairs of Ss each read a conversation aloud.

Possible answers

- 1. OK. / All right. I'll take a look at it after class.
- 2. All right. / OK. I'll pick you up at 9:00.
- 3. OK. / All right. I'll come to the store with you.
- 4. OK. / All right. I'll come over on Saturday.
- Practice Have two Ss read the example conversation aloud. Tell Ss to practice the conversations in pairs, taking turns playing each role. Tell Ss to continue each conversation as long as they can.
- Follow-up Pairs choose one conversation to act out for the class.

С

- Preview the task Read the instructions aloud. Have three Ss read the example conversation aloud. Ask a few Ss for ideas for an end-of-the year event (e.g., a class barbecue, a picnic, a pizza party at a restaurant, a bowling party).
- Tell groups to first decide on the kind of party they are going to have, then brainstorm a list of things to do, and finally decide who will do what.
- **Do the task** Have groups do the task. Remind Ss to make offers and promises, and to use *All right* and *OK* in their responses. When Ss finish, have one person from each group describe the event to the class. The class votes on the best idea.

Extra activity INDIVIDUALS / CLASS

Ss each write a request for something they are going to do and want help with (e.g., *I'm going to move around all the furniture in my apartment this weekend. Could you help me?; I'm going to give my dog a bath. Can you help me?*). When Ss finish, they go around the class asking classmates to help them with their task, writing the names of Ss who say yes. If Ss say *no*, they must give a reason (e.g., *No, sorry, I can't help you. I'm allergic to dogs.*). Ss have three minutes to get as many yes answers as they can. A few Ss report to the class their questions and how many yes answers they got.

Workbook

Assign Workbook pp. 94 and 95. (The answer key begins on p. T-181.)







Respond to the questions with All right or OK, and make an offer with I'll. Then practice with a partner.

- 1. A Could you help me with my computer? I think it has a virus.
 - B _____, I'll _____
- 2. A I have a favor to ask. Can you give me a ride to class tomorrow? В _____. !'!! _____
- 3. A I might get a new tablet this weekend. Can you help me choose one? B . I'll
- 4. A I'm going to paint my apartment next weekend. Could you help me? В . ГШ
- A Could you help me with my computer? I think it has a virus. B All right. I'll take a look this afternoon. Is that OK?

Listening and strategies I'll do it!

- A (1) 4.29 Listen to Jack and Helen's conversation. What kind of event are they planning? Where will it take place? When?
- **B** (1) 4.29 Listen again. Complete the sentences. Write *a* to *h*. There is one extra item.
- 1. Their mother promises she'll _____ and _____.
- 2. Jack says he'll _____. He says he won't _____.
- 3. Helen says she'll _____. She won't _____. Helen will also _____.
- a. burn the food d. send invitations online
- b. buy a gift and a card e. get the date wrong
- c. send a guest list f. choose the music
- C Group work Plan an end-of-the-year event for your class. Make a list of things to do. Offer and agree to do the different tasks.
 - A We should reserve a room at the school. TO DO B OK. I'll call and do that. Reserve a room at the school. C And we need to buy some snacks.... Buy some snacks.

q. shop and do the cooking

h. pay for everything

In the future . . .

Reading

A Look at the pictures in the article. Can you guess what inventions the article will describe? Tell the class.

"I think people will use special glasses to get directions."

B Read the article. Which inventions did you already know about? Which were new?

Reading tip

As you read, look for words like however, which shows a contrasting idea, and so, which sometimes introduces a consequence.

- 0 >

A C http://www.lifeinthefuture...

WHAT WILL LIFE BE LIKE IN THE FUTURE?

Our analyst says that some weird and wonderful ideas of the future might not be that far away.

Smartphones, tablets, and laptops are getting thinner and lighter than ever before. However, in the future, you might not need to carry any gadgets around with you. If designers have their way, you may just need to wear a pair of "virtual goggles" instead. Scientists are testing prototypes at the moment, though it may be some time before they're actually on store shelves.

These goggles will act like a computer screen and display information and entertainment from the Internet.

So, when you are sightseeing, you'll be able to see information about a famous building in front of you. Or you'll be able to get a review of the restaurant menu you're looking at. The goggles will have GPS, so you'll be able to stream directions to a party or locate a nearby coffee shop. They will also have a camera to take

photos, and you won't need a cell phone anymore. The goggles will have that built in, too.

You might not be able to take a trip into space right now, but in the near future, we may all A have access to the outer atmosphere. Private spaceships are taking reservations – at a cost - for flights into space. In the meantime, a Japanese company says it is developing a space



elevator. The elevator, which will carry 30 passengers, will stretch from a base on the ground up to a space station 36,000 kilometers (22,000 miles) above the earth. It will take eight days to reach the space station. Luckily, the elevator will have beds and entertainment on board. The company says it may be ready by 2050.

Q

7 You can already buy mirrors with TVs in them, so you can watch the morning news while you D brush your teeth. However, in the future, mirrors will be able to do much, much more. What

would you look like with long blond hair? Or with a beard? In the future, you will be able to simply tap your mirror if you want to see yourself with different features. Your mirror will also monitor your health, and it'll be able to tell you when you need a visit to the doctor's office. And before you go to work, you'll be able to set the time for a nice, relaxing bath. Now how hot do you want the water?



Lesson D In the future . . .

1 Reading

 Set the scene Read the title of the lesson aloud. Ask, "What areas of life will change in the next fifty years?" Write homes on the board. Say, "For example, I think our homes will change. What other things will change?" Get ideas from Ss, and write them on the board (e.g., communications, education, entertainment, food, health, medicine, technology, transportation, work).

A

Prereading

- Preview the task Read the instructions aloud. Tell Ss to look at the first picture. Ask, "What invention do you think the picture is showing?" Have Ss call out guesses. Have a S read the example. Tell Ss to look at the other pictures and make guesses about the inventions they show.
- Do the task Have Ss look at the pictures in the article. Give them time to think about the inventions they show, and to write their ideas.
- Have Ss share their ideas with the class.

В

During reading

- Preview the reading Read the title aloud. Say, "Before you read carefully, scan the article. Look for information about the topic areas on the board. What topics does the article talk about? Make a list."
- Have Ss call out the topics they found. Ask, "Which picture does each topic go with?" (e.g., virtual goggles: *entertainment, sightseeing,* space elevator: *transportation,* smart mirror: *health, style*)

- Do the reading Read the instructions aloud. When Ss finish reading, have them work in pairs and discuss the two questions. Then call on a few pairs to report their responses to the class.
- Do the reading again Have Ss underline any words they do not understand. Ask Ss to call out the words or expressions. Ask other Ss to explain the meanings, or have Ss look them up in their dictionaries.
- Present Reading tip Read the tip aloud. Explain that Ss should look for words like however, which shows a contrasting idea, and so, which sometimes introduces a consequence. Have Ss find and underline examples of However and say what the contrast is [section 1, line 1: gadgets are getting lighter and easier to carry but you may not need to carry them in the future; section 3 line 2: mirrors can do a lot now but in the future they will do much more]. Ask Ss to find So in section 1 line 10 and section 3 line 1. Ask what consequences or results it introduces [you'll be able to stream directions; you can watch the news].

Extra activity PAIRS

Books closed. Pairs take turns quizzing one another about the items in the article. One S asks about one of the items. The other S says the information he or she remembers (e.g., *S1: How will the goggles work? S2: They will be like a computer screen.*).

С

Postreading

- Preview the task Read the instructions aloud. Have a S read the first statement aloud. Ask, "Does the article make this prediction?" [yes] Call on a S to say the answer and give the supporting information in the article.
- Do the task Have Ss check (✓) the predictions found in the article and circle the supporting information. Check answers with the class: Call on individual Ss to answer.

Answers

- 1. With "virtual goggles" you'll be able to go online.
- 3. Virtual goggles will have built-in cell phones.

2 Listening and writing

 Set the scene Read the title aloud. Ask, "What inventions can you think of that were a really good idea?" Have Ss call out ideas (e.g., *hair dryers, cars, lightbulbs, printers, highlighter pens, sticky notes*).

A 🜒) 4.30

- Preview the task Read the instructions aloud. Tell Ss to read the *Invention* column. Point out that the last column, *Why?*, is for the task in Exercise 2B.
- Play the recording Audio script p. T-180 Ss listen and check (✓) the correct person for each invention. Check answers with the class. [See answers below in Exercise 2B.]

About

B

- Preview the task Read the instructions aloud. Say, "As you listen, write a couple of words to help you remember one reason — don't write complete sentences. Make sure you listen for reasons why the person thinks the invention is a good idea."
- Play the recording Audio script p. T-180 Tell Ss to listen and take notes. Pause after each invention for Ss to take notes.
- Play the recording again Ss listen and review their notes. Then have Ss write the answers as complete sentences. Check answers with the class: Call on individual Ss to read their sentences. After each is read, ask, "Does anyone have a different reason? Does anyone disagree?"

Answers

Invention	Who says it's a good idea?	Why?
1. virtual goggles	Sophia	You won't have to carry a laptop or a phone.
2. space elevator	Alan	You can see Earth from above.
3. smart mirror	Sophia	You can make better decisions about hairstyles.

- 5. The space elevator will carry people 22,000 miles above the earth.
- A "smart mirror" will show us what we look like with different hair or features.

About you

D

- Preview the task Read the instructions aloud. Call on a pair of Ss to read the example conversation aloud.
- Do the task Have pairs discuss the inventions in the article. Tell Ss to make notes about how they think each invention will affect our lives. Then ask a few pairs to report one or two of their opinions.

Extra activity INDIVIDUALS

Ss listen again and write one reason Alan or Sophia think the predictions are bad. [*Virtual goggles*: It will be difficult to see where you're going. *Space elevator:* You could get stuck 10,000 miles above Earth. *Smart mirror:* You don't need a mirror to monitor your health.]

С

- Preview the task Tell Ss to read the example article and think of ideas to complete each sentence in the article. Have a few Ss share their ideas.
- Read the instructions aloud.
- Present Help Note Read the information aloud. Say, "These are connecting words. You can use them to show that you are starting a new idea." (For more information, see Language Notes at the beginning of this unit.)
- Say, "Read the article again. Underline the words that list ideas in the article."
- Do the task Have Ss underline the words. Check answers with the class: Have Ss call out the ideas each word presents [First, you won't need to go grocery shopping. Second, you'll never come home and find an empty refrigerator. Next, scanners will tell you if food is bad. Finally, ...].

About you

D

- Preview the task Read the instructions aloud. Tell Ss to write a short article about a new invention and give four reasons why it will be a good or bad idea.
- Follow-up Ss read a classmate's article. Then have Ss report to the class what invention the article was about.

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-135.)

Workbook

Assign Workbook pp. 96 and 97. (The answer key begins on p. T-181.)

- C Read the article again. Check (✓) the predictions the article makes.
- 1. U With "virtual goggles" you'll be able to go online.
- 2. These goggles will make it unnecessary for tourists to go sightseeing.
- 3. 🗌 Virtual goggles will have built-in cell phones.
- 4. 🔲 Only trained astronauts will be able to travel on the space elevator.
- 5. The space elevator will carry people 22,000 miles above the earth.
- 6. The space elevator will probably be ready in the next ten years.
- 7. 🗌 A "smart mirror" will show us what we look like with different hair or features.
- 8. 🔲 With smart mirrors to monitor health, we won't need to go to the doctor.

About D Pair work If the predictions are correct, will our lives be better or worse? Discuss with a partner.

- A Our lives will be worse with virtual goggles. We'll stop looking at things around us.
- *B* I don't really agree. People won't wear the goggles all the time. Just when they need them.

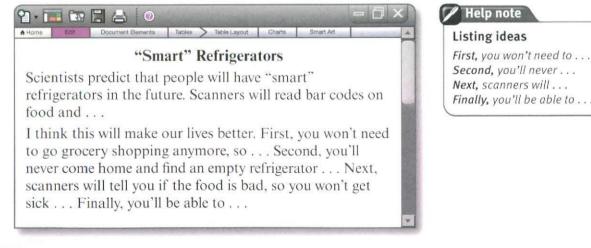
Listening and writing A good idea?

▲ ■) 4.30 Listen to Sophia and Alan discuss the inventions from the article on page 124.
 For each invention, who says it's a good idea? Check (✓) Sophia or Alan.

Invention	Who says it's	a good idea?	Why?
 virtual goggles a space elevator a smart mirror 	Sophia	Alan	

About you B (3) 4.30 Listen again. Write *one* reason why Sophia or Alan thinks the invention is a good idea. Do you agree? Discuss with a partner.

C Read the article below and the Help note. Underline the words that list ideas.



About you **D** Write a short article about a future invention. Will it make life better or worse? Why? Give four reasons.



Vocabulary notebook /

Writers, actors, and artists

Learning tip Grouping vocabulary

Write new vocabulary in groups. You can group words by their endings or by their meanings. You can group expressions by different topic areas. In conversation

Talk about jobs

The jobs people mention most in conversation are *lawyer, teacher,* and *doctor*.

1 Look at these jobs. Group them by their endings. How many other jobs can you add to each list?

✓actor	assistant	doctor	journalist	musician	police officer
architect	consultant	electrician	letter carrier	nurse	receptionist
artist	dentist	firefighter	librarian	paramedic	writer
-er / -or actor	-ant	/-ent	-ist	-ian	other

2 Make a chart like the one below. How many expressions can you write in the chart?

Work	Home and family	Education	
get a promotion	have a baby	take an exam	
jobs do they do) people you know. What ? Write their jobs in Englis words do you learn?	h.)	Silvic:Clown
CT-SHARD SHARD	2 I need to review how to .		
discuss my plans and talk about jobs.		understand a convers	sation about planning events. sation about inventions.

- make offers and promises.
- agree to offers, requests, and suggestions.
- read an article about the future.
- write an article about a future invention.

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 groups is useful because focusing on the similarities between words, either in meaning or spelling, helps you remember them."
- 1
 - Preview and do the task Read the instructions aloud. Have Ss complete the task. Check answers with the class.

Answers

-er / -or: actor, doctor, firefighter, letter carrier, police officer, writer

-ant / -ent: assistant, consultant

-ist: artist, dentist, journalist, receptionist

-ian: electrician, librarian, musician

other: architect, nurse, paramedic

Possible answers

Here are some additional answers: -er / -or: server, plumber, realtor -ant / -ent: accountant -ist: computer specialist, florist -ian: veterinarian, technician other: auto mechanic

2

 Preview and do the task Read the instructions aloud. Have Ss complete the task. Check answers with the class: Read each category, and have Ss call out the expressions they wrote under each one. Write the answers on the board.

Possible answers

Work: get a promotion, get a raise, get fired, get hired, find a job, look for a job, make money

Home and family: have a baby, buy a house, sell a house Education: take an exam, pass an exam, get good grades, get into school

C This task recycles verb phrases with *get, have,* and *take* and other expressions with verbs.

On your own

• **Present** *On* **Your** *Own* Read the information aloud. Tell Ss they can use dictionaries if they need to.

 Present In Conversation Books closed. Ask, "Which three jobs do you think people talk about the most?" Have

their guesses, and write them on the board.

anybody guessed all three jobs correctly.

C This task recycles vocabulary for jobs.

Ss each write down three guesses. Ask a few Ss to call out

Books open. Ask a S to read the information aloud. See if

Follow-up At the start of the next class, Ss share their lists in small groups. Ss say which are new words.

Now I can . . .

- Go over the Now I Can items. Put students in pairs to give one example each for the first four items. Call on Ss and ask for examples or explanations.
- Have students 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.

Who's who?

27 This task recycles comparisons with adjectives; more, less, and fewer; verb + -ing; and prepositions. It also recycles vocabulary for describing people.

Α

- . Set the scene Books closed. Have Ss take out a piece of paper and write 1 and 2. Tell them you are going to describe two men named Austin and Tyler (from the picture), but you aren't going to say their names (e.g., Man 1 is short and heavy.; Man 2 has got blue eyes.). Tell Ss to listen to your descriptions and make notes. Then have Ss open their books, look at the picture, and use their notes to identify which is Man 1 and which is Man 2.
- Preview and do the task Read the instructions aloud. . Have Ss complete the sentences and then compare their answers in pairs. Check answers with the class: Call on a S to read a sentence aloud. Ask Ss with different answers to raise their hands and say them.

Possible answers

- 1. A Do Austin and Tyler look alike?
 - B No, they look totally different.
- 2. A What does Austin look like? B He's short and heavy, and he's got a mustache.
- 3. A Who does Austin look like his mother or his father?
 - B Austin looks like his mother. She's short, too.
- 4. A How tall is Tyler?
 - B He's six feet tall. He's a lot taller than Austin.

2 Can you guess what I mean?

C This task recycles the vocabulary for describing people's features, ways of communicating, and jobs. It also recycles the strategy of using You mean to suggest a word or phrase.

A

- Preview and do the task Read the instructions and the examples in the chart aloud. Have Ss complete the chart. Then have them compare their answers in pairs.
- Check answers with the class: Draw a chart like the one in the book on the board. Call on four Ss to write their answers. Ask other Ss to add answers.

Possible answers

Describing faces have freckles be cute have a beard be handsome

Describing hairstyles

have a ponytail wear cornrows have long / short hair wear braids

- 5. A What color are Tyler's eyes?
- B His eyes are blue.
- 6. A Do they both have brown hair?
 - B Yes, but Tyler's hair is longer and darker than Austin's.
- 7. A Are they both muscular?
 - B No, Austin is more muscular than Tyler. He works out more than Tyler.
- 8. A Do they both have freckles?
 - B Yes, but Tyler has less / fewer freckles than Austin. Austin probably spends more time in the sun.
- 9. A Is Tyler the one with the spiked hair?
 - B No. that's Austin. Tyler's the one with the ponytail the one in the striped shirt.
- Practice Have pairs practice asking and answering the questions.

Extra activity INDIVIDUALS / PAIRS

Ss write six questions about classmates' or your appearance (e.g., Do Juan and José look alike? Do any Ss have freckles?). Ss work in pairs, taking turns asking and answering their questions. Encourage Ss to give as much information as they can.

Ways of communicating	Jobs
send a text	electricia
make a phone call	architect
send a letter	doctor
send a postcard	journalist

bs ectrician chitect

В

- Preview the task Read the instructions aloud. Call on a pair of Ss to read the example conversation. Then model the task by explaining the other examples in the chart. Call on Ss to guess the word or expression (e.g., Juan has these on his nose. [Do you mean freckles?] Keiko often has her hair like this. [You mean she has a ponytail.]).
- Do the task Have Ss write things to say about six words or expressions from the chart in Exercise 2A. Then have Ss work in pairs and take turns explaining the words and expressions for their partner to guess. Tell Ss they each get three guesses before the other S gives the answer.

Checkpoint Units 10–12

Who's who?

Austin and Tyler are brothers, but they look very different. Complete the questions for items 1 to 5. Complete items 6 to 9 with comparatives and prepositions. Compare with a partner. Then ask and answer the questions.

1.	А	alike?
	В	No, they look totally different.
2.	A	like?
	В	He's short and heavy, and he's got a mustache.
3.	A	like – his mother or his father?
	В	Austin looks like his mother. She's short, too.
4.	A	?
	В	He's six feet tall. He's a lot taller than Austin.
5.	A	?
	В	His eyes are blue.
6.	A	Do they both have brown hair?
	В	Yes, but Tyler's hair is and than Austin's.
7.	A	Are they both muscular?
	В	No, Austin is than Tyler. He works out than Tyler.
8.	A	Do they both have freckles?
	B	Yes, but Tyler has freckles than Austin. Austin probably spends time in the sun.
9.	A	Is Tyler the one the spiked hair?
	В	No, that's Austin. Tyler's the one the ponytail – the one the striped shirt.

Can you guess what I mean?

A How many words and expressions can you add to the chart? Compare charts with a partner.

Describing faces	Describing hairstyles	Ways of communicating	Jobs
have freckles	have a ponytail	text someone	electrician

B Pair work Student A: Explain a word or expression to a partner. Student B: Guess the word.

- A You can do this with your phone or computer.
- B Do you mean text someone?

Can you complete this conversation?

Complete the conversation with the words and expressions in the box. Use capital letters where necessary. Practice with a partner. Then role-play the conversation using your own ideas.

breaking up I'll call you back let's see w	vearing where were we vhat do you call it with vhat was I saying you mean
--	---

- Greg Greg Waters.
- Hello, Greg. _____ Kenji from the office in Kenji Tokyo. I was ______ calling to ask . . . What time are you arriving on Monday? Well, I have my ticket here. _____, I arrive Greg
- at, um, 3:30 p.m. OK, _____ come to the airport to meet you. Kenii Oh, _____ – I've got another call.
- Greg
- Kenji Hi. Sorry about that. So, ? Oh, yes, I'll meet you. So, how will I recognize you?
- Well, I'm tall and _____ blond hair and -Greg
- Kenii Sorry, Greg, I can't hear you. You're
- OK. Listen, _____... Greg
- Kenji Hi. That's better. So, _____?
- I was describing myself. So, um, I'll be the blond Greg guv _____ the sunglasses, _____ a USA T-shirt.
- Um, OK. Maybe I should wear a Kenji A thing with my name on it so you can find me? Oh, ______a badge. Good idea! Greg

4 Future plans and dreams

- A Circle the correct options, and then complete the sentences with true information.
- 1. When I'll get / I get home tonight, I'm going to _____, and I might _____, but I probably won't _____.
- 2. If you'll want / you want help with your homework this weekend, I'll help / I help you. I'm not _____ on Saturday, but I may _____ on Sunday.
- 3. If I'll win / I win the lottery this year, I promise I'll buy / I buy all my classmates dinner. I'll also _____, and I might _____, too.
- 4. If I ever will become / become famous, I won't / don't change. I'll still be / I'm still myself, and I won't
- **B** Pair work Tell each other your sentences. Can you continue the conversations?

3 Can you complete this conversation?

C This task recycles the uses of phrases with verb + -ing and prepositions, have got, and expressions for managing phone conversations. It also recycles the conversation strategies of interrupting and restarting conversations: trying to remember things; and using You mean, just, and all right.

- Set the scene Tell Ss to look at the picture. Ask, "What do you think the two men are talking about?" Write Ss' ideas on the board (e.g., *traveling, arriving at an airport, making a reservation, what they are going to wear at the airport*).
- Preview the task Read the instructions and the example aloud. Tell Ss to use each word and expression in the box only once.
- Do the task Have Ss complete the conversation. Have Ss compare their answers in pairs. Check answers with the class: Call on a pair to read the conversation. Other Ss raise their hands if they disagree with any of the answers.

Answers

Greg Greg Waters.

- Kenji Hello, Greg. This is Kenji from the office in Tokyo. I was just calling to ask . . . What time are you arriving on Monday?
- Greg Well, I have my ticket here. Let's see, I arrive at, um, 3:30 p.m.
- Kenji OK, I'll come to the airport to meet you. Oh, hold on a second I've got another call.

- Greg All right . . .
- Kenji Hi. Sorry about that. So, what was I saying? Oh, yes, I'll meet you. So how will I recognize you?
- Greg Well, I'm tall and I've got blond hair and -
- Kenji Sorry, Greg, I can't hear you. You're breaking up.
- Greg OK. Listen, I'll call you back . . .
- Kenji Hi. That's better. So, where were we?
- Greg I was describing myself. So, um, I'll be the blond guy with the sunglasses, wearing a USA T-shirt.
- Kenji Um, OK. Maybe I should wear a what do you call it? A thing with my name on it so you can find me?
- Greg Oh, you mean a badge. Good idea!
- Tell Ss to look at their ideas on the board from Set the Scene. Ask, "What were the men talking about? Are any of your ideas in the conversation?"
- Practice Have Ss sit back to back and practice the conversation in pairs, taking turns playing each role.
- Tell Ss to role-play a phone conversation about meeting someone at the airport. Tell them to decide where they each are, who is traveling, and when the person is arriving. Have a few pairs act out their conversation for the class.

4 Future plans and dreams

Α

C This task recycles *will, may,* and *might* to talk about the future, and *if* and *when* and the present tense to refer to the future.

- Preview the task Read the instructions aloud. Write the first part of the first sentence on the board: When <u>I'll get /</u> <u>I get home tonight</u>, <u>I'm going to ____</u>, ... Ask Ss to choose the correct option [I get]. Then call on a S to complete the sentence.
- Do the task Have Ss circle the correct options and complete the sentences. Check answers with the class.

Possible answers

- When I get home tonight, I'm going to make dinner, and I might practice the piano, but I probably won't go online.
- If you want help with your homework this weekend, I'll help you. I'm not doing anything on Saturday, but I may go and visit my parents on Sunday.
- If I win the lottery this year, I promise I'll buy all my classmates dinner. I'll also get my own apartment, and I might go back to school full-time, too.
- If I ever become famous, I won't change. I'll still be myself, and I won't move to another city.

В

 Preview the task Call on a S to read his or her first sentence. Ask him or her a follow-up question about the sentence (e.g., *What are you going to make for dinner?*). Tell Ss to take turns sharing their sentences in pairs. Tell them to ask follow-up questions to continue the conversations.

Extra activity INDIVIDUALS / GROUPS

Individual Ss write three or four interesting, true sentences about their future plans on separate pieces of paper. Tell them not to put their names on their papers. When Ss finish, they form groups. They mix up the papers and then take turns choosing and reading the sentences. The rest of the group tries to guess which group member wrote each sentence. Then they ask follow-up questions about each S's plans.

Find out about me!

1

 Preview and do the task Tell Ss to turn to the back of their Student's Books and look at Free Talk 1. Read the instructions and the example question aloud. Have Ss write their questions individually and fold the paper.

2

- Preview and do the task Read the instructions aloud. Have two Ss read the example conversation. Then have Ss a piece of paper from the pile. Tell Ss to go around the class and ask their classmates the question on the piece of paper they picked.
- Remind Ss to use Actually, if they answer with surprising or new information. Tell Ss to ask one follow-up question, and then to end the conversation.
- Follow-up Have each Ss call out one piece of information they remember about a classmate (e.g., Mandy really likes snow. She goes skiing every winter.).

2 Common interests

1

UNIT

- Preview and do the task Tell Ss to turn to the back of their Student's Books and look at Free Talk 2. Read the instructions and the sentence stems aloud.
- Tell Ss to complete the sentences with their own information. Remind Ss to keep to the topic of interests.

2

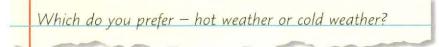
- Preview the task Read the instructions and the example question aloud. Then have three Ss read the example conversation aloud. Put Ss in small groups. Give Ss time to change their statements into questions. Go around the class and help as needed.
- Do the task Have group members ask each other the questions and write the names of anyone who has the same answers as they do.
- Follow-up Have Ss make a short report about their group's interests. Groups tell the class what they have in common (e.g., *The students in our group have a lot of different interests. We like watching baseball, and Matt and Gary play baseball on the school team.*).

Ind out about me!

UNIT

UNIT

1 Think of an interesting question you'd like to ask someone to get to know them better. Write your question on a small piece of paper, fold it, and put it in a pile.



- 2 Class activity Take a piece of paper from the pile. Ask your classmates the question on your piece of paper. Find out one more piece of information from each classmate.
 - A So, which do you prefer hot weather or cold weather?
 - B Actually, I like cold weather. I like snow.
 - A Oh, I do too. So, do you ski?

Common interests

- 1 Complete the sentences below about your interests.
- 1. Tenjoy watching baseball.
- 2. I'm good at _____
- 3. | can't _____
- 4. I'm interested in _____
- 5. I would like _____
- 6. I like _____
- 7. | can _____
- 8. I think everybody _____



2 Group work Change the statements you made into questions to ask your group. Who is the same as you?

Questions	Names
1. Do you enjoy watching baseball?	Ichiro

- A Do you enjoy watching baseball?
- B No, not really. I don't really understand the rules.
- C Really? I love it. Baseball is my favorite sport.



True or false?

- Complete the sentences with your own ideas. Write three true sentences and three false sentences.
- 1. I'm ______ these days.
- 2. If I______, I usually ______.
- 3. I never _____.
- 4. I love to _____.
- 5. I ________ every day.
- 6. This week I'm not ______.
- **2 Pair work** Take turns telling your ideas. Ask your partner follow-up questions. Can you guess which ideas are *not* true?
 - A I'm getting up at 4:30 every morning these days.B Are you serious? Why? Are you training for a race?

A new celebration

- **1** Group work Create a new special day or festival. You can use the ideas given or make up anything you want! Complete these sentences or write new ones about your new event.
- 1. Our new special day or festival is called ______. (name)
- 2. It's going to be on ______. (date)
- 3. There's going to be ______ and _____. (events)
- 4. Everyone is going to ______. (activity)
- 5. Everyone is going to eat ______. (food)
- 6. People are going to buy ______. (items)
- 7. Nobody is going to ______. (activity)
- 8. It's going to be _____. ("fun," "interesting,"...)
- 2 Class activity Ask three classmates from other groups questions about their new festivals and special days. Take notes.
 - A What's your new festival called?
 - B It's called "Laugh-a-Lot Day," and it's going to be on March 8th.
- **3** Choose one festival that you'd like to celebrate. Tell the class why.

"I'd like to celebrate Laugh-a-Lot Day because people are going to tell jokes all day."



Grandma's Day

Chocolate Festival

No-Homework Day!

Get-Up-Late Week

3 True or false?

1

- Preview and do the task Tell Ss to turn to the back of their Student's Books and look at Free Talk 3. Read the instructions and the sentences aloud.
- Write on the board one true sentence about yourself and one false sentence about yourself using the first sentence stem (e.g., 1. I'm swimming a lot these days. 2. I'm eating a lot of chocolate these days.). Say, "One of these sentences is true and one is false. Can you guess which one is true?" Have Ss call out their guesses.
- Remind Ss to complete three sentences with true ideas and three with false information. Also remind Ss to keep to the topic of health and wellbeing. Have Ss do the task.

2

- Preview the task Read the instructions aloud. Have two Ss read the example conversation. Make sure Ss understand that S1 will say one of their statements and that S2 will ask follow-up questions. S2 then guesses whether the sentence is true or false. Ss keep a tally of how many guesses are right.
- Ss then switch roles and S2 reads out each of his or her sentences, with S1 asking follow-up questions and making guesses.
- Follow-up Ss find a new partner, and take turns telling about their first partner's true sentences (e.g., Kyle is working out a lot these days. He's training for a 5-mile run.).

4 A new celebration

1

- Preview the task Tell Ss to turn to the back of their Student's Books and look at Free Talk 4. Read the instructions aloud. Point out the suggestions for special days on the right side of the page. Ask Ss to call out other ideas for celebrations. Write them on the board. Say, "Raise your hand if you think the special day or festival is a good idea." Read each one aloud, and count the raised hands. Tell the class the most popular one.
- Do the task Have groups choose an event from the list on the board or from in the book, or make up one of their own. Tell Ss to work together to complete the sentences.

2

- Preview the task Read the instructions aloud. Have two Ss read the example conversation. Then model the activity by calling on individual Ss to ask the question for each statement in Part A. Ask one group to answer the questions about their festival. If necessary, write the questions on the board. [I. What's your new festival called? 2. When's it going to be? 3. What events are there going to be? 4. What activities are there going to be? 5. What is everyone going to eat? / What food is there going to be? 6. What are people going to buy? 7. What is nobody going to do? 8. What's it going to be like?]
- Do the task Have Ss go around the class. Each S asks three classmates from different groups about their festival or event, and takes brief notes.

3

- Preview and do the task Read the instructions aloud. Ask one S to read the example aloud. Call on several Ss to talk about the festival they'd like to celebrate.
- Follow-up Have groups prepare a one-minute "segment" for a TV show about their festival. Each group member must have a speaking part. Tell Ss to give more details about their festival. Groups present their segments to the class.

UNIT

In the past

- 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 Ss read the list of statements. Help with vocabulary as needed.
- Say, "Look at statement 1: Find someone who was born at home." Ask a S to find and read the example question [Were you born at home?]. Tell Ss to read statement 2 and ask a S to say the question for it. [Did you like playing outside?] Repeat for all the statements. Remind Ss that all the questions are in the simple past.

6 Apartment hunting

- Preview the task Divide the class into two groups: A and B. Tell Ss to turn to the back of their Student's Books. Tell the Ss in group A to look at Free Talk 6A and the Ss in group B to look at Free Talk 6B.
- Read the instructions for Free Talk 6A and Free Talk 6B aloud. Model the activity with two Ss. Have S1 read aloud the example question [Is there a washer ...?]. Tell S2 to look at the information about the apartment and to answer the question by reading the example response aloud. Point out that the example shows an "echo" question. Encourage Ss to use questions like these if they need to clarify information.
- Tell Ss they can take notes about their partner's apartment to help them remember information.

- Tell Ss to go around class asking each question until they find someone who answers "yes." Remind Ss who answer "yes" to give more information in their answers, and not just answer "yes" or "no."
- Do the task Have Ss walk around the room asking their classmates the questions.
- Follow-up Several Ss report something interesting they found out about a classmate.
- Do the task Have Ss work in pairs and take turns asking each other about the apartments. When Ss finish, check answers with the class: Ask individual Ss specific questions about each apartment.
- In the same pairs, have Ss discuss which apartment they would like to live in and why. Make sure Ss give reasons (e.g., I think I'd prefer to live in the Beacon St. apartment because there's a big kitchen, and I like to cook.).
- Follow-up Have the class vote on which apartment they think is the best. Ask a few Ss to explain why.

In the past

UNIT

Class activity Ask your classmates questions about their childhood. Write notes about each person.

Find someone who	Name	Notes
1. was born at home.		
2. didn't like playing outside.		
3. wasn't good at music.		
liked to play board games.		
5. always had bruised knees.		
. was on a sports or athletics team.		
changed schools two or three times.		
. collected something.		
9. got into trouble a lot.		
). liked to eat vegetables.		

"Were you born at home?"

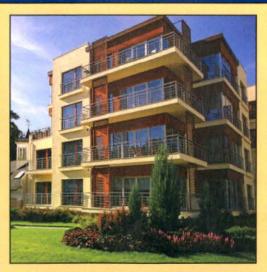
6A Apartment hunting

Pair work Student A: Read about the apartment below. Student B: Read about the apartment on page 133. Take turns asking questions about the two apartments. Which one would you like to rent?

- A Is there a washer and dryer in the apartment?
- B Is there a what? A washer and dryer? No, there isn't, but there's a . . .

Apartment for rent – 3812 Beacon Street

A C http://www.findyournewhome...



Apartment features 2 bedrooms and 2 bathrooms, living room, big kitchen, small balcony 3rd floor, no elevator Parking lot next to the apartment building

9

Amenities Washer and dryer in each apartment Free gym in the building Rooftop garden Valet parking

Neighborhood In a quiet neighborhood. Supermarket only a 15-minute walk away. 20-minute walk to the nearest subway station.

- 6



1 Look at the pictures. What advice do you have for Traveler B in each situation? Make a list.



- **2 Role play** Now imagine you and your partner are in the situations above. Take turns giving and responding to advice.
 - A You know, maybe you shouldn't leave your money in your pocket like that.
 - B Oh, yeah, I guess. But I don't have a wallet.
 - A Why don't you go to that shop to look for a new wallet?

Travel smart!

1

- 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, "Where are the people?" [1. at an airport; 2. at a bike rental; 3. on the beach] Ask, "What are the people doing?" Call on Ss to tell the class. Say, "Look at the pictures again. In each picture person B needs some advice." Tell Ss to look at picture 1. Say, "Look at his passport. It's not really in a safe place. What advice can you give person B?" Have a S answer [You really should put your passport in a safe place.]. Review the different ways to give advice and suggestions by asking Ss to think of other ways of giving the same advice about the passport [You shouldn't leave your passport in your pocket like that. You need to put your passport in a safe place. Why don't you put your passport in your briefcase? Put your passport in a safe place. It's probably a good idea to put your passport in a safe place.].
- Do the task Tell Ss to think of as many suggestions as they can for person B in each picture (at least 5 suggestions), and to write their ideas in a list.
- Have Ss do the task. When Ss have finished, check answers with the class.

Possible answers

Picture 1

- 1. You should pick up your boarding pass.
- You need to check your bag, because you can only take a small bag on the plane.
- Don't forget to put your money in your wallet to keep it safe.
- It's a good idea to put a lid on your coffee. You don't want to spill it.
- 5. Why don't you put your jacket in your luggage so you don't have to carry it?
- You could eat your take-out food right away. Your flight is delayed.

Picture 2

- 1. You should rent a helmet to be safe. You need to fix the flat tire.
- 2. You shouldn't wear flip-flops on a bike ride.
- You could leave your big bag somewhere. You don't want to carry it on a bike ride.
- 4. It's a good idea to rent a GPS to find your way around.
- 5. Why don't you wear shorts to keep cool?

Picture 3

- 1. You should wear sunglasses to protect your eyes.
- 2. You need to get some water to drink.
- 3. Don't forget to use sunscreen.
- 4. Take your socks off!
- 5. You could rent a deckchair to sit on.
- 6. Do you want to rent an umbrella?

2

- Preview and do the task Read the instructions aloud. Have two Ss read the example conversation aloud. Have Ss complete the task in pairs, taking turns playing each role. Encourage Ss to give more than one piece of advice for each picture. Go around the class, and help as needed.
- Follow-up Have pairs perform one of their conversations for the class.

8 All about home

1

UNIT

- Preview the task Tell Ss to turn to the back of their Student's Books and look at Free Talk 8. Read the instructions aloud. Make sure that Ss understand all the questions.
- Model the task by having a S ask you the first two questions. Give true answers. Then ask the S, "How about you? What's your room like? What do you have on the walls?" Encourage the S to answer and give details.
- Tell Ss to do the task, and to find three ways they are alike and three ways they are different.
- Do the task Have pairs complete the task. Go around the class and help as needed.
- Follow-up Have pairs write five sentences saying how their rooms are different. Remind Ss to use possessive pronouns (e.g., *I make my bed every morning, but Tom never* makes his.).

2

- Preview and do the task Read the instructions and the example aloud. Put Ss in groups and have them complete the task.
- Follow-up Several Ss share a few ways that their group members are alike and a few ways that their group members are different.

Apartment hunting

- Preview the task Divide the class into two groups: A and B. Tell Ss to turn to the back of their Student's Books. Tell the Ss in group A to look at Free Talk 6A and the Ss in group B to look at Free Talk 6B.
- Read the instructions for Free Talk 6A and Free Talk 6B aloud. Model the activity with two Ss. Have S1 read aloud the example question [Is there a washer ...?]. Tell S2 to look at the information about the apartment and to answer the question by reading the example response aloud. Point out that the example shows an "echo" question. Encourage Ss to use questions like these if they need to clarify information.
- Tell Ss they can take notes about their partner's apartment to help them remember information.

Directions for Unit 6 Free Talk also appear on page T-131.

- Do the task Have Ss work in pairs and take turns asking each other about the apartments. When Ss finish, check answers with the class: Ask individual Ss specific questions about each apartment.
- In the same pairs, have Ss discuss which apartment they would like to live in and why. Make sure Ss give reasons (e.g., I think I'd prefer to live in the Beacon St. apartment because there's a big kitchen, and I like to cook.).
- Follow-up Have the class vote on which apartment they think is the best. Ask a few Ss to explain why.

8 All about home

UNIT

UNIT

- 1 Pair work Discuss the questions. Find three ways you're alike. Find three ways you're different.
- 1. What's your room like at home?
 - What do you have on your walls?
 - Do you have a TV in your room?
 - Would you like to change your room? What would you change?
- 2. Are you neat or messy at home?
 - Do you make your bed every morning?
 - Do you leave things on top of dressers, tables, and chairs? Or do you put everything in drawers or a closet?
 - Is there a lot of clutter in your house? Whose clutter is it?

- 3. Do you prefer a quiet or a noisy home?
 - When you listen to music, do you use headphones or speakers?

Free talk

- Do you sing along with the music?
- Do you leave the TV on when you're not watching?
- 4. Do you or your family do a "spring cleaning" every year?
 - Who does most of the work?
 - What do you do?
- 5. Do you have any unusual habits at home?

2 Group work Join another pair. Tell them about yourself and your partner.

"Mario and I both have small rooms, but he has posters of his favorite rock band on the wall. I just have some pictures of my friends and family on my desk."

6B Apartment hunting

Pair work Student B: Read about the apartment below. Student A: Read about the apartment on page 131. Take turns asking questions about the two apartments. Which one would you like to rent?

- B Are there any stores nearby?
- A I'm sorry, are there any what? Stores? Let's see ... um ... well, there are ...

A C http://www.findyournewhome...

Apartment for rent – 1525 12th Avenue



Apartment features 2 bedrooms, 1 bathroom, living room with small kitchen 11th floor, elevator in building

9

Amenities

Laundromat on the corner of 12th Avenue and 15th Street Pet-care service in building 24-hour security Party room Rooftop pool

Neighborhood

Convenient location. Within walking distance to a large shopping mall. Many restaurants and shops nearby. Convenience store across the street from the building. 5-minute walk to the nearest subway station.

UNIT 9A What was happening?

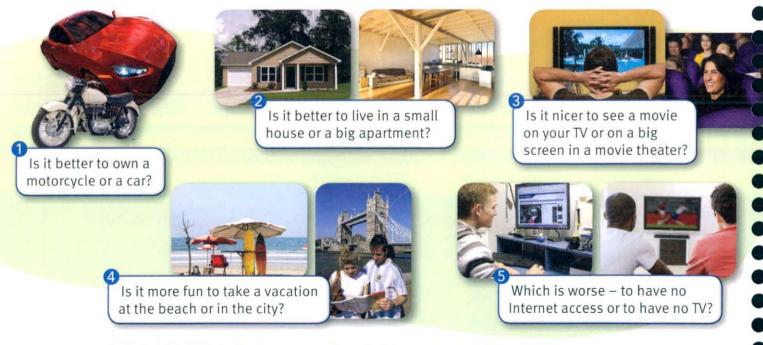
Pair work Look at the picture. Bob just crashed into a lamppost. Some other people saw the accident. What were they doing when it happened? What was Bob doing? Study the picture and try to remember as many details as possible. Then turn to Free talk 9B on page 136.





10 Which is better?

Pair work What are the advantages and disadvantages of the choices below? Which is better? Give at least three reasons for each choice. Discuss with your partner.



A Well, I think it's better to own a motorcycle than a car – and it's more fun. B Actually, I agree. It's also easier to find parking spaces when you have a motorcycle. A And it's just cheaper. Cars use more gas.

What was happening?

UNI

- Preview the task Tell Ss to turn to the back of their Student's Books and look at Free Talk 9A. Read the instructions aloud. Tell Ss to write as much detail as they can to answer the questions, including the colors of things.
- Do the task Have Ss study the picture for one minute. After one minute, call "Time."

B

- Preview the task Have Ss turn to Free Talk 9B. Read the instructions aloud. Say, "Remember that you can't look back at Free Talk 9A."
- Do the task Have Ss discuss the questions in pairs and write their answers to the questions. Check answers with the class: Read a question aloud, and ask a pair to read their answer. Ask Ss who disagree to raise their hands and say their answer. Write the answers on the board.
- When answers to the questions are on the board, say, "Now look at Free Talk 9A. Which answers are correct?" Point to each answer, and have Ss raise their hands if it is correct. Call on individual Ss to correct any incorrect answers.

Answers

- 1. He was skateboarding. He crashed into a lamppost.
- 2. He was texting on his cell phone.
- 3. Red and white
- 4. He was wearing baggy blue jeans / pants, a green T-shirt, and a green baseball cap.
- 5. No, he wasn't.
- 6. Six
- 7. He was holding an ice cream cone.
- 8. He dropped some of his ice cream.
- 9. He was paying for the flowers with a credit card.
- 10. He was wearing a grey suit, a white shirt, and a red tie. He shouted, "Watch out!"
- 11. They were drinking soda. One of the girls was talking on her cell phone.
- 12. One girl was wearing a black pencil skirt, a white top, a red jacket, and red shoes. The other girl was wearing skinny jeans, a green top, and turquoise shoes.
- 13. She was carrying a bag of groceries with bananas, apples, carrots and onions in it.
- 14. She dropped her groceries.
- 15. Possible answers: The young boy was wearing a baseball cap. He was listening to music. The flower shop clerk was wearing a green apron and a white shirt. The young women at the café were sitting under an orange and white umbrella. Bob's skateboard was red. The woman outside the grocery store was carrying a black purse. The man was buying red flowers.
- **Follow-up** Tell Ss to work in pairs and to think of as many comments as they can about the picture (e.g., S1: When Bob hit the lamppost he probably really hurt himself. S2: Yeah, I bet he got a headache from that.).

UNIT 10 Which is better?

- Preview the task Tell Ss to turn to the back of their Student's Books and look at Free Talk 10. Read the instructions aloud. Ask a S to read the first question aloud and then ask two Ss to read the example conversation aloud.
- Write on the board

Advantages motorcycle more fun

Disadvantages

more parking spaces

- cheaper on gas
- Ask Ss to think of a disadvantage of having a motorcycle (e.g., You can't ride them in snow.). Add it to the chart on the board.
- Tell Ss to make their own charts and to think of at least three advantages and three disadvantages for each item.

- Do the task Have Ss complete the task in pairs. Go around the class, and help as needed.
- Follow-up Have pairs join another pair and compare their notes. Tell Ss to see if there are other advantages and disadvantages that they didn't think of.

UNIT 11 What's different?

- · Preview the task Divide the class into two groups: A and B. Tell Ss to turn to the back of their Student's Books. Tell the Ss in group A to look at Free Talk 11A and the Ss in group B to look at Free Talk 11B.
- Read the instructions for Free Talk 11A and Free Talk 11B aloud. Have two Ss - an A and a B - read the example conversation in Free Talk 11A and 11B.
- Tell Ss to find partners with a letter different from theirs: A or B.
- Do the task Have Ss take turns asking each other about the pictures. Have pairs make a list of the things they find that are different. Go around the class, and help as needed. Remind Ss to use expressions from Unit 11, Lesson C if they can't remember a word.
- Check answers with the class: Have individual Ss each read one of the differences. After each answer, ask, "Where did he / she go?"

Possible answers

Person	Picture 11A	Picture 11
dark-haired woman	long ponytail, short nails, no polish	short hair; nails, red p
blond woman	no jewelry, empty-handed	necklace, shopping I coffee cup
woman with red hair	sandals, skinny jeans	red shoes, pants
man in green sweater	empty-handed, no glasses	glasses, te racket
man in baseball cap	blue T-shirt, empty-handed	red T-shirt camera
man talking on phone	dark hair, mustache, beard; orange T-shirt, jeans	shaved he face; orang T-shirt with writing on

В long polish

bag.

, black

ennis

ad. ge h it

Where did they go?

- 1. She went to a hair salon.
- 2. She went to a jewelry store and a coffee shop.
- 3. She went to a shoe store and a clothing store.
- 4. He went to a sporting goods store and an optometrist.
- 5. He went to a clothing store and an electronics store.
- 6. He went to a barber shop and ran a marathon.

UNIT 12 I might do that.

- · Preview the task Tell Ss to turn to the back of their Student's Books and look at Free Talk 12. Read the instructions aloud. Ask a S to read the questions in the box aloud. Then ask two Ss to read the example conversation aloud.
- Do the task Have Ss write their own answers in the chart.
- Have pairs compare answers. After each answer, have them take turns asking each other follow-up questions and continuing the conversation.
- Have Ss share some of their partner's answers with the class.
- Follow-up Have pairs present one of their conversations to the class.

Free talk

11A What's different?

Pair work Student A: These people are at the mall on Saturday morning. Your partner has a picture of the same people on Saturday afternoon. In that picture, each person is different in two ways. Ask questions to find out what's different. Where did each person go?



- A Do you see the woman with the dark hair?
- B Yes. Is she wearing a blue dress in your picture?
- A Yes, she is. So that's the same. Does she have a ponytail in your picture?
- B No, she doesn't. Her hair is short. So that's different.
- A I guess she went to the hair salon.

12 I might do that.

UNIT

Pair work Write your answers to the questions in the chart. Then compare answers with a partner. Ask questions to find out more information and continue the conversations.

an you think of	My answer
1. something you may do when you get home tonight?	
2. someone you'll probably see next week?	
3. something you might do next year?	
4. something new you'd like to try?	
5. a place you might visit in the next five years?	
6. something you think you'll do if you earn a lot of money?	
7. something you might do when you retire?	
3. something you'll probably never do in your life?	
A OK. So, I may cook myself a nice dinner tonight if I'm not too tire	ed.
Nice. What do you think you'll cook?	
Oh, maybe some pasta or something.	
3 I have a great recipe for pasta. I'll find it for you.	
All right. Thanks.	

Free talk

9B What was happening?

- 1 Pair work How much do you remember about the picture in Free talk 9A on page 134? Discuss the questions with a partner. Do you agree on the answers?
- 1. What was Bob doing when he crashed? What did he crash into?
- 2. What else was he doing?
- 3. What color were his sneakers?
- 4. What else was he wearing?
- 5. Was he wearing a helmet?
- 6. How many people saw the accident?
- 7. What was the young boy holding in his hand?
- 8. What happened when the boy saw the accident?

- 9. What was the man at the flower shop doing?
- 10. What was the man wearing? What did he shout?
- 11. What were the girls in the café doing when Bob hit the lamppost?
- 12. What were the girls wearing?
- 13. What was the woman in front of the grocery store carrying?
- 14. What did she do when Bob passed her?
- 15. How many other details can you remember?

- A I think he was riding a scooter.
- B Actually, I'm pretty sure he was riding a skateboard. OK. What did he crash into?
- 2 Pair work Now look at the picture in Free talk 9A again to check your answers. How many did you get right?

11B What's different?

Pair work Student B: These people are at the mall on Saturday afternoon. Your partner has a picture of the same people on Saturday morning. In that picture, each person is different in two ways. Ask questions to find out what's different. Where did each person go?



- A Do you see the woman with the dark hair?
- B Yes. Is she wearing a blue dress in your picture?
- A Yes, she is. So that's the same. Does she have a ponytail in your picture?
- B No, she doesn't. Her hair is short. So that's different.
- A I guess she went to the hair salon.

Free talk

What was happening?

Α

9

UNIT

- Preview the task Tell Ss to turn to the back of their Student's Books and look at Free Talk 9A. Read the instructions aloud. Tell Ss to write as much detail as they can to answer the questions, including the colors of things.
- Do the task Have Ss study the picture for one minute. After one minute, call "Time."

В

- Preview the task Have Ss turn to Free Talk 9B. Read the instructions aloud. Say, "Remember that you can't look back at Free Talk 9A."
- Do the task Have Ss discuss the questions in pairs and write their answers to the questions. Check answers with the class: Read a question aloud, and ask a pair to read their answer. Ask Ss who disagree to raise their hands and say their answer. Write the answers on the board.
- When answers to the questions are on the board, say, "Now look at Free Talk 9A. Which answers are correct?" Point to each answer, and have Ss raise their hands if it is correct. Call on individual Ss to correct any incorrect answers.

Answers

- 1. He was skateboarding. He crashed into a lamppost.
- 2. He was texting on his cell phone.
- 3. Red and white
- He was wearing baggy blue jeans / pants, a green T-shirt, and a green baseball cap.

What's different?

- Preview the task Divide the class into two groups: A and B. Tell Ss to turn to the back of their Student's Books. Tell the Ss in group A to look at Free Talk 11A and the Ss in group B to look at Free Talk 11B.
- Read the instructions for Free Talk 11A and Free Talk 11B aloud. Have two Ss — an A and a B — read the example conversation in Free Talk 11A and 11B.
- Tell Ss to find partners with a letter different from theirs: A or B.
- Do the task Have Ss take turns asking each other about the pictures. Have pairs make a list of the things they find that are different. Go around the class, and help as needed. Remind Ss to use expressions from Unit 11, Lesson C if they can't remember a word.
- Check answers with the class: Have individual Ss each read one of the differences. After each answer, ask, "Where did he / she go?"

Possible answers

Person	Picture 11A	Picture 11B
dark-haired	long ponytail,	short hair; long
woman	short nails, no	nails, red polish
	nolish	

Directions for Unit 9 Free Talk also appear on page T-134.

- 5. No, he wasn't.
- 6. Six
- 7. He was holding an ice cream cone.
- 8. He dropped some of his ice cream.
- 9. He was paying for the flowers with a credit card.
- He was wearing a grey suit, a white shirt, and a red tie. He shouted, "Watch out!"
- 11. They were drinking soda. One of the girls was talking on her cell phone.
- One girl was wearing a black pencil skirt, a white top, a red jacket, and red shoes. The other girl was wearing skinny jeans, a green top, and turquoise shoes.
- 13. She was carrying a bag of groceries with bananas, apples, carrots and onions in it.
- 14. She dropped her groceries.
- 15. Possible answers: The young boy was wearing a baseball cap. He was listening to music. The flower shop clerk was wearing a green apron and a white shirt. The young women at the café were sitting under an orange and white umbrella. Bob's skateboard was red. The woman outside the grocery store was carrying a black purse. The man was buying red flowers.
- Follow-up Tell Ss to work in pairs and to think of as many comments as they can about the picture (e.g., S1: When Bob hit the lamp post he probably really hurt himself. S2: Yeah, I bet he got a headache from that.).

Directions for Unit 11 Free Talk also appear on page T-135.

blond woman	no jewelry, empty-handed	necklace, shopping bag, coffee cup
woman with	sandals, skinny	red shoes, black
red hair	jeans	pants
man in green	empty-handed,	glasses, tennis
sweater	no glasses	racket
man in baseball	blue T-shirt,	red T-shirt,
cap	empty-handed	camera
man talking on phone	dark hair, mustache, beard; orange T-shirt, jeans	shaved head, face; orange T-shirt with writing on it

Where did they go?

- 1. She went to a hair salon.
- 2. She went to a jewelry store and a coffee shop.
- 3. She went to a shoe store and a clothing store.
- 4. He went to a sporting goods store and an optometrist.
- 5. He went to a clothing store and an electronics store.
- 6. He went to a barber shop and ran a marathon.

Sounds right



4.31 ((

- Preview the task Read the instructions aloud. Say the first two words. Ask, "Are the underlined sounds the same?" [yes]
- Play the recording Ss listen and repeat.
- Play the recording again Stop after the second item and ask, "Are the underlined sounds the same?" [yes] Continue to play the recording as Ss do the task. Check answers with the class.

Answers

1. S 2. S 3. S 4. S 5. D 6. S 7. D 8. S 9. D

Extra activity INDIVIDUALS

Have Ss choose four pairs of words and write a sentence for each pair (e.g., *I'm a baseball fan, but I can't afford to go to a game every week.*). Ss share their sentences with the class.

Extra activity PAIRS

Ss work in pairs. Pairs write a sentence for each item in the exercise. Each sentence must include the two words (e.g., I'm a big fan of (name of band), but I can't afford their concert tickets.). Ss practice saying their sentences and then read them aloud to another pair. Ss see if any of their sentences are similar.

UNIT 2

4.32 ((

- Preview the task Read the instructions aloud. Say the words *join, sound, know, puzzle, and rock* 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 ask, "What sound is it like?" [like the sound in *sound*] Continue playing the recording. Pause after each word so Ss can write it in the correct place in the chart. Have Ss compare their answers with a partner. Check answers with the class.

UNIT 3

4.33 (ا

- Preview the task Read the instructions aloud. Say the words *often*, *sneeze*, *food*, and *stay* 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 ask, "What sound is it like?" [like the sound in *often*] Continue playing the recording. Pause after each word so Ss can write it in the correct place in the chart. Have Ss compare their answers with a partner. Check answers with the class.

Answers

join	sound	know	puzzle	rock
coin	about	folk	country	novel
enjoy	now	program	something	рор

Extra activity CLASS

Ss work individually and choose 5 words from the list and write a short 30-second speech about their interests or hobbies. Ss then present their speech to the class.

Answers

sneeze	food	stay
fever	lose	headache
meat	flu	weight
	fever	fever lose

Extra activity PAIRS

In pairs, Ss write a conversation using all the words in the chart. Ss perform their conversations to the class.

UNIT 4

▲)) 4.34

- Preview the task Read the instructions aloud. Remind Ss to circle the one that is different.
- · Play the recording Ss listen and repeat.
- Play the recording again Stop after the first group of words and ask, "Which word has a different sound?"

[celebration] Have Ss circle *celebration*. Continue playing the recording as Ss circle the word in each group that has a different sound. Have Ss check answers with a partner. Play the recording again if necessary. Check answers with the class.

Answers

1. celebration 2. year 3. party 4. stuff

(1)) 4.31 Listen and repeat the pairs of words. Notice the underlined sounds. Are the underlined sounds the same (S) or different (D)? Write S or D.

Sounds right

1. fan / afford <u>S</u>	4. delicious / shirt	7. health / weather
2. stranger / major	5. dog / allergic	8. listen / salary
3. of / have	6. broke / cat	9. question / quotation

UNIT

1

(1)) 4.32 Listen and repeat the words. Notice the underlined sounds. Are the sounds like the sounds in *join, sound, know, puzzle,* or *rock*? Write the words from the box in the correct columns below.

1. about	3. c <mark>ou</mark> ntry	5. folk	7. n <u>ow</u>	9. program
2. coin	4. enj <u>oy</u>	6. novel	8. p <u>o</u> p	10. something

<u>joi</u> n	s <u>ou</u> nd	know	p <u>u</u> zzle	rock
	about			

(1)) 4.33 Listen and repeat the words. Notice the underlined sounds. Are the sounds like the sounds in *often*, *sneeze*, *food*, or *stay*? Write the words from the box in the correct columns below.

1. awful	3. fever	5. headache	7. meat
2. cough	4. fl <u>u</u>	6. lose	8. weight

often	sneeze	f <u>oo</u> d	stay
awful			



UNIT

3

()) 4.34 Listen and repeat the words. Notice the underlined sounds. Which sound in each group is different? Circle the odd one out.

1.	cap	h <u>a</u> ppy	graduate	celebration
2.	year	wear	careful	there
3.	birthday	party	fireworks	anniv <u>er</u> sary
4.	stuff	January	music	reunion



(1)) 4.35 Listen and repeat the pairs of words. Notice the underlined sounds. Then circle the word with the same sound.

	Which word ha	is th	e same sound?
1. geography and physics	<u>p</u> en	or	fan
2. biology and geometry	girl	or	joke
3. chemistry and orchestra	key	or	<u>ch</u> air
4. actually and literature	<u>ch</u> air	or	tie
5. grade and degree	job	or	gift



(1)) 4.36 Listen and repeat the words. Notice the underlined sounds. Are the sounds like the sounds in *across, cash, go, or shopping*? Write the words from the box in the correct columns below.

1. <u>a</u> quarium	3. block	5. electronics	7. over
2. bank	4. café	6. machine	8. video

cash	go	sh <u>o</u> pping
	c <u>a</u> sh	c <u>a</u> sh <u>go</u>

ا)) 4.37 Listen ar	nd repeat the wor	ds.	Check (✔) the	e wor	ds that have	e a si	lent letter /.	
1. 🗹 could	3. 🗌 milk	5.	. 🗌 salmon		7. 🗌 silk		9. 🗌 walk	
2. help	4. 🗌 old	6	. 🗌 should		8. 🗌 talk		10. 🗌 would	
■)) 4.38 Listen an underlined soun	nd repeat the wor nds.	ds.	Notice the un	derli	ned sounds	. Ma	tch the words wi	th the same
1. j <u>ew</u> elry <u>e</u>		a.	microwave					
2. nightstand _		b.	round					
3. <u>o</u> ven		c.	stove					
4. sh <u>ow</u> er		d.	stuff					
5. sofa		e.	suit					

Sounds right



()) 4.35

- 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 which word has the same sound [fan]. Tell Ss to circle fan. Continue playing the recording as Ss circle the words. Check answers with the class.

Answers

1. fan 2. joke 3. key 4. chair 5. gift

Extra activity CLASS

Have Ss make lists of words that include these sounds and spellings. Have Ss call out their words and write them in columns on the board. Score one point for every correct word on their list that other Ss don't have.

(1)) 4.36

6

UNIT

- Preview the task Read the instructions aloud. Say the words across, cash, go, and shopping 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 ask, "What sound is it like?" [like the sound in *across*] Continue playing the recording. Pause after each word so Ss can write it in the correct place in the chart. Have Ss compare their answers with a partner. Check answers with the class.

Answers

across	cash	go	shopping
aquarium	bank	over	block
electronics	café	video	machine

Extra activity PAIRS

Pairs work together to create a clue about each item in the exercise (e.g., *S1: There isn't one of these in this city, but it's a fun place to go. S2: aquarium*). Ss then join another pair and say their clues. Ss in the other pair have to guess the word.

UNIT

4.37 (()

- Preview the task Read the instructions aloud. Have Ss look at #1 and say the word *could*. Ask, "Why is this word checked?" [The letter *l* in *could* is silent.]
- Play the recording Ss listen and repeat.
- Play the recording again Have Ss do the task. Check the answers with the class: Have Ss say the words correctly without the audio.

Answers

 \square 1. could \square 3. milk \square 5. salmon \square 7. silk \square 9. walk \square 2. help \square 4. old \square 6. should \square 8. talk \square 10. would

Extra activity CLASS

Have Ss look at pages 68 and 69. Ss take turns calling out all the words that have an *l* in them. Ss raise their hands when they hear a word that has a silent *l*.

8

UNIT

4.38 ((

- Preview the task Read the instructions aloud. Have Ss look at #1 and say the word *jewelry*. Say, "The underlined sound is like the underlined sound in *suit*?" Have Ss repeat *jewelry* and *suit*.
- Play the recording Ss listen and repeat the words.
- Play the recording again Have Ss do the task. Check the answers with the class: Have Ss say the words correctly without the audio.

Answers

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

Extra activity PAIRS

Ss make sentences using each pair of words, some true and some false. Ss add two adjectives to each sentence (e.g., *My mom has some beautiful old jewelry, and I think she has on old blue suit, but she never wears it.*). Ss take turns saying their sentences to each other and guessing if the sentences are true or false.

Sounds right



- 4.39 ((
- 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, "Does the verb have an extra syllable and end in /Id/?" [no] Continue playing the recording as Ss do the task. Have Ss compare their answers with a partner.

UNIT 10

∎)) 4.40

- Preview the task Read the instructions aloud. Say the word *always*. Ask,"Is the final *s* like the sound in *see* or zero?" [zero]
- Play the recording Ss listen and repeat.
- Play the recording again Stop after the second word and elicit the sound of the underlined letter [z]. Continue playing the recording as Ss do the task. Have Ss compare answers in pairs. Check answers with the class: Have Ss say the words correctly without the audio.

UNIT 11

■)) 4.41

- Preview the task Read the instructions aloud.
- Play the recording Ss listen and repeat the words.
- Play the recording again Stop after the first word and ask, "Which word in the box has a similar sound to the underlined sound in *cornrows*?" [short] Have Ss repeat *cornrows* and *short*. Continue playing the recording as Ss do the task. Have Ss compare answers in pairs. Check answers with the class: Have Ss say the words correctly without the audio.

Check answers with the class: Have Ss read the sentences correctly without the audio.

Answers

- 1. I called for help.
- 2. I sprained my wrist.
- 3. I deleted my photos.
- □ 4. I damaged the car.
 □ 5. It happened last week.
 ☑ 6. I waited an hour.

Answers

1. z 2. z 3. z 4. z 5. s 6. z 7. s 8. s 9. s 10. s 11. s 12. s

Extra activity PAIRS

Ss make a conversation using all of the words in the exercise. Pairs then present their conversations to another pair.

 Go over answers as a class: Have Ss say the word pairs aloud.

Answers

1.9	2. e	3. f	4. b	5. a	6. C	7. d

Extra activity GROUPS

Ss take turns asking questions using the words in the exercise (e.g., *Do you know anyone with cornrows? Does anyone in your family have a mustache?*).

6. Officer

7. paramedic

8. promotion

UNIT 12

4.42 ((

- Preview the task Read the instructions aloud. Explain that one syllable in a word sounds louder or stronger than the others. This is the stressed syllable. Other syllables are weak and often sound like this: /ə/.
- Play the recording Ss listen and repeat the words.
- Play the recording again Stop after the first word and ask, "Why is sis circled?" [It's the stressed syllable.] Continue playing the recording as Ss do the task. Check answers with the class: Have Ss say the words correctly without the audio.

Answers

- 1. assistant
- 2. Carrier

5. letter

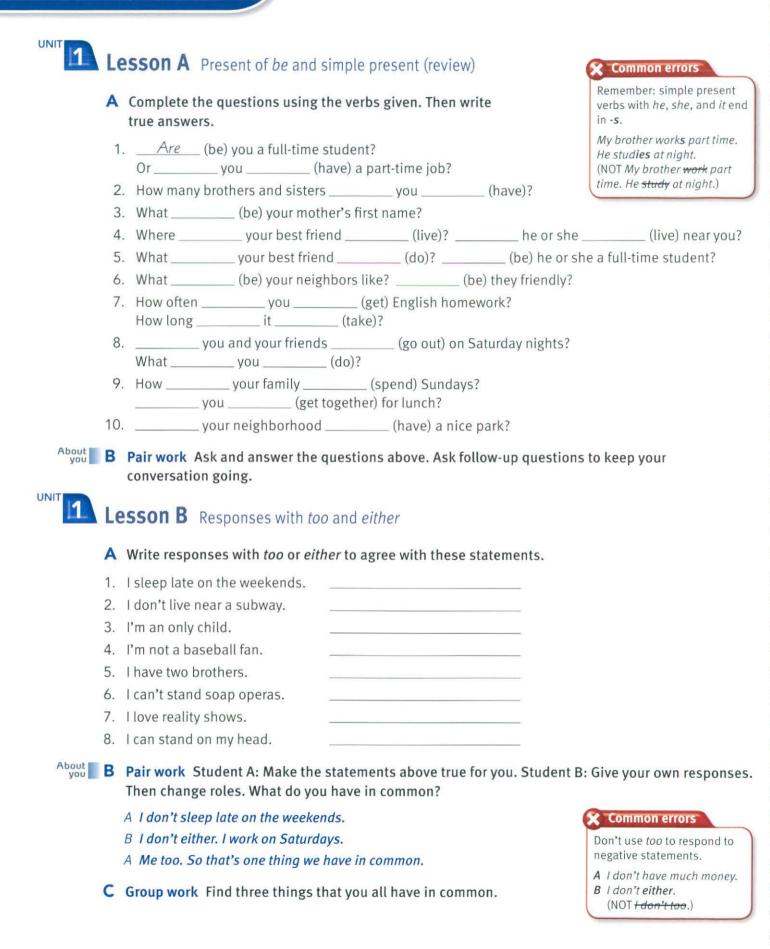
- 3. doctor
- 4. (journalist
- 9. police 10. representative
- Extra activity CLASS

Ss look through lessons A and B and find ten words with two or more syllables. Ss take turns writing their words on the board. The class says the words correctly and tells the S which is the stressed syllable.

a using all of the words esent their conversation class: Have Ss say the w 4. b 5. a 6. c S lestions using the word now anyone with comma we a mustache?).

•			Sour	nds right
UNIT 9	 4.39 Listen and repeat the sean extra syllable and end in /10 1. I called for help. 			e verbs that have
•	 I sprained my wrist. I deleted my photos. 	5. 🗌 It happ 6. 🗌 I waite	d an hour.	
	■)) 4.40 Listen and repeat the w <i>see</i> or <i>zero</i> ? Write <i>s</i> or <i>z</i> .	ords. Notice the underlined	sounds. Are the sounds li	ke the sound in
•	1. always <u>z</u>	5. concert	9. message	
•	2. busy	6. easier	10. nicer	
•	3. business	7. expensive	11. <u>s</u> pam	
•	4. calls	8. le <u>ss</u>	12. wor <u>se</u>	
	()) 4.41 Listen and repeat the w underlined sounds.	ords. Notice the underlined	sounds. Match the words	with the same
•	1. cornrows	a. beard		
•	2. freckles	b. braids		
•	3. mustache	c. h <u>air</u>		
	4. shaved	d. br <u>own</u>		
	5. pierced	e. h <u>ea</u> d		
•	6. wear	f. muscular		
•	7. bl <u>ou</u> se	g. sh <u>or</u> t		
UNIT 12	()) 4.42 Listen and repeat the w the /ər/ sound in <i>dinner</i> . Other stressed (strongest) syllable.			
•	1. assistant 3. doctor	5. letter 7. p	paramedic 9. police	5

2. carrier 4. journalist 6. officer 8. promotion 10. representative



Lesson A Present of be and simple present (review)

Α

UNIT

- Preview and do the task Read the instructions and the example aloud. Ask a S the question and have them answer it. Write their answer on the board. Have Ss complete the questions and write true answers. Check answers with the class: Have Ss ask a question to another S in the class. Continue until all Ss have had a chance to ask and answer two or three questions.
- Present Common Errors Read the information aloud.
 Write on the board: My mother sing / sings very well. Have Ss choose the correct verb form and say why they chose it.

Answers

- <u>Are</u> you a full-time student? Or <u>do</u> you <u>have</u> a part-time job?
- 2. How many brothers and sisters do you have?
- 3. What 's / your mother's first name?
- 4. Where does your best friend live? Does he or she live near you?
- 5. What does your best friend do? Is he or she a full-time student?

1 Lesson B Responses with too and either

A

UNIT

Preview and do the task Read the instructions aloud. Read the first sentence aloud. Ask, "What can you say to agree with this sentence?" Have Ss call out the correct response [I do too.]. Say, "Now write responses to agree with each sentence." Remind Ss that they should use too for affirmative responses, and use *either* for negative responses. Have Ss complete the task.

Possible answers

- 1. I do too.
- 2. I don't either.
- 3. I am too.
- 4. I'm not either.
- 5. I do too.
- 6. I can't either.
- 7. I do too.
- 8. I can too.

- 6. What are your neighbors like? Are they friendly?
- How often do you get English homework? How long does it take?
- 8. Do you and your friends go out on Saturday nights? What do you do?
- 9. How does your family spend Sundays? Do you get together for lunch?
- 10. Does your neighborhood have a nice park?

About

В

- Preview and do the task Read the instructions aloud. Have pairs complete the task. Go around the class and help as needed.
- Have Ss report some of their partner's answers to the class.
- Follow-up Have Ss choose one question each. Tell Ss to do a survey of their classmates, and to go around the class, asking the question they chose. Ss keep a tally of answers, and then report their findings back to the class.

About

В

- Preview and do the task Read the instructions aloud. Have two Ss read the example conversation aloud. Remind Ss to give true responses and also to give more information when they respond. Have pairs complete the task. Go around the class and help as needed.
- Present Common Errors Read the information aloud. Write on the board: / don't like cold weather.
 / don't _____. Have Ss choose the correct word and say why they chose it for that sentence [either; You use either with negative responses.].

С

 Preview and do the task Read the instructions aloud. Have group members share their answers from part B and find three things they all have in common. Have groups share what they have in common with the rest of the class.

Lesson A Verb forms

A

- Preview the task Read the instructions aloud. Point Ss to the first question. Have Ss call out the complete question using a correct form of the verb *perform* [Do you like to perform . . .? Do you like performing . . .?]. Tell Ss to complete the remaining questions and answers. If there is more than one possible answer, tell Ss to write all options.
- Do the task Have Ss complete the questions. Have Ss call out any words that they are unsure of, and have other Ss give the meanings. Then check answers with the class by having Ss read out each conversation in different groups of three.

Answers

- 1. A Do you like to perform / performing on stage?
 - B Yes, I enjoy acting.
 - C No, I don't. I hate to do / doing anything like that in public.
- 2. A Are you interested in learning to ski?
 - B Oh, yeah. I'd like to take ski lessons.
 - C No, not really. I prefer to stay / staying indoors in the winter.
- 3. A Can you dance?
 - B Yes, I can. But I hate to go / going to discos and dance clubs.
 - C No, I can't dance at all. But I like to watch / watching dance shows on TV.

2 Lesson B Object pronouns; everybody, nobody

A

UNIT

- Preview the task Read the instructions aloud. Point Ss to the first example. Read the questions and the first sentence of the response aloud. Ask, "What is *it*?" [It's an object pronoun.] "Why is *it* the correct answer?" [*It* refers to jazz.]
- Tell Ss to look at the next sentence. Ask, "Does the sentence need an object pronoun?" [yes] Call on Ss to say the correct sentence [Nobody in my family likes it.].
- Present Common Errors Write on the board: Adele is my favorite singer. I like _____ very much. Have Ss say the missing object pronoun and say why they chose it [her / her refers to Adele (female)]. Ask, "Can you say this sentence without her?" [no] Read the information aloud. Write on the board: I heard that new movie is great. Let's go see _____ tonight. Have Ss say the object pronoun and say why they chose it for that sentence.
- Do the task Have Ss complete the rest of the conversations. Have Ss compare their answers. Check answers with the class.

Answers

1. A Do you like jazz?

perform on stage sometime.).

- B Yeah, but I don't listen to it very much. Nobody in my family likes it.
- A I really love Miles Davis. He's my favorite trumpet player. Do you know <u>him</u>?
 - *B* Yeah. My whole family likes <u>him</u>. He has so many albums.
 - A Yeah, he does. They're all good, too. I like them.
- A I have two tickets for the Adele concert. She's my favorite singer. Do you want to go with <u>me</u>?
 - B Sure, I'd love to go. I love her, too.

4. A Do you enjoy going to the movies?

big screen.

and help as needed.

About

class.

B

B Yes, I really like to watch / watching movies on the

C Yeah? I prefer to watch / watching movies at home.

aloud. Have Ss write their responses to the questions in

part A. Then tell Ss to work together in pairs and to ask and answer the questions. Remind Ss to ask follow-up

questions to get more information. Go around the class

Have Ss report some of their partner's answers to the

Follow-up Have Ss work in groups and play a game.

Tell Ss to look at the first question again. (Do you like

S2: I hate to perform on stage. I'm shy so ... S3: I'd like to

different verb form each time (e.g., S1: I love performing on

stage. It's really exciting. S2: Actually, I prefer to watch a show.

performing on stage?) Ss take turns answering the question, giving true answers. However, Ss must use a

Preview and do the task Read the instructions

- 4. A I didn't know you play the banjo. I'd like to hear you sometime.
 - *B* Well, I have a band. We play in a coffee shop. Come and see <u>us</u> on Friday.

About you

B

 Preview and do the task Read the instructions aloud. Have two Ss read the example conversation aloud. Have groups complete the task. Go around the class and help as needed. Have Ss share their group's responses with the rest of the class.

2 Lesson A Verb forms

UNIT

UNIT

A Complete the sentences with the correct forms of the verbs given. Sometimes there is more than one correct answer.

- A Do you like _____ (perform) on stage?
 - B Yes. I enjoy _____ (act).
 - C No, I don't. I hate _____ (do) anything like that in public.
- 2. A Are you interested in _____ (learn) to ski?
 - B Oh, yeah. I'd like _____ (take) ski lessons.
 - C No, not really. I prefer _____ (stay) indoors in the winter.
- 3. A Can you _____ (dance)?
 - B Yes, I can. But I hate _____ (go) to discos and dance clubs.
 - C No, I can't _____ (dance) at all. But I like _____ (watch) dance shows on TV.
- 4. A Do you enjoy _____ (go) to the movies?
 - B Yes, I really like _____ (watch) movies on the big screen.
 - C Yeah? | prefer _____ (watch) movies at home.
- About B Write your own responses to the questions above. Then ask and answer the questions with a partner.

Lesson B Object pronouns; everybody, nobody

- A Write object pronouns where they are necessary in the conversations. Then compare and practice with a partner.
- 1. A Do you like jazz?
 - B Yeah, but I don't listen to very much. Nobody in my family likes.
- 2. A I really love Miles Davis. He's my favorite trumpet player. Do you know?
 - B Yeah. My whole family likes. He has so many albums.
 - A Yeah, he does. They're all good, too. I like.
- 3. A Thave two tickets for the Adele concert. She's my favorite singer. Do you want to go with?
 - B Sure, I'd love to go. I love, too.
- 4. A I didn't know you play the banjo. I'd like to hear sometime.
 - B Well, I have a band. We play in a coffee shop. Come and see on Friday.

About vou B Group work Make guesses about your group's interests and complete the sentences. Then read your sentences to the group. Are they true?

- 1. Everybody
- 2. Everyone _____
- 3. Nobody_____
- 4. No one _____
- A I wrote, "Everybody in my group listens to jazz." B I don't like to listen to it, so that's not true.

Common errors

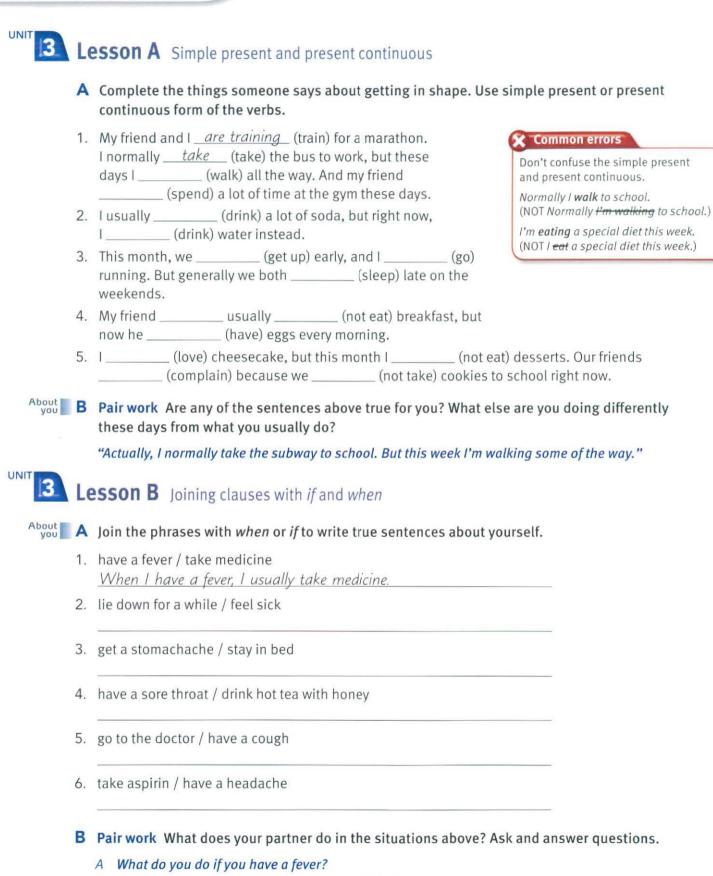
I like her very much. (NOT Hike very much.)

love, etc.

Use an object after like,

Adele is my favorite singer.

Extra practice



B If I feel really hot, I put a cold towel on my head.

3 Lesson A Simple present and present continuous

Α

UNIT

- Present Common Errors Read the information aloud. Write on the board: I teach / I'm teaching this class every week I teach / I'm teaching this class right now. Have Ss choose the correct verb form and say why they chose it for that sentence. Elicit the rules for the use of the simple present and present continuous.
- Preview the task Read the instructions and the examples aloud. Ask a S to explain what "get in shape" means [to become physically fit and strong]. Ask, "What's a marathon?" [It's a 26-mile running race.]
- Read aloud the first two example sentences. Ask, "What form is *My friend and I are training*?" [present continuous]. What form is *I normally take . . .*? [simple present]
- Do the task Have Ss complete the sentences. Check answers with the class: Have Ss call out the answers.

Answers

- My friend and I are training for a marathon. I normally take the bus to work, but these days I'm walking all the way. And my friend's / is spending a lot of time at the gym these days.
- I usually <u>drink</u> a lot of soda, but right now, I'm drinking water instead.

- This month, we're getting up early and I'm going running. But generally we both sleep late on the weekends.
- My friend doesn't usually eat breakfast, but now he's having eggs every morning.
- I love cheesecake, but this month I'm / am not eating desserts. Our friends're / are complaining because we're not / aren't taking cookies to school right now.

About vou

В

- Preview and do the task Read the instructions and the example aloud. Have pairs complete the task. Go around the class and help as needed.
- Have Ss report some of their partner's answers to the class.

3 Lesson B Joining clauses with *if* and *when*

About

A

UNIT

- **Preview the task** Read the instructions and the example aloud. Ask Ss to raise their hands if the sentence is true for them. Ask Ss to raise their hands if the sentence is not true for them. Ask a S who says the sentence is not true for them to make it true, using the words given [When I have a fever, I never take medicine.].
- Tell Ss to complete the rest of the sentences using when and *if*, and to make the sentences true for them.
- Do the task Have Ss complete the task. Check answers with the class: Have Ss call out their sentences.

Possible answers

- 1. When / If I have a fever, I usually take medicine. / I never take medicine.
- I lie down for a while if / when I feel sick. / I hardly ever lie down for a while if / when I feel sick.
- 3. When / If I get a stomachache, I stay in bed. / I don't usually stay in bed.
- If / When I have a sore throat, I drink hot tea with honey. / I don't drink hot tea with honey.
- 5. I go to the doctor if / when I have a cough. / I don't go to the doctor if / when I have a cough.
- 6. I take aspirin if / when I have a headache. / I never take aspirin if / when I have a headache.

B

 Preview and do the task Read the instructions aloud. Have two Ss read the example conversation aloud. Have pairs complete the task. Go around the class and help as needed. Have Ss report their partner's ideas to the class.

Lesson A Future with *be going to*; indirect objects

About

A

UND

- Preview the task Read the instructions aloud. Model the first question. Tell Ss to use the words given and *be* going to, and to write the question. Call on Ss to say the correct answer [What are you going to give your mother for Mother's Day?].
- Ask a few Ss the question. Call on Ss to give their own answers.
- Tell Ss to write the rest of the questions in the exercise in the same way, and to write a true answer.
- Present Common Errors Write on the board: What _______
 going to do? (he) Ask Ss to complete the question using he [What is he going to do?]. Read the information aloud.
- Do the task Have Ss do the task. Then have Ss check each other's work. Check answers with the class: Have Ss read the questions aloud.

Answers

- What are you going to give your mother for Mother's Day?
- 2. Are you going to get your parents something for their anniversary?

- 3. Are you going to give your teacher a thank-you card at the end of the year?
- 4. How are you going to celebrate your birthday this year?
- 5. How old will your best friends be on their next birthdays?
- 6. Are you going to give someone a birthday present this month?

About

В

- Preview and do the task Read the instructions aloud. Have two Ss read the example conversation aloud. Have pairs complete the task. Go around the class and help as needed.
- Have Ss report some of their partner's answers to the class.
- Follow up Have Ss go around class asking their classmates the 6 questions. Ss keep asking the same question until they find someone who has the same answer as them. Ss write that person's name next to the question.

Lesson B Present continuous for the future; be going to

A

- Preview the task Read the instructions aloud. Point Ss to the first question. Say, "What are two different ways to complete this question?" [with present continuous: Are you going out tonight?; with *be going to*: Are you going to go out tonight?] Remind Ss to use the present continuous here, and to only use *be going to* when they can't use the present continuous.
- Do the task Have Ss complete the task. Then check answers with the class: Have two Ss read each conversation aloud.

Answers

- 1. A Are you going out tonight?
 - B Yeah, I'm taking my girlfriend to the Harbor Grill for dinner tonight for her birthday. I'm picking her up in 30 minutes.
 - A Wow. That place is fancy. It's going to be expensive.
 - B Yeah, but she's going to love it.
- 2. A Are you doing anything interesting tomorrow tonight?
- B Actually, yes. I'm meeting some friends at 8:00 to go to a concert. It's going to be so much fun.

- 3. A We're playing softball tomorrow. Do you want to join us?
 - *B* Sure. That sounds like fun. What time <u>are</u> you getting together?
 - A We're meeting at 11:00, but I heard it's going to rain.
- 4. A Some of my classmates are having a party tomorrow night. Do you want to come?
 - *B* Actually, I probably can't make it. I'm working tomorrow from 5:00 to 10:00, and after that I think I'm going to be too tired.

About

В

- Preview and do the task Read the instructions aloud. Have pairs complete the task. Go around the class and help as needed.
- Have pairs present one of the conversations to another pair.

		Common errors
	Le	SSON A Future with <i>be going to</i> ; indirect objects Remember the correct word order in questions.
About you	Α	Write questions (Q) with <i>be going to</i> . Then write your own answers (A), using indirect object pronouns where necessary.
	1.	what / you / give your mother for Mother's Day Q
		Α
	2.	you / get your parents / something for their anniversary QA
	3.	you / give your teacher / a thank-you card at the end of the year QA
		how / you / celebrate your birthday this year Q
	5.	how old / your best friends / be on their next birthdays Q
	6.	you / give someone a birthday present this month Q
About you		Pair work Ask and answer the questions. A What are you going to give your mother for Mother's Day?
		 B I'm probably going to buy her some flowers and get her a card. SSON B Present continuous for the future; be going to
	A	Complete the conversations with the correct forms of the verbs. Use the present continuous when possible. Use <i>be going to</i> when you can't use the present continuous.
	1.	Ayou(go out) tonight?
		B Yeah, I (take) my girlfriend to the Harbor Grill for dinner tonight for her birthday. I (pick) her up in 30 minutes.
		A Wow. That place is fancy. It (be) expensive.
		B Yeah, but she (love) it.
	2	A you (do) anything interesting tomorrow tonight?
	۷.	B Actually, yes. I (meet) some friends at 8:00 to go to a concert. It (be) so much fun.
	3.	A We (play) softball tomorrow. Do you want to join us?
		B Sure. That sounds like fun. What time you (get together)?
		A We (meet) at 11:00, but I heard it (rain).
	4.	A Some of my classmates (have) a party tomorrow night. Do you want to come?
		B Actually, I probably can't make it. I (work) tomorrow from 5:00 to 10:00, and after that I think I (be) too tired.
About	-	

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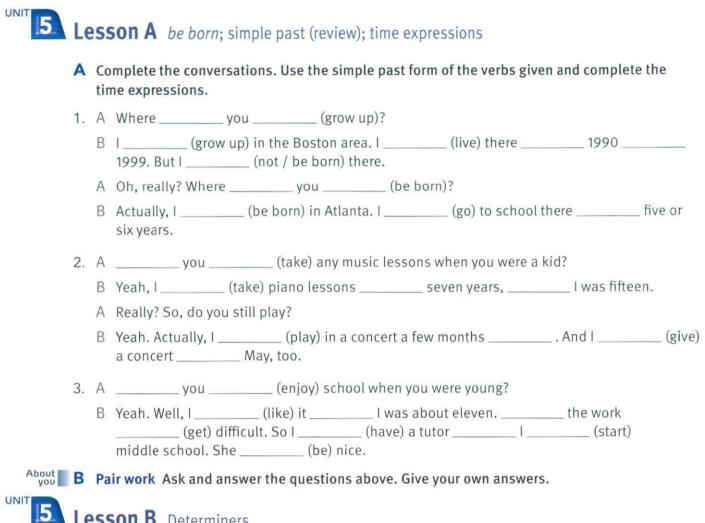
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B Pair work Ask and answer the questions above. Give your own answers.



Lesson B Determiners

- A Maria is studying English in a college in the United States. She compared the high school experiences of her current classmates with the experiences of students in her home country. Circle the correct determiners.
- 1. In Maria's home country,(all)/ all of / none high school students take English. In her current class, (all of) / some / a few the students took English in high school.
- 2. No / Most / Some of Maria's current classmates were interested in English in high school. In her home country, a few of / most / none of students are interested in English, and a few of / most of / some students are not.
- 3. Some / Some of / Most her classmates in the U.S. got good grades in English in high school, but a few / most / some of them didn't. In her home country, most / some of / a lot students get good grades in English.
- 4. In her home country, a few / some of / none of students study languages other than English, but no / none of / none her classmates did.
- **B** Write four sentences about language learning in your country. Write about people in general and your own classmates. Then compare with a partner.

All students in high school take English here. I think most of the students in my class are interested in English because

5 Lesson A be born; simple past (review); time expressions

A

UNI

- Preview the task Read the instructions aloud. Point Ss to the first question and say, "Complete the question using the simple past." Have Ss call out the answer [Where did you grow up?].
- Review time expressions with Ss. Have Ss call out as many time expressions as they can remember from the lesson.
 Write them on the board (e.g., *in May, in 2010, five years ago, From 1999 to 2003, until I was eight, for nine years, last year, . . . long, Then . . . ,*).
- Do the task Have Ss complete the conversations. Check answers with the class: Have pairs read the conversations aloud.

Answers

- 1. A Where did you grow up?
 - *B* I grew up in the Boston area. I lived there from 1990 to 1999. But I wasn't born there.
 - A Oh, really? Where were you born?
 - B Actually, I was born in Atlanta. I went to school there for five or six years.
- 2. A $\underline{\text{Did}}$ you take any music lessons when you were a kid?
 - B Yeah, I took piano lessons for seven years, until I was fifteen.
 - A Really? So, do you still play?
 - *B* Yeah. Actually, I <u>played</u> in a concert a few months ago. And I gave a concert in / last May, too.
- 3. A Did you enjoy school when you were young?
 - B Yeah. Well, I liked it until I was about 11. Then the work got difficult. So I had a tutor when I started middle school. She was nice.

5 Lesson B Determiners

4

UNIT

- Preview and do the task Read the instructions aloud. Then read the first example sentence. Ask, "Is Maria talking about students in general, or a specific group of students?" [students in general] Read the second example sentence. Ask, "Is Maria talking about students in general, or a specific group of students?" [a specific group]
- Present Common Errors Books closed, Write on the board. A lot of students study English. Ask, "What errors do you think Ss make with a lot of?" Have Ss guess, then open their books. Ask a S to read the information aloud.
- Have Ss complete the task by circling the correct words.
- Check answers with the class: Have Ss read the sentences aloud.

About you

В

- Preview and do the task Read the instructions aloud. Have pairs complete the task. Go around the class and help as needed.
- Have Ss report some of their partner's answers to the class.
- Follow-up Have Ss work in pairs to create an interview for a magazine. Tell Ss to find out three interesting pieces of information for the magazine. Ss interview their partners and then write questions and answers in a magazine style interview.



- In Maria's home country, <u>all</u> high school students take English. In her current class, <u>all of / all</u> the students took English in high school.
- Most of Maria's classmates were interested in English in high school. In her home country, most students are interested in English, and <u>some</u> students are not.
- Some of her classmates in the U.S. got good grades in English in high school, but some of them didn't. In her home country, most students get good grades in English.
- 4. In her home country, a few students study languages other than English, but none of her classmates did.

В

Preview and do the task Read the instructions aloud. Have a S read the example aloud. Have Ss complete the task. Go around the class and help as needed. Then have Ss compare answers with a partner. Have Ss share their partner's answers with the class.

6 Lesson A Is there? Are there?; location expressions

A

UNIT

- Preview and do the task Read the instructions aloud. Ask, "Is there a bank on the map?" Elicit answers [Yes, there's one on 4th Avenue.]. Call on a S to ask a question about the map. Have another S respond. Go around class until Ss have asked about several of the places on the map.
- Read the first sentence in the conversation. Call on Ss to say the correct option [Are there any . . .]. Ask, "Why is that the correct answer?" [Because *ATMs* is plural.] Say, "Circle the words."
- Do the task Have Ss complete the task. Check answers with the class: Have Ss read aloud the different sentences.

Answers

- A Excuse me. Are there any ATMs around here?
- B Hmm... there aren't any on this street, but there are some on 4th Avenue, in front of the bank. There's also one just inside Albinoni's Supermarket.
- A And are there any good restaurants around here?
- *B* Oh, yeah. There are some on 2nd Avenue. And there's a good sushi place between Bell Street and Market Street. It's right across from Richman's Jewelry.
- A OK, thanks. Oh, and is there a parking lot there?
- *B* Actually, no. There isn't <u>one</u> there, but there is <u>one</u> right <u>behind</u> the Bell Street Hotel. The entrance is <u>on</u> 2nd Avenue.

About you

В

- Preview and do the task Read the instructions aloud. Model the task by having a S ask you a question about the first item [Is there a bank in your neighborhood?]. Give a true answer. Then ask, "How about in your neighborhood? Is there a bank?" Have the S respond.
- Have pairs complete the task. Go around the class and help as needed.
- Have Ss report some of their partner's answers to the class.
- Follow-up Have Ss call out five different places you can often find in neighborhoods. Write them on the board (e.g., a swimming pool, a 24-hour convenience store, a subway station). Have Ss work with a different partner and ask questions again.

6 Lesson B Offers and requests with Can and Could

A

UNIT

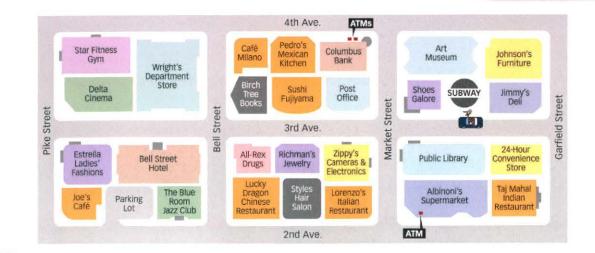
Preview and do the task Read the instructions aloud.
 Have Ss complete the task. Check answers with the class:
 Have pairs read the conversations aloud.

Answers

- 1. A Can / Could you give me directions to the art museum?
 - *B* Sure. Just go out of the hotel, and <u>make a right. Walk</u> about a block, then turn left on Market Street. The art museum is on the corner of Market Street and 4th Avenue.
- 2. A Can I help you?
 - B Yes. Can / Could you tell me how to get to the subway station? Is it far from here?
 - A Uh, it's not far. Walk about two blocks. The subway entrance is going to be on your left.
- 3. A Can / Could you recommend a good restaurant near here?
 - *B* Well, there's a good Indian restaurant on Garfield Street. Go out of the hotel and turn right. Go straight for about two blocks and then turn right on Garfield Street. The restaurant is going to be on your right.

About

- Preview the task Read the instructions aloud. Model the activity by telling Ss to think about places in the neighborhood of the class. Have Ss call out places, and write them on the board (e.g., the sandwich shop, the post office, the police station, the gas station).
- Tell Ss to look at the first place. Ask, "Who knows where the sandwich shop is?" Have Ss raise their hands. Ask a S to give directions to the shop. Say, "Listen carefully. Make sure the directions are correct." If Ss don't know where the shop is, tell them to make notes as they listen, and to then follow the directions after class and see if they are correct.
- Do the task Have Ss work in pairs asking for and giving directions to at least three places in the neighborhood. Go around the class and help as needed.
- Have Ss report some of their partner's answers to the class.



Lesson A Is there? Are there?; location expressions

UNIT

UNIT

- A Look at the map. Circle the correct expressions to complete the sentences.
- A Excuse me. Are there any / Is there an ATMs around here?
- B Hmm...there aren't any / one / some on this street, but there are any / one / some on 4th Avenue, across from / in front of the bank. There's also any / one / some just inside / on Albinoni's Supermarket.
- A And are there any / is there a good restaurants around here?
- B Oh, yeah. There are any / one / some on 2nd Avenue. And there's a good sushi place between / on the corner of Bell Street and Market Street. It's right across from / behind Richman's Jewelry.
- A OK, thanks. Oh, and are there any / is there a parking lot there?
- B Actually, no. There isn't any / one / some there, but there is any / one / some right behind / next to the Bell Street Hotel. The entrance is next to / on 2nd Avenue.

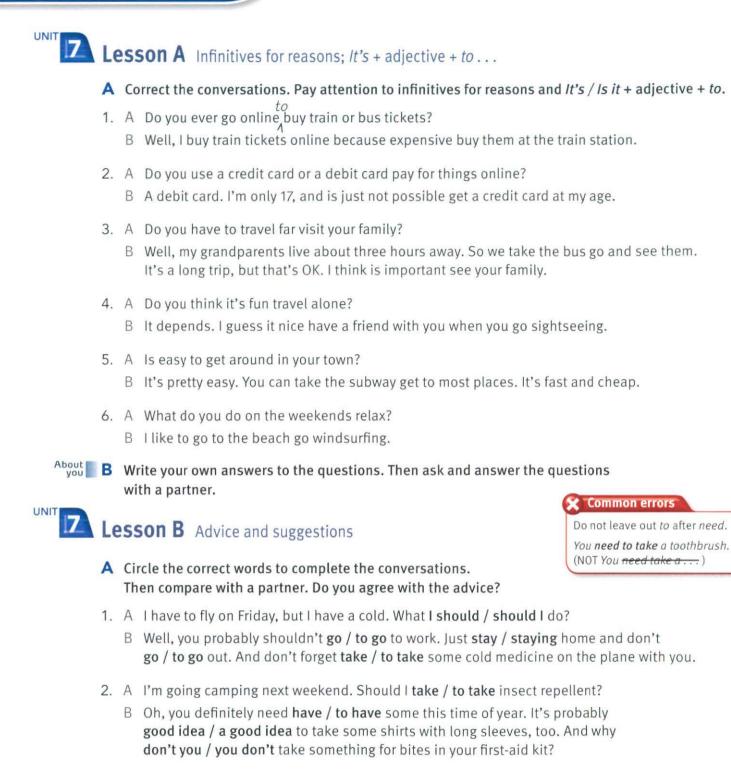
About B Pair work Now ask and answer questions about these places in your neighborhoods.

a bank good bookstores nice cafés a movie theater a post office

Lesson B Offers and requests with *Can* and *Could*

- A Look at the map again. Some people are asking the concierge at the Bell Street Hotel for directions. Complete the questions with *Can* or *Could*, and write directions for each person.
- 1. A <u>Can / Could</u> you give me directions to the art museum?
 - B Sure. Just go out of the hotel, and _____
- 2. A _____ I help you?
 - B Yes. _____ you tell me how to get to the subway station? Is it far from here?
 - A Uh, it's not far. Walk ____
- 3. A _____ you recommend a good restaurant near here?
 - B Well, there's a good Indian restaurant on Garfield Street. Go __

About B Pair work Take turns asking for and giving directions to places in the neighborhood you are in.



- 3. A We're going to the beach next weekend. What need / should I take with me?
 - B Well, you should **take / taking** an umbrella. It gets hot. And you probably need **pack / to pack** a picnic. The cafés are expensive. And **do you want / do you want to** take a volleyball? It's fun to play volleyball on the beach.

About you B Pair work Write two of your own suggestions for each question above. Take turns asking the questions and making suggestions.

Lesson A Infinitives for reasons; It's + adjective + to

Α

UNIT 7

- Preview and do the task Read the instructions aloud. Say, "The conversations are not correct. You need to correct them." Point Ss to the first sentence in item 1. Say, "The word to was missing. The correct sentence is Do you ever go online to buy train or bus tickets?"
- Have Ss look at the B response. Ask Ss to read the sentence, and to raise their hands when they see the correction that's needed. Call on a S to give the correct sentence [Well, I buy train tickets online because it's expensive to buy them at the train station.].
- Tell Ss to correct the rest of the conversations.
- Have Ss compare their sentences in pairs and review their answers. Then call on Ss to read aloud the corrected sentences and check answers with the class.

Answers

- 1. A Do you ever go online to buy train or bus tickets?
 - *B* Well, I buy train tickets online because it's / it is expensive to buy them at the train station.
- A Do you use a credit card or a debit card to pay for things online?
 - *B* A debit card. I'm only 17, and it's / it is just not possible to get a credit card at my age.
- 3. A Do you have to travel far to visit your family?
 - B Well, my grandparents live about three hours away. So we take the bus to go and see them. It's a long trip, but that's OK. I think it's / it is important to see your family.

Lesson B Advice and suggestions

A

UNIT

- Present Common Errors Read the information aloud.
 Write these phrases on the board: go to the supermarket, pack my suitcase, walk the dog, wash the dishes. Have Ss write sentences on the board with these phrases and need to.
- Preview and do the task Read the instructions aloud. Model the activity by reading aloud the first sentence in item 1. Ask, "What's the correct answer?" [What should I do?] Ask, "Why?" [Because it follows the word order for questions.] Tell Ss to circle *should I*. Tell Ss to read the rest of the conversations and circle the correct words.
- Do the task Have Ss work alone to complete the task. Then have Ss compare their answers in pairs by reading the conversations to each other. Check answers with the class.

Answers

- 1. A I have to fly on Friday, but I have a cold. What should I do?
 - B Well, you probably shouldn't go to work. Just stay home and don't go out. And don't forget to take some cold medicine on the plane with you.

- 4. A Do you think it's fun to travel alone?
 - *B* It depends. I guess it's / it is nice to have a friend with you when you go sightseeing.
- 5. A Is it easy to get around in your town?
 - *B* It's pretty easy. You can take the subway to get to most places. It's fast and cheap.
- A What do you do on the weekends to relax?
 B I like to go to the beach to go windsurfing.

About

В

- Preview the task Read the instructions aloud. Remind Ss to use infinitives for reasons in their answers.
- Do the task Have pairs write answers to the questions. Go around the class and help as needed.
- When Ss have finished, have one or two Ss give their answers to the first question. Tell Ss to work in pairs and take turns asking the questions and giving their own answers.
- Follow-up Have Ss report one of their partner's answers to the class.

- 2. A 1'm going camping next weekend. Should I take insect repellant?
 - B Oh, you definitely need to have some this time of year. It's probably <u>a good idea to take some shirts</u> with long sleeves, too. And <u>why don't you</u> take something for bites in your first-aid kit?
- 3. A We're going to the beach next weekend. What should I take with me?
 - B Well, you should take an umbrella. It gets hot. And you probably need to pack a picnic. The cafés are expensive. And do you want to take a volleyball? It's fun to play volleyball on the beach.
- Have Ss say if they agree with the advice or not. If they don't agree, ask them what advice they would give someone in the same situation.

About

В

 Preview and do the task Read the instructions aloud. Have Ss write their suggestions individually. Then have pairs take turns asking questions and giving suggestions. Have Ss share their partner's suggestions with the class.

Lesson A Whose...?; Possessive pronouns

- Preview the task Read the instructions aloud. Read aloud the first conversation with a S. Point out how the missing words have been completed – with *whose* + a verb for the question, and with a possessive pronoun. Tell Ss to complete the rest of the conversation.
- Do the task Have Ss complete the conversations individually and then compare answers with a partner. Check answers with the class: Have pairs read the conversations aloud.

Answers

- Teacher I can hear a cell phone! Uh, whose phone is it? Student Oh, I'm really sorry. It's mine . . . Sorry. I just turned it off.
- 2. Teacher I think someone left a backpack. Whose backpack is under that chair?
 - Student Um, Mario has a backpack like that. I think it's his.
- Teacher Two people forgot to write their names on the test. <u>Whose tests are</u> these?
 - Student Let's see. That looks like Angela's handwriting. It's probably <u>hers</u>. Oh, and that's <u>mine</u>. Sorry I forgot to put my name on it.

Lesson B Order of adjectives; one and ones

- Present Common Errors Books closed. Write on the board: I want to get a new cell phone. Which _____ should I get? ones / one. Ask Ss to choose the correct word [one].
- Read the information aloud. Say, "Make sure you use one for a singular noun."
- Preview the task Read the instructions aloud. Make sure Ss understand there are two tasks in each conversation.
- Model the task by reading aloud A's turn in the first conversation. Ask, "What are the correct pronouns?"
 [one / one]. Tell Ss to look at B's response and to call out the correct pronoun [ones].
- Then show Ss that the second part of the task is to unscramble the words to make a sentence. Ask Ss to raise their hands when they know the correct order of the words. Have a S call out the answer [You should get a nice metal one]. Ask, "Why is it *nice metal* and not *metal nice*?" [Because opinion comes before material in the word order.] Review the word order from Unit 8, Lesson B if necessary.
- Do the task Have Ss complete the task. Check answers with the class: Have Ss read the conversations aloud.

- 4. Teacher I found these glasses last week after class. Whose glasses are they?
 - Student Well, Manuel usually wears glasses in class. Maybe they're <u>his</u>.
 - Teacher Excuse me, Manuel. I think these are yours.
- 5. Teacher Whose science project is this? Does anyone know?
 - Student Oh, it's Dana and Pam's. Well, I think it's theirs.
- Have Ss practice the conversations in pairs.

Extra activity CLASS

Ss each put a personal belonging in a pile on the T's desk. Ss take turns coming to the front of the class, choosing an item, and asking questions (e.g., *Whose (item) is this? Whose (items) are these?*).

Answers

- 1. A I need to buy a new water bottle. Should I buy a plastic <u>one</u> or a metal <u>one</u>?
 - *B* You can get some really cool <u>ones</u>. You should get a nice metal one.
- 2. A I think shoes are expensive. Maybe because I always buy expensive leather ones.
 - *B* I know a great discount store. You can buy inexpensive leather shoes there.
- 3. A You needed a new tablet cover, right? Did you find a nice <u>one</u>?
 - B Uh-huh. I found a pretty red plastic one.
- 4. A I need new pants for the winter. Which <u>ones</u> should I buy? Some wool pants or those cotton ones?
 - *B* Well, wool is nice. You should get some black wool pants.
- 5. A What kind of rug did you buy for your bedroom? A Turkish one?
 - *B* Actually, I decided to buy something different. I bought a beautiful little Indian rug.
- Have Ss practice the conversations in pairs.
- Follow-up Have Ss practice the conversations again. This time Ss playing the role of B should make up their own responses.

Lesson A *Whose* . . . ?; Possessive pronouns

UNIT

UNIT

Complete the questions with *whose* and a verb. Then complete the conversation with possessive pronouns. Practice with a partner.

- Teacher I can hear a cell phone! Uh, <u>whose</u> phone <u>is</u> it?
 Student Oh, I'm really sorry. It's <u>mine</u> Sorry. I just turned it off.
- Teacher I think someone left a backpack. _____ backpack _____ under that chair? Student Um, Mario has a backpack like that. I think it's _____.
- Teacher Two people forgot to write their names on the test. ______ tests ______ these?
 Student Let's see. That looks like Angela's handwriting. It's probably ______. Oh, and that's ______. Sorry I forgot to put my name on it.
- 4. Teacher I found these glasses last week after class. _____ glasses _____ they?
 Student Well, Manuel usually wears glasses in class. Maybe they're _____.
 Teacher Excuse me, Manuel. I think these are _____.
- 5. Teacher ______ science project ______ this? Does anyone know? Student Oh, it's Dana and Pam's. Well, I *think* it's ______.

Lesson B Order of adjectives; pronouns *one* and *ones*

Complete these conversations with the pronouns *one* or *ones*. Unscramble the last sentences. Then practice with a partner. Common errors
Use one for a singular noun and
ones for a plural noun.
I want to buy a new cell phone.
Which one should I get?
(NOT Which ones should I get?)

- A I need to buy a new water bottle. Should I buy a plastic ______ or a metal _____?
 B You can get some really cool ______.get / You / metal / nice / should / a / one
- A | think shoes are expensive. Maybe because | always buy expensive leather ______.
 B | know a great discount store, shoes / leather / buy / inexpensive / You / can / there
- 3. A You needed a new tablet cover, right? Did you find a nice _____?B Uh-huh. red / one / found / plastic / I / a / pretty
- 4. A I need new pants for the winter. Which ______ should I buy? Some wool pants or those cotton _____?
 - B Well, wool is nice. get / You / some / pants / should / wool / black
- A What kind of rug did you buy for your bedroom? A Turkish ______?
 B Actually, I decided to buy something different. beautiful / I / a / Indian / rug / bought / little

UNIT

UNIT

D Lesson A Past continuous statements

- A Complete the sentences with the past continuous or the simple past. Compare with a partner.
- I was in class last week, and the teacher <u>was explaining</u> (explain) something, and I just <u>fell</u> (fall) asleep. When I (wake up), I realized that everyone (look) at me.
- 2. Yesterday I ______ (walk) down the street, and I ______ (text) a friend when I ______ (walk) right into a lamppost. I guess I ______ (not pay) attention.
- 3. My sister and her husband ______ (carry) some dishes into the kitchen when they both ______ (trip) over a rug. They ______ (drop) and ______ (break) all their new dishes!
- 4. Last week a friend of mine ______ (invite) me over for dinner. In the afternoon, when she ______ (cook), she ______ (pick up) a heavy pot and ______ (hurt) her back. When I ______ (arrive), she ______ (lie) on the sofa, so I ______ (make) dinner for us!
- 5. The other day, a friend and I were at my house. We ______ (not / do) anything special, so I ______ (say), "Come on. Let's go out for coffee. It's on me." While I ______ (wait) in line to order, I ______ (realize) I didn't have my wallet. So my friend ______ (pay) for everything. I was really embarrassed.

About you B Choose two of the situations above and rewrite them with your own information.

I was in class last week, and my friend was sending a text when the teacher asked him a question.

Lesson B Past continuous questions; reflexive pronouns

- A Complete the questions in the conversations and add reflexive pronouns. Practice with a partner.
- 1. A Taccidentally burned <u>myself</u> when I was cooking dinner.
 - B Oh, no! What were you making (make)?
 - A I was making a vegetable curry.
- 2. A My sister hurt ______ at the gym last night. She sprained her ankle.
 - B That's too bad. _____ (do) aerobics?
 - A No, she was doing yoga. I guess you can hurt ______ if you're not careful.
- 3. A Was there anyone fun at the party last night? I mean, who ______ (talk) to?
 - B Oh, this really boring guy. He talked about ______ the whole time. I didn't talk about ______ once!
- 4. A When I got home last night, my kids were arguing.
 - B Really? What ______ (fight) about?
 - A Who should do the dishes. I just can't leave them by _____.
- 5. A There was a lot of noise when I called you last night. What ______ (do)?
 - B Last night? I was having dinner with some friends at a restaurant. We were really enjoying ______.
- About B Pair work Think of situations like the ones above. Tell a partner what happened.

"I accidentally burned myself when I was camping last summer."

🔀 Common errors

Use the past continuous, not the simple past, for longer actions.

When I **was making** dinner, a friend called. (NOT When I made dinner, a friend called.)

9 Lesson A Past continuous statements

4

 Preview and do the task Read the instructions and the first item aloud. Have Ss complete the conversations. Have Ss compare answers with a partner. Then check answers with the class: Have Ss read the sentences aloud.

Answers

- I was in class last week, and the teacher was explaining something, and I just <u>fell</u> asleep. When I woke up, I realized that everyone was looking at me.
- 2. Yesterday I was walking down the street, and I was texting a friend when I walked right into a lamppost. I guess I wasn't paying attention.
- 3. My sister and her husband were carrying some dishes into the kitchen when they both tripped over a rug. They dropped and broke all their new dishes!

- 4. Last week a friend of mine invited me over for dinner. In the afternoon, when she was cooking, she picked up a heavy pot and hurt her back. When I arrived she was lying on the sofa, so I made dinner for us!
- 5. The other day, a friend and I were at my house. We weren't doing anything special, so I said, "Come on. Let's go out for coffee. It's on me." While I was waiting in line to order, I realized I didn't have my wallet. So my friend paid for everything. I was really embarrassed.

About you

B

- 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.
- Have Ss read their situations to the class.

9 Lesson B Past continuous questions; reflexive pronouns

Α

UNIT

- Present Common Errors Books closed. Write on the board: When I _____ (make) dinner, a friend called. Say, "When you talk about longer actions, remember to use the past continuous." Ask Ss to complete the sentence [When I was making dinner...].
- Preview and do the task Read the instructions and the first conversation aloud. Have Ss read through the rest of the conversations and help with any vocabulary they don't know.
- Have Ss complete the task. Check answers with the class: Have Ss read the conversations aloud in pairs.

Answers

- 1. A Laccidentally burned myself when Lwas cooking dinner.
 - B Oh, no. What were you making?
 - A I was making a vegetable curry.
- 2. A My sister hurt herself at the gym last night. She sprained her ankle.
 - B That's too bad. Was she doing aerobics?
 - A No, she was doing yoga. I guess you can hurt yourself if you're not careful.
- A Was there anyone fun at the party last night? I mean, who were you talking to?
 - B Oh, this really boring guy. He talked about <u>himself</u> the whole time. I didn't talk about myself once!
- 4. A When I got home last night, my kids were arguing.
 - B Really? What were they fighting about?
 - A Who should do the dishes. I just can't leave them by themselves.
- 5. A There was a lot of noise when I called you last night. What were you doing?
 - B Last night? I was having dinner with some friends at a restaurant. We were really enjoying ourselves.

- Tell Ss to practice the conversations, taking turns playing each role.
- Follow up Have Ss practice the conversations again. This time Ss change one piece of information.

About

В

 Preview and do the task Read the instructions aloud. Give Ss time to think of their own situations. Then have pairs take turns telling each other about their situations. Go around the class and help as needed. Have Ss share their partner's situations with the class.

10 Lesson A Comparative adjectives

A

- Present Common Errors Books closed. Write on the board: Texting is quicker _____ calling. Have Ss raise their hands when they know the missing word. Have Ss call it out [than]. Read the information aloud. Say, "Ss make this mistake a lot. Make sure you use than, not that or then."
- Preview and do the task Read the instructions and the first example item aloud. Have Ss complete the conversations. Have Ss compare answers in pairs. Then check answers with the class: Have Ss read the questions aloud. (Answers to the questions will vary.)

Answers

- Which is less expensive, an e-reader or a tablet? An e-reader is less expensive than a tablet, but a tablet is more useful.
- 2. Is it easier to read an e-book or a regular book outside?
- 3. Which is more useful a cell phone or a tablet?
- 4. Is it less difficult to write email on a laptop or on a cell phone?

Lesson B More, less, fewer

Α

 Preview the task Read the instructions and the first item aloud. Have Ss complete the task and then compare answers with a partner. Check answers with the class: Have Ss read the sentences aloud.

Answers

- 1. I'm spending less time on my social network these days because I'm very busy at work.
- I'm getting more exercise now because I'm walking home from work every day.
- My friends and I text each other very late at night, so I'm sleeping less than I should.
- 4. My friends prefer texting to email, so they're sending me fewer email messages these days.
- I don't have much time to cook, so I'm eating out more than I did before.
- I don't like big groups. I enjoy myself more when I have dinner with just one or two close friends.
- I feel a bit shy in groups. I usually talk less than other people.
- In my family, we're watching TV less together because we're all spending more and more time on our laptops.
- I'm buying <u>fewer</u> newspapers now because I'm getting my news online.

- 5. Which is nicer for personal messages, email or a social network?
- 6. Is it worse to lose your laptop or your phone?
- Is it better to hold your cell phone or use an earpiece when you call someone?
- 8. Why are phone calls becoming less popular than text messages?
- Have Ss write their own answers to each of the questions.

About

B

- Preview and do the task Read the instructions aloud. Have pairs take turns asking and answering the questions with their own opinions and reasons for their opinions.
- Have Ss share some of their partner's answers with the class.

About you

Preview and do the task Read the instructions aloud. Point Ss to the first item in A, and read it aloud. Say, "Is this sentence true for you?" Elicit responses from Ss (e.g., Actually, I'm spending more time on my social network these days. I go on it every night to catch up with my friends.). Tell Ss to work in pairs and to read each sentence together. Tell Ss to take turns personalizing the sentences.

- Do the task Have Ss do the task.
- Have a few Ss report back to the class about one thing their partner told them.

10 Lesson A Comparative adjectives

In your opinion . . .

UNIT

UNIT

- Which is <u>less expensive</u> (expensive ↓), an e-reader or a tablet? <u>An e-reader is less expensive than a tablet, but a tablet is more useful.</u>
- Is it _____ (easy ♠) to read an e-book or a regular book outside?
- 3. Which is ______ (useful ♠), a cell phone or a tablet?
- Is it ______ (difficult ↓) to write an email on a laptop or on a smartphone?
- 5. Which is ______ (nice ♠) for personal messages, email or a social network?
- 6. Is it ______ (bad ♠) to lose your laptop or your phone?
- 7. Is it ______ (good ♠) to hold your cell phone or use an earpiece when you call someone?
- 8. Why are phone calls becoming ______ (popular idot) than text messages?

About B Pair work Take turns asking and answering the questions. Give reasons for your opinions.

10 Lesson B More, less, fewer

A Complete the sentences with *more*, *less*, or *fewer*. Then compare with a partner.

X Common errors

Use *than* after a comparative, not *that* or *then*.

Extra practice

Texting is quicker **than** calling. (NOT Texting is quicker that calling.)

- 1. I'm spending <u>less</u> time on my social network these days because I'm very busy at work.
- 2. I'm getting ______ exercise now because I'm walking home from work every day.
- 3. My friends and I text each other very late at night, so I'm sleeping ______ than I should.
- 4. My friends prefer texting to email, so they're sending me ______ email messages these days.
- 5. I don't have much time to cook, so I'm eating out ______ than I did before.
- 6. I don't like big groups. I enjoy myself ______ when I have dinner with just one or two close friends.
- 7. I feel a bit shy in groups. I usually talk ______ than other people.
- In my family, we're watching TV ______ together because we're all spending more and more time on our laptops.
- 9. I'm buying ______ newspapers now because I'm getting my news online.
- About B Pair work Are the sentences above true for you? Discuss with your partner.

"I think I'm spending more time on my social network these days. I have more and more friends – around 500 now."

		son A Describing people; <i>have got</i>	Common errors
		questions for the answers. Practice with a partner. Then ask nswer the questions, giving your own information.	Do not use <i>look like</i> befo an adjective.
1.	. A	, your mother or your father?	He looks tired. (NOT He looks like tired.)
	В	I think I look more like my mother.	
2.	. A		?
	В	My father's hair is dark brown.	
3.	. A		?
	В	No, she doesn't. She's got very straight hair.	
4.			?
	В	My mother? She's about one meter seventy-five (five foot seven).	
5.	. A		?
	В	My best friend? He's tall and thin, and he's got curly black hair.	
2			7
6.	. A		·
11 L	B .es	No, we don't look alike. My friend is a lot taller than I am. SON B Phrases with the verb + <i>-ing</i> and prepositions omeone is asking questions about the people in the photo. Unscramb	
11 L	B es So th	No, we don't look alike. My friend is a lot taller than I am. SON B Phrases with the verb + <i>-ing</i> and prepositions	
11 L	B es th A	No, we don't look alike. My friend is a lot taller than I am. SON B Phrases with the verb + <i>-ing</i> and prepositions omeone is asking questions about the people in the photo. Unscramble e sentences. Label the people. Then practice with a partner.	
11 L A 1.	B es th A B	No, we don't look alike. My friend is a lot taller than I am. SON B Phrases with the verb + <i>-ing</i> and prepositions meone is asking questions about the people in the photo. Unscramble e sentences. Label the people. Then practice with a partner. the / with / the / blond hair / tall / who's / guy ?	
11 L A 1.	B es th A B	No, we don't look alike. My friend is a lot taller than I am. SON B Phrases with the verb + <i>-ing</i> and prepositions meone is asking questions about the people in the photo. Unscramble e sentences. Label the people. Then practice with a partner. the / with / the / blond hair / tall / who's / guy That's Adrian. He's about six foot four.	
11 L A 1.	B es th A B	No, we don't look alike. My friend is a lot taller than I am. SON B Phrases with the verb + <i>-ing</i> and prepositions meone is asking questions about the people in the photo. Unscramble e sentences. Label the people. Then practice with a partner. the / with / the / blond hair / tall / who's / guy That's Adrian. He's about six foot four. woman / who's / standing / the / him / next to ?	
11 L A 1. 2.	B South A B B B	No, we don't look alike. My friend is a lot taller than I am. SON B Phrases with the verb + <i>-ing</i> and prepositions meone is asking questions about the people in the photo. Unscramble e sentences. Label the people. Then practice with a partner. the / with / the / blond hair / tall / who's / guy That's Adrian. He's about six foot four. woman / who's / standing / the / him / next to ?	
11 L A 1. 2.	B South A B B B	No, we don't look alike. My friend is a lot taller than I am. SON B Phrases with the verb + <i>-ing</i> and prepositions meone is asking questions about the people in the photo. Unscramble e sentences. Label the people. Then practice with a partner. the / with / the / blond hair / tall / who's / guy That's Adrian. He's about six foot four. woman / who's / standing / the / him / next to Angela. She's in my math class.	
11 L A 1. 2. 3.	B So th A B A B A	No, we don't look alike. My friend is a lot taller than I am. SON B Phrases with the verb + <i>-ing</i> and prepositions meone is asking questions about the people in the photo. Unscramble e sentences. Label the people. Then practice with a partner. the / with / the / blond hair / tall / who's / guy That's Adrian. He's about six foot four. woman / who's / standing / the / him / next to Angela. She's in my math class. wearing / the / woman / yellow / the / top / blond / who's That's Abby. She's a good friend of Daniel's.	
11 L A 1. 2. 3.	B South A B A B A B A A	No, we don't look alike. My friend is a lot taller than I am. SON B Phrases with the verb + <i>-ing</i> and prepositions meone is asking questions about the people in the photo. Unscramble e sentences. Label the people. Then practice with a partner. the / with / the / blond hair / tall / who's / guy That's Adrian. He's about six foot four. woman / who's / standing / the / him / next to Angela. She's in my math class. wearing / the / woman / yellow / the / top / blond / who's That's Abby. She's a good friend of Daniel's.	
11 L A 1. 2. 3.	B South A B A B A B A A	No, we don't look alike. My friend is a lot taller than I am. SON B Phrases with the verb + <i>-ing</i> and prepositions meone is asking questions about the people in the photo. Unscramble e sentences. Label the people. Then practice with a partner. the / with / the / blond hair / tall / who's / guy That's Adrian. He's about six foot four. woman / who's / standing / the / him / next to Angela. She's in my math class. wearing / the / woman / yellow / the / top / blond / who's That's Abby. She's a good friend of Daniel's. Daniel? Is he in the picture?	
11 L A 1. 2. 3. 4.	B South A B A B A B A B A B C A B C A B C A B C A B C C C C	No, we don't look alike. My friend is a lot taller than I am. SON B Phrases with the verb + <i>-ing</i> and prepositions meone is asking questions about the people in the photo. Unscramble e sentences. Label the people. Then practice with a partner. the / with / the / blond hair / tall / who's / guy That's Adrian. He's about six foot four. woman / who's / standing / the / him / next to Angela. She's in my math class. wearing / the / woman / yellow / the / top / blond / who's That's Abby. She's a good friend of Daniel's. Daniel? Is he in the picture?	

Lesson A Describing people; have got

Present Common Errors Books closed. Draw a sad face on the board. Say, "He looks ______." Have Ss complete the sentence [He looks sad.]. Draw a happy face. Elicit sentences from Ss [He looks happy.]. Tell Ss to look at Common Errors and read the information.

About you

 Preview and do the task Read the instructions aloud. Have Ss write the questions. Then check answers with the class: Have Ss read the sentences aloud.

Answers

- 1. A Who do you look like, your mother or your father?
- B I think I look more like my mother.
- 2. A What color is your father's hair?
 - B My father's hair is dark brown.
- 3. A Does your sister have curly hair?
 - B No, she doesn't. She's got very straight hair.
- 4. A How tall is your mother?
 - B My mother? She's about one meter seventy-five (five foot seven).

- 5. A What does your best friend look like?
 - *B* My best friend? He's tall and thin, and he's got curly black hair.
- 6. A Do you and your friend look alike?
 - *B* No, we don't look alike. My friend is a lot taller than I am.
- Have pairs practice the conversations. Then have them take turns asking the questions and answering with their own information. Have Ss share their partner's answers with another pair.

11 Lesson B Phrases with verb + -ing and prepositions

A

 Preview and do the task Read the instructions aloud. Have Ss complete the tasks. Check answers with the class: Have Ss read the questions aloud.

Answers

- 1. A Who's the tall guy with the blond hair?
 - B That's Adrian. He's about six foot four.
- A Who's the woman standing next to him?
 B Angela. She's in my math class.
- 3. A Who's the blond woman wearing the yellow top?
 - B That's Abby. She's a good friend of Daniel's.
- A Daniel? Is he in the picture?
 B Yeah. He's the guy with the shaved head.
- 5. *A* Is your friend Gina in the picture? Which one is she? *B* She's the woman in the orange top.

People are numbered in this order: 3, 4, 5, 2, 1

- В
- Preview and do the task Read the instructions and the examples aloud. Have pairs take turns asking and answering questions about the people in the picture. Go around the class and help as needed. Have several Ss give their own descriptions of the people in the picture.

Lesson A Future with will, may, and might

A

- Present Common Errors Books closed. Write on the board: I don't think it _____ tomorrow. (snows / will snow)
 I think it _____ next week. ('ll rain / rains). Have Ss complete the sentences and then check the answers by reading the information in the book [will snow; 'll rain].
- Preview and do the task Read the instructions aloud. Have Ss complete the conversations. Check answers with the class: Have Ss read the sentences aloud.

Answers

- A Are you going to the beach on Saturday?
 B Probably not. It looks like it'll rain all weekend.
- A Do you have plans to move to a new apartment?
 B Actually, <u>I'm moving</u> next week I just found a new place!
- 3. A Are you going to take another English course next semester?
 - B I'm not sure. I might not have enough time.

- 4. A How are you going to celebrate your next birthday?
 - B Well, I'll be 30 on my next birthday, but I don't think I'll do anything special.
- 5. A Do you think you'll travel abroad in the next couple of years?
 - B I don't know. Maybe I'll go to Spain to learn Spanish.
- 6. A Do you think you'll be rich someday?
 - *B* No. I know I won't be rich because I'm not very good with money.
- Have Ss practice the conversations with a partner.
- Follow-up Tell Ss to choose one question that they'd like to ask their classmates. Have Ss walk around class asking their classmates the question they chose. Ss report back to class some of their classmates' answers.

About

В

- Preview and do the task Read the instructions aloud. Have pairs take turns asking and answering the questions with their own information.
- Have Ss share their partner's answers with the class.

12 Lesson B Present tense verbs with future meaning

Α

- Present Common Errors Write on the board: When 1
 <u>graduate</u>, 1 <u>look for another job</u>. Ask Ss to choose
 the correct place for will or 'll [I will / I'll]. Have Ss read the
 information in the Common Errors box.
- Preview and do the task Read the instructions aloud. Have Ss complete the task and then compare answers with a partner. Check answers with the class: Have Ss read the sentences aloud.

Answers

- Are you going to do anything interesting after class is over today?
- 2. After you eat dinner tonight, are you going to do any work?
- 3. What do you think <u>you'll do</u> before you go to bed tonight?
- 4. If you <u>don't</u> fall asleep right away, do you think you'll read for a while?
- 5. What's the first thing you're going to do when you get up tomorrow morning?
- 6. Are you going to exercise tomorrow before you have breakfast?
- If it <u>doesn't</u> rain tomorrow, do you think you'll go running or go for a walk?

- 8. Are you going to meet your friends tomorrow when you get out of class?
- 9. If you <u>don't</u> have time to eat breakfast at home tomorrow, will you have an early lunch?
- 10. If you go out this weekend, where will you go?

About you

В

 Preview and do the task Read the instructions aloud. Have pairs take turns asking and answering the questions. Go around the class and help as needed. Have Ss share their partner's answers with the class and say what they had in common.

12 Lesson A Future with will, may, and might

UNIT

UNIT

- A Read the questions about future plans and choose the best options in the answers. Then practice with a partner.
- A Are you going to the beach on Saturday?
 B Probably not. It looks like it'll rain / it rains all weekend.
- A Do you have plans to move to a new apartment?
 B Actually, I'll move / I'm moving next week I just found a new place!
- 3. A Are you going to take another English course next semester?B I'm not sure. I might not / I won't have enough time.
- 4. A How are you going to celebrate your next birthday?
 - B Well, I'll be / I may be 30 on my next birthday, but I don't think I'll / I may do anything special.
- 5. A Do you think you'll travel abroad in the next couple of years?
 - B I don't know. Maybe I'll go / I go to Spain to learn Spanish.
- 6. A Do you think you'll be rich someday?
 - B No. I know I won't / I may not be rich because I'm not very good with money.

About B Pair work Ask and answer the questions. Give your own information.

Lesson B Present tense verbs with future meaning

- A Choose the best expressions to complete these questions. Then compare with a partner.
- 1. Are you going to do anything interesting after class will be / is over today?
- 2. After you will eat / eat dinner tonight, are you going to do any work?
- 3. What do you think you'll do / you do before you go to bed tonight?
- If you don't / won't fall asleep right away, do you think you'll read for a while?
- 5. What's the first thing you're going to do when you'll get up / you get up tomorrow morning?
- 6. Are you going to exercise tomorrow before you'll have / you have breakfast?
- 7. If it doesn't / won't rain tomorrow, do you think you'll go running or go for a walk?
- 8. Are you going to meet your friends tomorrow when you get out / will get out of class?
- 9. If you don't / won't have time to eat breakfast at home tomorrow, will you have an early lunch?
- 10. If you will go out / go out this weekend, where will you go?

About B Pair work Ask and answer the questions. What do you have in common?

🗙 Common errors

Extra practice

Don't use the simple present instead of *will* + verb for predictions.

I don't think it **will rain.** (NOT I don't think it rains.)

Common errors

Don't use *will* after *if*, *when*, *before*, and *after* to refer to the future. *When I graduate*, *I'll look for a job*. (NOT *When I will graduate*, *I'll look for a job*.)

Unit 1 Language summary

Nouns

Animals cat dog pet

Places in cities

club subway vintage store

Categories of people

animal lover fan (football fan) listener talker stranger

Free time

social life weekend activity

Talking about school

full-time (student) part-time (student)

Showing you're similar I'm broke. I am too. I'm not an animal lover. I'm not either. I watch pro football. I do too. I don't watch much television. I don't either. I can shop for hours! I can too. I can't afford anything new. I can't either. Me either. Me neither. Me too.

Getting to know people

Are you named after someone? Do you have a nickname? Yes. People call me (Jimmy). Do you have any brothers or sisters? I'm an only child. I'm one of six children. What do you do for a living? What do you do for fun? What's your major? We're English majors. Do you make friends online? Are you a friend of (Sally's)? I'm allergic to (dogs and cats). He goes to the same college as me. What . . . like? Where . . . from?

Showing surprise or interest

Boy! Oh. really? You do?

Punctuation

capital letter comma(,) period(.) question mark (?) quotation marks ("")

Other nouns

appearance cartoons cold weather documentaries health home laptop lifestyle (the) news pro(fessional) football salary software company sweatshirt talk shows

Indefinite pronouns

Free-time activities

make (new) friends

meet someone new

avoid (a topic of

conversation)

have time

live alone

near here

nearby

all day

improve

live with

Other verb expressions

Location expressions

Time expressions

on (the) weekends

eat out

go to a club

play sports

sleep late

anyone anything new

Pronoun

both (We both eat out.)

Adjectives

allergic to chilly nervous odd purple talkative turquoise

Verbs

can can't

do, be, have: simple present do: do don't does doesn't be: am are aren't is isn't have: has have

Managing a conversation

But that's about it. By the way, ... But actually, . . .

Talking about likes and dislikes

I kind of like . . . Are you a big hip-hop fan? I'm not a morning person. I'm not a sports fan. I can't stand . . .

Getting to places

How . . . ? How long does it take? It takes an hour. How do you get to work or class?

Starting a conversation

Do you come here a lot? Yeah I do, actually. Gosh, the music really is loud, huh? I don't really know anyone here. Do you? Is it me, or is it really hot in here? Boy, there are a lot of people out here tonight. Yeah, it gets pretty crowded on weekends. Ooh, it's cold tonight! Yeah it is. The elevator is really slow. It's windy today.

Other conversational expressions

Too bad I can't afford anything new.

Unit 2 Language summary

Nouns

Hobbies and free time baseball memorabilia board game cooking knitting photography

Sports

bike (bicycle) golf hiking martial arts skiing

Games

crosswords Sudoku

Professions musician

Music

classical (music) concert country (music) folk (music) hip-hop jazz Latin (music) pop (music) rap rock (music) lead singer

Internet language

message board online forum website

Other nouns

fashion skill stuff talent show

Object pronouns

her him it me them us you

Indefinite pronouns

anything sometime everybody everyone no one nobody

Adjectives

artistic excited about (writing) good at (a hobby) good with (my hands) local

Verbs

Hobbies and free time collect (teddy bears) cycle do photography draw edit (photos) enter a competition make jewelry paint play chess play in a jazz band play the piano play the saxophone whistle write poetry do new stuff enjoy (doing something) join (a class) play around with show (something) to (someone) sound like

Internet language

have a blog have your own website post comments read (magazines) online

Money and finance

make money on

Sports and exercise

jog ride a horse work out

Food and eating

bake (a cake) cook

Other verbs

hear recommend think (of)

Adverbs

also especially regularly

Conjunctions

and because but or

Prepositions

about (I'm sure about it.) on (on TV)

Talking about hobbies and free time

I'm good at (drawing people). I'm not interested in (skiing). Are you into (photography)? What kind of (music) do you like?

Likes

Any ideas?

Dislikes

I love / like (swimming). I love / like to (swim). I prefer (watching TV).

I hate (working out). I hate to (work out). I'm not really into (photography).

Saying no in a friendly way

I don't really have much time (for hobbies). Can you swim? No, but (my sister can). Do you do any photography? No, not really. Are you good at ...? Not really. I'm not very ... Can you (sing)? Not very well. Do you have any hobbies? Um, no. Not really.

Identifying people

Who's the guy singing with her? That's me.

Other conversational expressions

I'd really like to take a look sometime. Stop by (my desk) later.

I prefer to (watch TV). I'd like to (play jazz). l enjoy writing.

Asking for opinions and suggestions

What do you think of ...? What else ...?

Unit 3 Language summary

Nouns

Food and eating balanced diet diet drink fast food honey junk food vinegar

Health

medicine meditation relaxation technique

Sleeping

alarm clock dream eye mask nightmare sleep

School and learning

school reunion semester

Work

regular job

Talking about illnesses and health

Are you taking anything for your cold? How are you feeling? What's the matter? I hope you feel better. My eyes itch. I never (get colds). I don't feel that bad. I still have this (cold). I'm (so) tired. I sleep at least seven hours a night.

Verbs

Illnesses cough sneeze get / have a (terrible) cold get / have a headache get / have a sore throat get / have a stomachache get / have the flu get sick have a bad cough have a fever have a toothache have an allergy / allergies have an upset stomach

Talking about health

feel awful feel better feel run down feel sick feel terrible feel stressed gargle salt water get a checkup go to the hospital suck on a cough drop take medicine

More verbs

Sleeping fall asleep have a vivid dream snore take a nap talk in your sleep wake up

Food and health

cope with (stress) eat red meat lose weight

Sports and exercise

do karate get in shape go running go to the gym stay in shape stretch

Routine activities

study for an exam take a class take a vacation take medicine take regular breaks

Food and health

I eat plenty of (fruit and vegetables). I'm trying to lose weight.

Talking about exercise

I'm not getting any exercise at all. I walk everywhere I go.

Showing surprise

Gosh. Are you serious? No! / No way! Oh! / Oh, my gosh! Oh, wow! Really? You're kidding!

Frequency expressions

generally every other day once a (year) once in a while six days a week seven hours a night

Time expressions

for a couple of months in between (in between swimming and going to the gym) long hours

Conjunctions if

when

Showing you're interested

I'm so tired. Really? How come? That's good. You do?

Other conversational expressions

I'm just lucky. To be honest, . . .

Unit 4 Language summary

Nouns

Celebrations birth of a baby birthday engagement family reunion festival fiesta graduation graduation day parade retirement wedding wedding anniversary wedding ceremony wedding reception wedding day Halloween Mother's Day New Year's Eve Valentine's Day

Other nouns

lawyer makeup outfit

Free time

cultural event dancing spring break traditional music vacation

People at a wedding

bride groom old friend relative

Months of the year

January July February August March September April October November December

Verbs

Celebrations blow out (candles) celebrate exchange rings get dressed up get married go out for a romantic dinner go to see fireworks go trick-or-treating send a card sing "Happy Birthday" wear a cap and gown wear a costume

School and learning

graduate from (law school) get a degree / diploma

Telephone language

call (someone) back spend time (on the phone)

Other verbs

be careful give promise

Adjectives

cute expensive silver

Time expressions

Then... in (May) on (May 10th) on (the 10th of May)

Indefinite pronouns

nothing something nice something special

Adverb

probably

Days of the month

1st first 2nd second 3rd third 4th fourth 5th fifth 6th sixth 7th seventh

8th eighth 9th ninth 10th tenth 11th eleventh 12th twelfth 13th thirteenth

May

lune

Vague language

and everything and things / stuff like that You can get all kinds of (tacos) and things. I don't know. I'm not sure. It depends. Maybe.

Talking about the future

What are you going to (do tonight)? What are you doing (for New Year's Eve)? I'm not going to do anything special. She's going to be 50. It's going to (snow). It's going to be fun.

14th fourteenth 15th fifteenth 16th sixteenth 17th seventeenth 18th eighteenth 19th nineteenth

Talking about time and dates

My birthday's in May. My birthday's on May 10th. My birthday's on the 10th of May.

Writing personal notes

Dear (name). All the best, (name) Best regards, (name) Best wishes, (name) Love, (name) Regards, (name) See you. Take care.

20th twentieth 21st twenty-first 22nd twenty-second 23rd twenty-third 24th twenty-fourth 25th twenty-fifth

26th twenty-sixth 27th twenty-seventh 28th twenty-eighth 29th twenty-ninth 30th thirtieth 31st thirty-first

Telephone language

Hi. This is Laurie. Thanks for calling. Please leave a message after the beep.

Other conversational expressions

You mean, (I do). You mean, (in costumes)? What is it exactly?

Unit 5 Language summary

Nouns

School subjects / classes algebra art band biology calculus chemistry choir computer studies drama economics geography geometry gymnastics history literature mathematics orchestra physical education (P.E.) physics

Other nouns

childhood close friend comic book motorcycle ninth grade sledding stuffed animal

Quantity expressions

a few (students) a few of (the students) a few of them / us all (children) all of (the children) all of them / us most (people) most of (the people) most of them / us no (students) none of (the students) none of them / us some (students) some of (the students) some of (the students)

Adjectives

bilingual foreign (language) required (English was required.) useful

Verbs

Past of be was wasn't were weren't

Experiences

get along with (someone) get into trouble have memories move to another city / country

Talking about the past

Where were you born?
I was born in (São Paulo).
Where (were your parents) born?
They were born in . . .
Did you live there for a long time?
Yes, I did. / No, I didn't.
How long did you live there?
I lived there for six years.
His main regret is that . . .

School and learning

take (Spanish) drop a course quit (school) get into a university take evening classes major in (biology)

Free time

play checkers play softball

Time expressions

in 2009 for a long time for (ten) years from (1994) to (2011) three years ago until (2011) until (I was six)

Years

1906 (nineteen oh-six) 1988 (nineteen eighty-eight) 2007 (two thousand [and] seven) 2015 (twenty fifteen)

Prepositions

apart from except for

Correcting things you say

Actually, no, . . . I mean, (. . . the teacher, I mean, the bus driver) No, wait. . . . Well, . . . Well, actually, . . .

Showing you're interested Huh.

Unit 6 Language summary

Nouns

Places in cities

aquarium ATM bank cash machine gas station museum parking garage parking lot public restroom stadium

Stores

convenience store deli (delicatessen) department store drugstore electronics store furniture store jewelry store shoe store

Asking for directions

Can you tell me how to get to ...? Excuse me, could you give me directions to ...? Can you ...? / Could you ...? Can you help me? Could you give me directions to ...? Is it far from here? Is it within walking distance?

Giving directions

Continue east on ... Go down the street about a block. Go straight ahead. Go to the end of the next block. Make a right. Turn right. Walk back to ... Walk north for ... It's right up this street. The entrance (to the building) is on Lincoln Street. It's on the left. It's right there. You can't miss it. It's just past (the post office). Well, let me think ...

Talking about travel

airport cab company ferry terminal map sight

Other nouns

electronics Wi-Fi

Verbs

Giving directions

continue (east) on give directions go down (the street) make a right / a left turn right / left walk back (to) walk (north)

Adverbs

east west north south

Location expressions

behind between in front of next to outside (the bank) on (Main Street) on the corner of (Main and First) around here near here inside across (the street) from opposite

Asking for and giving information

Is there a place to (go skateboarding) near here? Is there a (bank) around here? No, there isn't. / No, there isn't one. Yes, there is. There's one on (Main Street). Are there any (cash machines) around here? No, there aren't. / No, there aren't any. Yes, there are. There are some (over there). The tour begins at . . . Could you recommend . . . ?

Checking information

Did you say . . . ? What did you say? Fifteen or fifty? Excuse me? I'm sorry? I'm sorry, it's what? / where? / how much? Excuse me? It opens at what time? / Did you say . . . ?

Offering help

Are you lost? Can I help you? What can I do? How can I help?

Talking about places

It's easy to get around. It's great for shopping. There's a lot of nightlife. There's a lot to see.

Unit 7 Language summary

Nouns Travel

camping trip cheap flight exchange program passport suitcase tourist trip schedule visa

Personal items to pack for a trip

bathing suit brush credit card hair dryer hat headphones jacket makeup (a pair of) pajamas razor (a pair of) sandals (a pair of) scissors shampoo soap sunglasses sunscreen toiletries toothbrush toothpaste towel

Other things to pack

first-aid kit flashlight guidebook phrase book

Suggestions and advice

Don't forget to . . . It's good to . . . It's a good idea to . . . It's hard to . . . It's important to . . . It's necessary to . . . It's easy to . . . It's nice to . . . Maybe you should (just) . . . We could . . . Why don't you ...? You need to . . . You should probably ... Take (a flashlight). Do you want to (pack some other shoes)? I really recommend . . .

Responding to suggestions you like

Definitely. I'd love to. That's a great idea. That sounds like fun. insect repellent sleeping bag (spare) batteries tent

Verbs

should shouldn't

Travel

change money do some research drive along the coast find a bargain get a visa go online to find a flight pack some shoes pay for a taxi pay with a credit card stay overnight go backpacking go sightseeing go snorkeling go to an exhibition

Other verbs

quit your job take a few days off

Responding to suggestions you don't like

I guess we could, but . . . I'd like to, but . . . I don't know. Maybe.

Other conversational expressions

It's miles from (another town). I can't hear you with my headphones on. We're going someplace to . . . It's (easy) to do.

Writing personal notes

I'm having a (great) time here in . . . I'm attaching a photo. See you next week! See you soon!

Unit 8 Language summary

Nouns

Personal items (tablet) cover old clothes sports equipment tablet (computer)

Places at home

bathroom bedroom closet kitchen living room

Things at home

bathtub box carpet curtain cushion dishwasher faucet (picture) frame microwave (oven) mirror oven rug sink stove toilet

Furniture

armchair cabinet coffee table

drawer dresser end table lamp nightstand shelf / shelves (antique) table

Other nouns

music files opinion speakers

Adjectives

cotton large leather medium metal plastic rectangular round small silk wooden wool

Determiners

Possessive my vour his (It's his book.) her our their

Verbs

Food and eating chop (onions) help with the dishes set the table turn on the oven

Other verbs

borrow charge my phone give (old clothes) to charity hang clothes (in the closet) install software

Location expressions

by (= next to)in the closet / a drawer on the floor / a shelf on top of the dresser

Pronouns

Possessive mine vours his (The book is his.) hers ours theirs

the one / ones the (red) one the (silver) ones the one (on the right) the ones (in the middle)

Words for sequencing and linking

To show a sequence

first next then after (the news) before (dinner) during (dinner)

To link actions

after (we watch the news) as soon as (I get home) before (we go to bed) while (I'm eating)

Making requests and agreeing to requests

Can I borrow yours? Yes. / Sure. / Go (right) ahead. Could you chop the onions? No problem. / OK. Do you mind if I (sit here)? No, not at all. / No. Go (right) ahead. Would you mind (helping me)? No, not at all. / Oh, no. No problem. I'm happy to help. I hate to ask this, but would you mind ...?

Inviting and welcoming

Come on in. Make yourself at home. Can I take your coat?

Identifying things

Whose (bathing suit) is this? Which one / ones (do you like)?

Conversational language

There's so much stuff in here! I guess they're not so bad. Look at these awful (earrings)! She has such weird taste. Are the others here yet? I'm running a bit late.

Unit 9 Language summary

Nouns

Parts of the body ankle back chest elbow eve face finger foot hand head hip knee leg neck nose shoulder thumb toe wrist

Pronouns

Reflexive myself yourself herself himself ourselves yourselves themselves

Adjectives

bloody embarrassed embarrassing

Verbs

Events and accidents

be late for (a meeting) break (something) damage (something) delete (music files) drop (something) fall (into something) have a car accident forget (something) lose (something) spill (coffee)

Injuries

break your arm burn yourself cut your finger get a black eye hurt your back hurt yourself sprain your ankle

Other

crash (My computer crashed.) download end a call pay attention realize

Telling a story

I was making Thai curry one time . . .
I was going to work, and I was talking to this woman . . .
I wasn't paying attention, and I missed my stop.
We weren't looking, and we walked into a door.
My friend and I were at a barbecue last week . . .
I was (driving) when something went wrong.

Reacting to a story

What happened? How did it happen? What were you doing when . . . ? How embarrassing! I bet no one even noticed. I bet he was upset. Oh, I bet. Oh, no! Thank goodness. That was lucky. That's awful. That's hilarious.

Feelings

I freaked! I was so embarrassed! I was upset.

Vague language

Yeah. I guess. I sort of had an accident. That's kind of dangerous.

Managing a conversation

How about yourself?

Adverb

accidentally

Time expressions

a couple of days ago at the time one time recently

Preposition

by (myself)

Unit 10 Language summary

Nouns

Types of communication

an e-card instant messaging (IM) regular mail a social network / social networking a text (message) / texting a video call / video calling a video conference / video conferencing

Other nouns

charger inbox punctuation spam voice mail

Verbs

interrupt keep in touch with return a call text video call

Telephone language

This is Nathan. Could I speak to Angela, please? I was just calling to (ask) . . . Angela is on the phone. Please leave a message. Call me later, OK? Call me back (at the office / on my cell). Hold on. I have another call. I can't hear you. You're breaking up. It's hard to get ahold of you. Oh, I'm sorry. I think I have the wrong number. We got cut off. Can I call you back?

Interrupting a conversation

Just a minute / second. Excuse me just a second. Hold on (a second). Can / Could you hold on (a second)?

Adverbs

by mistake just suddenly

Adjectives

Descriptions annoying bad convenient hard personal reliable slow

Comparisons

better (than) bigger (than) easier (than) less (expensive) than . . . more (fun) than . . . more (interesting) than . . . worse (than)

Restarting a conversation

What were we talking about? What were you saying? Where were we? You were saying?

Negative description

There's nothing worse than . . .

Showing surprise

Are you kidding? Of course. Finally! Guess what!

Writing formally

However, . . . In my opinion, . . . On the other hand, . . .

Unit 11 Language summary

Nouns

Appearance beard goatee mustache

Usually plural

braces freckles long fingernails pierced ears

Types of hair

blond hair curly hair dark hair long hair short hair Hairstyles ponytail spiked hair Usually plural

braids

cornrows

Clothes

Usually plural accessories baggy pants cargo pants skinny jeans

Categories of people

twins twin sister / brother identical twins model

Describing appearance

Do you look alike? No, we look totally different. He's got (blond hair). I've got (curly hair). She's six foot three. What does (your sister) look like?

Identifying people

He's the one in (the yellow pants / yellow pants). She's the woman standing (by the table). The one with the glasses. Which one is (your roommate)? Who's the guy (talking to your sister)?

Adjectives

Appearance

bald heavy muscular short skinny tall thin tiny

Fashion

fashionable trendy

Verbs

Describing appearance

have a beard / mustache / goatee have a shaved head have freckles (on your nose) have pierced ears / long fingernails have blond / dark / long / short hair look alike look like (someone) take after (your mother) wear / have a ponytail wear a wig wear braces / glasses wear braids wear your hair in cornrows

Talking about fashion

What clothes are in fashion? Spiked hair is in style. Big glasses are out of style. Flared jeans are dated. Suits are old-fashioned. Braids are popular. It's the "in" thing. Short hair is "in." Long hair is "out."

Remembering a word or name / Checking information

Oh, I know. You mean . . . You mean (cargo pants). Do you mean . . . ? What do you call it / them? What do you call that . . . / those . . . ?

Unit 12 Language summary

Nouns

Professions architect assistant business executive carpenter computer specialist consultant dentist electrician firefighter interior designer iournalist letter carrier librarian nurse paramedic plumber police officer receptionist sales representative veterinarian

Other nouns

beach umbrella goggles GPS master's degree office sandwich speeding ticket

Talking about the future

Possible plans

Maybe we'll (move to Arizona). Both of us will probably (take some time off). If I (get good grades), I'll / I may / I might . . . I may (go on for a master's degree). I might (look for a better job). I think I'll (look for a job). I guess I'll (look for a job).

Facts and predictions

I'll be 65 in June. The baby will keep us busy. It won't be easy to find a job. I probably won't get a promotion. It'll be expensive. I might not be able to afford it.

Verbs

will won't may might

Talking about work

ask for a promotion earn (a lot of) money go away for vacation have a rewarding job look for a (better) job retire

Other verbs

choose find your own place have a baby remind (someone) to (do something) run out of (gas) study for a degree / certificate

Words for sequencing

First, ... Second, ... Next, ... Finally, ...

Making and agreeing to a request

Can you give me a ride? Could you help me (choose a tablet)? Do you want me to drive? Remind me to bring my beach umbrella. All right. / OK.

Asking for and making a promise

Will you remember to bring your GPS? All right, I will. I won't (forget the drinks).

Offering help

I'll (bring some salad and stuff). I'll (get some steaks), if you like.

Other conversational expressions

That's for sure. My computer has a virus. I can't afford another speeding ticket. I'm really looking forward to (the barbecue).

Unit 1 Making friends

Lesson A, Ex. 4A and 4B, p. 3 (1.04)

- 1. Miranda Well, spring is nice, but it's not really my favorite. I like winter here. It's really cold, but it's sunny and the sky is blue every day. It's beautiful.
- 2. Miranda Wow. That's a hard one. Hmm ... I listen to a lot of different music, but, well, I like Toy. They're really good. They're not very well-known. And I like to listen to new bands, you know. But my favorite? You know ... I don't have a favorite.
- 3. Miranda Not really. Sometimes after work I go out for dinner with a friend. But usually I just go straight home. I don't get home till about seven or eight, and then I usually just have dinner and watch TV or something like that.
- 4. Miranda Well, I live in an apartment, and we can't have them there. But I love animals, so I'd like a cat or something. Anyway, my apartment's pretty small... so I have a goldfish! I think that's OK.
- 5. *Miranda* Actually, these days . . . not much. My parents live about an hour from here by car. So, I usually only see them on holidays or something. I call my mom every Sunday, though, and we catch up then.
- 6. *Miranda* Oh, I don't really do anything special. I usually meet up with a friend or two, and we go out for coffee and chat. Sometimes on Friday or Saturday night we go to a club and dance, or we go and see a movie.

Lesson C, Ex. 3A, p. 7 (1.08)

1. Yeah. It's fun. Tom always has good Man parties. There's always great music and wonderful food. Actually, he has a party like once a month. 2. Well, there's a lot of people in here. Plus, Man Tom's cooking, so that doesn't help, either. I guess we could open a window. ... It is pretty warm, actually. 3. Woman Well, actually, I'm his sister. Well . . . one of his sisters. 4. Woman Yeah, they do. Tom's a great cook. Mmm.... This cheesecake is really good. It has peanut butter in it. 5. No, not really. I think a lot of these people Man are Tom's friends from work - so I don't know them. I just know Tom from the gym. Woman Yeah, it is. I like it. Who is it – do you know? There are so many new bands these days.

Lesson C, Ex. 3B, p. 7 (1.09)

 Woman Man
 This is a great party. Yeah. It's fun. Tom always has good parties. There's always great music and wonderful food. Actually, he has a party like once a month.

Woman Yeah?

- Man Yeah. And I always meet really interesting people. Actually, I met my girlfriend, Angela, at one of Tom's parties. Woman Oh, really?
 - Man Yeah, she and Tom are on the same volleyball team, actually.
- Woman Is it me, or is it really hot in here? Man Well, there's a lot of people in here. Plus, Tom's cooking, so that doesn't help, either. I guess we could open a window. ... It is pretty warm.
 - Woman Thanks. Look at all these photographs he has up. They're gorgeous.
 Man Yeah, they're great. Actually, Tom took
 - Ian Yeah, they're great. Actually, Tom took these all himself. He loves taking pictures.
 - Woman Really? Wow. I wish I could take pictures like these.
 - Man Hi. I'm Jeff. Are you a friend of Tom's?Woman Well, actually, I'm his sister. Well... one of his sisters.
 - Man How many sisters does he have? Woman Actually, there are four of us. We're a pretty big family. By the way, I'm Stephanie.

Man Nice to meet you, Stephanie.

- Man Mmm. The desserts look good.
 Woman Yeah, they do. Tom's a great cook.
 Mmm.... This cheesecake is really good.
 It has peanut butter in it.
 - Man Actually, I think that's black sesame. Tom's allergic to peanuts.

Woman Oh really? Huh.

3.

- 5. Woman I don't really know anyone here. Do you? Man No, not really. I think a lot of these people are Tom's friends from work – so I don't know them. I just know Tom from the gym.
 - Woman Oh, I didn't know he went to the gym.
 Man Yeah. He works out there all the time.
 Actually, Tom's training to run a marathon this year.

6.	Man	Great music, huh?
	Woman	Yeah, it is. I like it. Who is it – do you
		know? There are so many new bands
		these days.

6. (Latin music)

7. (rock music)

8. (classical music)

Unit 2 Interests

Lesson B, Ex. 1A, p. 14 (1.13) 1. (hip-hop and rap) 5. (pop music)

- 2. (jazz)
- 3. (country music)
- 4. (folk music)

Lesson C, Ex. 3B and 3C, p. 17 (1.18)

1.	Woman Bill	So you're into cars, right? Well, not really. I mean, I know a bit about
		them. But I actually prefer motorcycles.
	Woman Bill	Oh, right. Yeah, I like to fix up old motorcycles. I spend a lot of time on it. Like, every weekend.
	Woman	Wow. That's a lot of time. So what do you do? Do you buy old bikes?
	Bill	Well, yeah. I mean, I buy them, but I don't pay a lot. Then I do some work on them, clean them and paint them so they look really good, and
	Woman	It sounds like you do a good job. So then do you sell them? Ride them?
	Bill	I sell them. Actually, I can get quite a bit of money from them if I do a good job.
2.	Man	So do you have any hobbies?
	Sue	Well, I'm really busy with work and the family, but I really like hiking.
	Man	Oh, right. Do you go a lot?
	Sue	Oh no. I can't. I don't have the time. I mean I'd like to go every weekend, but I only go a few times a year.
	Man	Uh-huh. And, do you go camping too, with a tent and everything?
	Sue	Well, not really. I don't really like camping so much. I prefer to go for day trips.
	Man	Right.
	Sue	We go up to the mountains or someplace in the morning, hike for a few hours, and come back in the evening.
	Man	Oh, I see.
	Sue	Yeah, I like the outdoors, but I also like to come home and take a nice bath afterwards.
3.	Woman	So are you into sports at all?
	Jeff	I guess. I mean, I really love baseball.
	Woman Jeff	Do you like watching it or playing it? Well, I like watching baseball and going to games, but I really love collecting baseball memorabilia.

Man	Actually, maybe it's Tom. He sings in a
	hand you know

- band, you know.
- Woman Oh, really?
 - Yeah. They have a CD, actually. Man
- Woman Oh really? Like what?
 - Jeff Well, stuff like baseball cards, pictures of players, signed balls, lots of hats . . .
- Woman Is it expensive to collect that stuff? Yeah, sometimes. New cards are pretty Jeff cheap, but some are really expensive, like really old or rare cards. Sometimes I pay

like, three or four hundred dollars for a single card. So it's not a cheap hobby.

- Man So do you have any hobbies? Lori Not really. Well . . . I like editing videos on the computer. That's kind of a hobby, guess.
- Huh. So, do you make movies or ... Man
- Lori Not really. I just take videos of my kids, or . . . you know, of our vacation. And then I use the computer to edit the videos . . . add music, special effects . . . I try to make them into fun movies.
- Man Wow. Is it difficult? I mean, does it take a lot of time?
- Lori Oh, yeah. That's the problem. Also, I have so many video clips on my computer, but I don't really have enough time to work on them.
- Man Right.

4.

Lori Yeah. And I spend hours figuring out how to do it all. But I'm not very good . . .

Lesson D, Ex. 2A and 2B, p. 19 (1.19)

- Lisa Those photos are amazing. What website are you on?
- loe Oh, it's just an outdoor hobbies site.
- Lisa Outdoor hobbies?
- loe Yeah. It's about hiking and camping and stuff. I check it once or twice a week.
- Lisa Huh. Neat. So are you checking out the camping gear?
- Joe No, not really. I'm just reading some of the articles. It has some interesting stuff.
- Lisa Yeah? What kinds of things?
- Oh, there's information about different places loe to hike . . . They have like fifty thousand places listed. People post stories about their trips, give advice on places to stay and stuff . . .
- Lisa Uh huh.
- Yeah. Some of these articles are really interesting. loe Like there's a really good one here, um, about places to hike in the winter, the best places.
- Lisa Like in the U.S.?

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- No. All over the world. There's a place in Peru, Joe another in Japan, Scotland . . . There are some amazing photos. Look at this.
- Lisa Oh, that's pretty. But hiking up a mountain and sleeping in a tent in the winter doesn't really look like fun to me. I hate being cold.
- So, I guess you're not into outdoor hobbies, huh? Joe Lisa No, not really.

Unit 3 Health

Lesson A, Ex. 3A, p. 23 (1.22)

- What are your unhealthy habits? 1. Interviewer Well, sometimes I don't have time lan to eat a healthy lunch. Like today, I'm eating at my desk and I'm having fast food - vou know - not salad or anything that's really healthy. I know it's bad, but I don't have time for anything else. I really want to cut down on fast food. They say it's bad for you if you eat a lot of it.
- 2. Interviewer Do you think you have any unhealthy habits?
 - Kaylie
 - An unhealthy habit? Hmm . . . let's see. I'm drinking too much coffee these days. I think it's because we're so stressed at work. We're working on this big project and we're starting work early and finishing work late. So, yeah, I'm drinking like eight cups a day. That's a lot, I know. So, yeah, I need to give up coffee. Well, not my morning cup of coffee. But I really need to drink more water. Water is the best drink really.
- 3. Interviewer Do you have any unhealthy habits? Well, I don't think I have any unhealthy Martin habits, but my mom thinks I spend too much time playing video games. Maybe she's right - I play them a lot. Like, on the weekends, I often play them all night. Right now I'm playing this new game with my brother. We're having a lot of fun with it. I guess I'm trying to cut down, during the week when I have school and need to go to bed early. But the games are so much fun. I love to play them.
- 4. Interviewer Do you have any bad habits? Silvia Well, my husband says I'm not exercising enough these days. But when I get home from work, I'm always tired, so I just want to sit down and relax. And anyway, I'm watching this really good documentary series right now. But generally I don't watch

- Well, there are competitions here, too, you can loe win stuff like tents and bikes and things - I like to do them and try to win something. Let's see ... what's the competition this month? Oh, vou can win a mountain bike. I'd love to win that.
- Yeah, nice. You know, I like to cycle.... Lisa
- Joe I didn't know that.
- Yeah, but in a nice warm gym with the TV on. Lisa

TV every night. I mean, I'm doing some exercise. Like I go jogging once a week. But, yeah, it's not good to watch TV every night.

Lesson A, Ex. 3B, p. 23 (1.23)

- I really want to cut down on fast food. They 1. lan say it's bad for you if you eat a lot of it.
- So, yeah, I need to give up coffee. Well, 2. Kaylie not my morning cup of coffee. But I really need to drink more water. Water is the best drink really.
- I guess I'm trying to cut down, during the 3. Martin week when I have school and need to go to bed early. But the games are so much fun. I love to play them.
- 4. Silvia But generally I don't watch TV every night. I mean, I'm doing some exercise. Like I go jogging once a week. But, yeah, it's not good to watch TV every night.

Lesson C, Ex. 2A, p. 27 (1.29)

1.	Man	I never hear my alarm clock.
	Woman	Really? So how do you wake up?
2.	Woman	I often fall asleep on the subway.
	Man	You're kidding! Do you ever miss your stop?
3.	Man	I have the same dream every night.
	Woman	No way! Every single night?
4.	Woman	l can't sleep if it's light.
	Man	Gosh! Do you wear an eye mask?
5.	Man	I often sleep for twelve or thirteen hours.
	Woman	Are you serious? Is that only on weekends?
6.	Woman	I can't fall asleep without music.

Man Oh! What do you listen to?

Lesson C, Ex. 2B, p. 27 (1.30)

1.	Man	I never hear my alarm clock.
2.	Woman	I often fall asleep on the subway.
3.	Man	I have the same dream every night.
4.	Woman	I can't sleep if it's light.
5.	Man	I often sleep for twelve or thirteen hours.
		I can't fall asleep without music.

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Lesson D, Ex. 2B, p. 29 (1.31)

Less	SUILD, EX.	20, p. 29 (1.51)	
1.	Woman	Well, I don't often get too stressed, but I guess that when I <i>am</i> stressed I love to be outdoors, like, in the mountains. The mountains around here are really beautiful.	
	Man	Yeah. So you go to the mountains?	
	Woman	So, yeah. I have a mountain bike and I go biking, usually on weekends but sometimes after work on weekdays.	
	Man	That sounds nice How far do you go?	
	Woman	On Sundays, I usually do about 35 miles.	
	Man	You're kidding! That's a good ride.	2.
2.	Woman	When I'm really stressed, I like to go somewhere quiet and relaxing.	
	Man	Uh-huh. Like where?	
	Woman	Well, I think water is really relaxing, so I love to be near the ocean, but it's kind of far. So, usually I just go to a park near my house. There's a small lake there, and I like to sit in the park and just listen to the birds.	
	Man	Oh really?	
	Woman	Yeah.	
3.	Woman	Actually, this is kind of funny, I guess.	
	Man	So tell me.	
	Woman	Well, there are two things that I do. So if I need to relax a little, then I drive out into mountains someplace and paint. I just love to paint because you can't think about anything else when you're painting. You just have to look and then try to paint the things you're looking at	3.
	Man	Uh-huh.	
4.	Woman	How do I cope with stress? Usually, I exercise, because I think when you're feeling stressed you need to do something, be active, move, you know? It really helps.	
	Man	Yeah? So, do you go to the gym or ?	
	Woman	Yeah. Usually two or three times a week and work out. I like to ride the exercise bike and listen to music. It gets my mind off work and family problems and things.	
	Man	Uh-huh.	
0.00		2(2 20 (1 22)	

Lesson D, Ex. 2C, p. 29 (1.32)

1. Woman	Well, I don't often get too stressed, but I guess that when I <i>am</i> stressed I love to be outdoors, like, in the mountains. The mountains around here are really beautiful.
Man	Yeah. So you go to the mountains?
Woman	So, yeah. I have a mountain bike and I go biking, usually on weekends but sometimes after work on weekdays.

	Man Woman	That sounds nice How far do you go? On Sundays, I usually do about 35 miles.
	Man	You're kidding! That's a good ride. And
	Woman	um, do you ever go hiking or climbing? Well a friend of mine doesn't like biking, but she's happy to go walking, so sometimes we go hiking in the mountains together.
	Man	Uh-huh.
	Woman	And that helps because she tells me about her problems, and I forget about my problems.
2.	Woman	When I'm really stressed, I like to go somewhere quiet and relaxing.
	Man	Uh-huh. Like where?
	Woman	Well, I think water is really relaxing, so I love to be near the ocean, but it's kind of far. So, usually I just go to a park near my house. There's a small lake there, and I like to sit in the park and just listen to the birds.
	Man	Oh really?
	Woman	Yeah.
	Man	Huh. And that helps, huh?
	Woman	Usually. But if I'm still feeling stressed after an hour and need to do something, then I go swimming – there's a big pool near my house. Like I said, water is really
	Man	relaxing. Yeah, sounds great.
2	X 3 X 50000	
э.	Woman Man	Actually, this is kind of funny, I guess. So tell me.
	Woman	Well, there are two things that I do. So if I need to relax a little, then I drive out into mountains someplace and paint. I just love to paint because you can't think about anything else when you're painting. You just have to look and then try to paint the things you're looking at
	Man Woman	Uh-huh. So what's the other thing you do? So if I feel really stressed or, like, mad or upset or something, I put some music on and sing really loud. Usually in the shower.
	Man	No way! Really?
	Woman	I don't know why, but it always makes me feel better. But my family says I sound terrible. I put some music on, and it gets pretty loud in there.
	Man	That's funny.
4.	Woman	How do I cope with stress? Usually, I exercise, because I think when you're feeling stressed you need to do something, be active, move, you know? It really helps.
	11	Val 2 Caller and March 2

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- Woman Yeah. Usually two or three times a week and work out. I like to ride the exercise bike and listen to music. It gets my mind off work and family problems and things.
 Man Uh-huh. What else, do you swim? play sports, or . . . ?
- Unit 4 Celebrations

Lesson A, Ex. 3B, p. 35 (2.05) Are you going to send anyone flowers this 1. Man vear? 2. Woman Are you going to buy any expensive gifts this year? 3. Man Are you going to buy any cards this month? 4. Woman Are you going to celebrate anyone's birthday this month? 5. Woman Who are you going to spend your next birthday with?

Lesson C, Ex. 3A, p. 39 (2.09)

	LA. JA, p. J/ (2.07)
Woman	So do you have a favorite festival?
Man	Oh, I don't know. I'm from Spain originally,
	and you know, we have lots of festivals
	there, so
Woman	So like, what festivals do you have?
Man	Well, there's one festival – the Bonfires of
	Saint John – that's a fun festival. It's in June,
	and, um, it's a big celebration. We have
	bonfires, and the kids jump over the fires,
	and everything.
Woman	Yeah? That sounds kind of dangerous –
<i>woman</i>	jumping over fires.
Man	Well, they're only small fires.
Woman	Oh, OK. So what else do you do? I mean, do
woman	people wear costumes and things?
Man	No. But everyone dances, and then we have
man	fireworks and things like that.
Woman	Oh, I love fireworks. So do you have any
woman	
Man	special food, too, that you eat? Well, in some places they eat a kind of fish
Man	
	dish. It's a, um, like a tuna pie. It's spicy.
	It's kind of like a fish pie. So we have tuna
	pie and there are traditional markets and
	everything.
Woman	Nice. So what do the Bonfires of Saint John
	celebrate? I mean, why do you have the
	festival?
Man	I'm not sure, actually. It's to celebrate
	mid-summer, I think
Man	So, Meg, what are you doing this weekend?
Woman	Oh, it depends. There's a festival in the park,
womun	so
Man	Really? Which festival is that?
man	Really: willen lestival is that?

- Woman Well, if the weather's nice, I like to go running outdoors. That really makes you feel good. I do that on Sundays, but only if the weather's good.
- Woman Um, it's the Festival of Colors. It's an Indian thing. My friend went last year and she said it was a lot of fun. They celebrate it every spring. Huh. So what do they do exactly? I mean. Man like what events are they going to have? Woman They have a bonfire, and there's singing and dancing. But the really cool thing is . . . they um . . . throw colored powder and stuff at each other. So of course, everyone is shouting and screaming and everything. Man That sounds fun. Woman Yeah, and they have these special food stands and things like that. My friend says it's neat. Huh. Interesting. So are you going to go Man then? Woman Maybe. Do you want to come? Uh - yeah. What's it called again? Man Woman Um, the Festival of Colors. It celebrates, like, the end of winter and the start of spring.

Lesson D, Ex. 2A, p. 41 (2.10)

Simon	Hey, did you see this? Elaine's going to have
Lulia	a housewarming party.
Julie	Oh, yeah. She said something about that.
Simon	So, do you want to go?
Julie	It depends. When is it?
Simon	Um, November sixteenth
Julie	Is that a Friday or a Saturday?
Simon	Um, Saturday. It starts at four-thirty.
Julie	Oh, OK. Yeah, I'd like to go. Can you go?
Simon	Yeah. I'm free that day.
Julie	So is it dinner or ?
Simon	She's going to have a barbecue. And, Sally's going, too. I guess she wants everyone to
	bring some stuff. Sally's going to bring some chicken.
Julie	OK. Sounds good.
Simon	Yeah. And she says, "Simon, can you make some of your special bread?"
Julie	She knows you can bake?
Simon	Yeah, she loves my bread.
Julie	Oh, well, if you're going to bake, you can
	make her a cake, too!
Simon	It's a housewarming – not her birthday!

What's that?
It's an invitation from Iris and Derek. It's
their silver wedding anniversary – twenty-
five years. Wow. They're inviting us to dinner.
That's nice. When?
August seventeenth.
What day is that? Is it a Saturday?
I'm not sure. Let me see actually, no, it's
a Sunday.
What time?
Um, seven p.m. Oh, that's nice! It's at The
French Restaurant.
But, wait, the seventeenth? That's the day
of my golf tournament I can't go. I'm
playing golf.

- Jessie Oh, John. At seven in the evening? John Well, it depends, but we usually finish around nine or ten.
- Jessie Oh, well. I guess / can go. Oh, they're going to have music and fireworks afterwards.
- John Hey, wait a minute. Derek's my golf partner on the seventeenth. Are you sure it's the seventeenth?

Jessie Yes!

John I can't believe Derek is going to miss the golf tournament. This is the first time in twentyfive years . . .

Unit 5 Celebrations

Lesson A, Ex. 2A, p. 45 (2.13)

1.	Man	Where was your mother born? Was your
		father born there, too?
	Woman	My parents were born in Vancouver in 1945.
2.	Man	Where did you live when you were young? Did you grow up in a big city?
	Woman	Actually, I grew up in Seattle. We stayed there until I started high school.
3.	Man	Who was your best friend in school? How long were you friends?
	Woman	Well, my best friend was Jane. We were friends for a long time.
4.	Man	Did you and your best friend ever argue? What did you fight about?
	Woman	We didn't fight a lot. But one time we didn't talk for three weeks.
5.	Man	Who took care of you when you were little? Did your mother have a job?
	Woman	My mother worked, so no one was home when I got home from school. I went to a neighbor's house. But I wasn't there long.
6.	Man	Did you ever get in trouble? What did you do?
	Woman	Oh, I got in big trouble one time when I was seven. My mom was mad at me for days! Then I made her a card, saying "Sorry."

Lesson A, Ex. 3B, p. 45 (2.15)

- Woman Did you go on any special trips?
 Man Where did you usually go?
 Man How long did you stay there?
 Woman Who did you go with?
 Woman Did you have a good time?
- 6. Man What did you do there?

Lesson C, Ex. 3A, p. 49 (2.20)

- Woman I loved sports when I was a kid. I played softball until I was in sixth grade. Actually, it was until I was in seventh grade. And then I got interested in other sports, like track. I was a pretty good athlete.
- 2. Man We grew up in a great neighborhood.... Then, we, um, we moved to Canada for a few years when I was seven. No, wait, I was eight. Anyway, I was really happy when we moved back!
- Man Oh, when I was in school, I got A's in most of my classes. My hardest class was algebra, I mean calculus. I got a C in that one.
- 4. Woman A lot of the friends I have now, they're, um...I met them in school. I met Carly in 1996. We were best friends in high school. Well, actually, it was middle school. And we're still really close.
- 5. *Man* I didn't have many friends when I was little... All the kids teased me in school because I had an unusual name. Well, not all of them ... some of them. But a few kids, like my friend Alex, were always really nice to me.

Lesson D, Ex. 2A, p. 51 (2.21)

- 1. Interviewer Tell me about when you were a teenager.
 - Colin Oh. That was a long time ago. I was born in 1948, so I was a teenager in the '60s. It was a good time to be a teenager, you know, with all the '60s music – rock and roll, the Beatles, and everything.

2. Interviewer	What was school like when you were a teenager?
Colin	Well, I left school when I was 14 – you can't do that now. You can't leave till you're 16. But the school I went to wasn't that good. I mean, we didn't learn much there. I was happy to leave and get a job.
3. Interviewer Colin	So what was your first job? Well, like most of the kids around here, I went to work on a farm. Some of my friends went to work in the city, in the TV factory there. And then when I was 18, I went to work in a big department store.
4. Interviewer	What did you enjoy doing, when you weren't at work?

Unit 6 Around town

Lesson A, Ex. 3B, p. 55 (2.25)

1.	Man	Are there any nice bookstores near your home?
2.	Woman	Is there a post office around here?
3.	Man	Is there a furniture store in this area?
4.	Woman	Are there any good coffee shops in this neighborhood?
5.	Man	Is there a good department store near

- 5. Man Is there a good department store near your home?
- 6. Woman Are there any cash machines around here?

Lesson B, Ex. 3A, p. 57 (2.28)

- Concierge Sure. Let me see ... OK. When you walk out of the hotel, turn right, and walk down the street to the end of the next block. Then turn right and walk up the street about a half block and you'll see the entrance across the street on your left.
- 2. Concierge OK. It's only a couple blocks from the hotel, at the end of this street. When you go out of the hotel, turn left, and walk towards the ocean. You'll see the Blue Water Park on your right on the other side of the street. Then, when you get to the end of the next block, you'll see the Rock 'n' Roll Museum across the street. Cross the street and turn left. It's right next to the Museum.
- 3. Concierge Let's see. Um . . . the best way to go is . . . OK. When you come out of the hotel, turn left. Then, at the corner, cross the street and turn left again. So . . . left, cross the street, and left

- Colin Well, the '60s was a great time for music. We went to dances every week and listened to the top groups and bought their records. We didn't have a TV until I was 18, but we had a record player, so my friends all came to my house and we listened to a lot of music.
- 5. Interviewer When you look back now, was it a happy time?
 - Colin Yes. It was a good time to be young. We had money in our pockets, and we spent it. We had fun. But looking back, I can see that I didn't have a really good education and . . . well, I think if I regret anything, it's that I didn't take evening classes. I think I had too much fun!

again. Then, go up the street one – uh, no, wait – two blocks, and you'll see signs for the entrance right there on your right.

4. Concierge Oh sure. It's not too far. When you come out of the hotel, turn left, and then at the corner, turn left again. Then, go up the street two blocks – and you'll see Panther Stadium across the street. So cross the street and walk by the stadium. Then you'll see a skateboard ramp right across the street. So just cross the street again, and walk past the skateboard ramp.

Lesson C, Ex. 1D, p. 58 (2.30)

1.	Man	Could you give me directions to the bus station?
	Woman	I'm sorry? Did you say the bus station?
2.	Woman	Is there an Indonesian restaurant near here?
	Man	Did you say Indian or Indonesian?
3.	Man	Do you have a number for a cab company?
	Woman	Excuse me? Did you say a cab company?
4.	Woman Man	How do you get to the airport from here? Sorry, what did you say? The airport?
5.	Man Woman	Are there any good movies on this week? Any good movies, did you say?

Lesson C, Ex. 2, p. 59 (2.31)

- 1. Woman So, are there any theme parks here? Man I'm sorry, any what?
- 2. Man Is there an outdoor swimming pool around here?

	Woman	Actually, there is. It's opposite the park.
	Man	Excuse me? It's where?
3.	Woman	You know, movie tickets cost \$12. They're expensive.
	Man	They cost how much?
4.	Man	They have great outdoor concerts every night until ten.
	Woman	I'm sorry, until when?
5.	Man	So, are there any museums in the city?
	Woman	Yeah. There's a science museum about 15 minutes away.
	Man	I'm sorry, it's how far?
6.	Man	There are some good Thai restaurants here.
	Woman	There are some good what kind of restaurants?

Lesson C, Ex. 3A, p. 59 (2.32)

1.	Clerk Man	Good morning. Can I help you? Yeah. Thanks. Um, are there any good
		restaurants in this neighborhood?
	Clerk	Oh, yes, there are lots. There's a very
		good Thai restaurant, just up this street.
2.	Woman	Hi. We're looking for a nice outdoor
		café. We just want to sit out somewhere
		nice is there anywhere around here
		like that?
	Clerk	Let's see. Well, there's a great little café
		next to the park. It's about five or six
		blocks away.
3.	Clerk	Can I help you?
	Man	Yeah, is there anything going on this
		weekend? I mean, do you have a list of
		events and things?
4.	Man	Excuse me. Can I just ask a quick
		question?
	Clerk	Sure.
	Man	How do I get from here to the art
		museum?
	Clerk	Oh, it's easy. Just take the number
		fourteen bus from the bus stop across the
		street.
5.	Clerk	How can I help you?
	Woman	Yes. Is there a good place to go running
		around here? I mean, is there a park
	61 1	or?
	Clerk	Well, lots of people go running on the
		waterfront near the pier. There's a bike
		and jogging path there. And the views are
		amazing. You can also rent roller skates there, too.
1	Clark	
6.	Clerk	Next in line, please. Hello.
	Woman	Hi. Do you have any information about boat tours of the harbor?
	Clerk	Yes, they leave every hour from Pier Nine.
	CIEIK	res, they teave every nour nom Fiel Mile.

Lesson C, Ex. 3B, p. 59 (2.33)

	son C, EX.	3B, p. 59 (2.33)
1.	Clerk	Good morning. Can I help you?
	Man	Yeah. Thanks. Um, are there any good
		restaurants in this neighborhood?
	Clerk	Oh, yes, there are lots. There's a very
		good Thai restaurant, just up this street.
	Man	Did you say Thai?
	Clerk	Yes. It's really good, but it's pretty spicy.
		Do you like spicy food?
2.	Woman	Hi. We're looking for a nice outdoor
		café. We just want to sit out somewhere
		nice is there anywhere around here
		like that?
	Clerk	Let's see. Well, there's a great little café
		next to the park. It's about five or six
	147	blocks away.
	Woman	I'm sorry, it's how far?
	Clerk	Five or six blocks. It's just down the
	Woman	street. Oh, great. Thanks.
2		
3.	Clerk Man	Can I help you?
	wan	Yeah, is there anything going on this
		weekend? I mean, do you have a list of events and things?
	Clerk	I'm sorry, a list of what?
	Man	Events, like, concerts, or performances,
	mun	or stuff like that.
	Clerk	Oh, sure. Here's a calendar of some of the
	cicik	major events. There's a traditional music
		festival in the park on Sunday.
	Man	Hmm that might be interesting.
4.	Man	Excuse me. Can I just ask a quick
	man	question?
	Clerk	Sure.
	Man	How do I get from here to the art
		museum?
	Clerk	Oh, it's easy. Just take the number
		fourteen bus from the bus stop across the
		street.
	Man	Excuse me? Fourteen or forty?
	Clerk	Fourteen. You can catch it right across
		the street. It stops right in front of the art
		museum. It's only four stops from here.
	Man	OK, thanks.
5.	Clerk	How can I help you?
	Woman	Yes. Is there a good place to go running
		around here? I mean, is there a park
		or?
	Clerk	Well, lots of people go running on the
		waterfront near the pier. There's a bike
		and jogging path there. And the views are
		amazing. You can also rent roller skates there too.
	Woman	Did you say roller skates?
	Clerk	Yes. They're really popular. You can rent
	CIEIN	them for about \$5 an hour.
		them for about \$5 an nour.

6. Clerk Woman	Next in line, please. Hello. Hi. Do you have any information about boat tours of the harbor?		I'm sorry? From where? Pier Nine. It's right next to the aquarium. They run every hour.
Clerk	Yes, they leave every hour from Pier Nine.	Woman	

Unit 7 Going away

Lesson A, Ex. 3B, p. 67 (3.04) 1. Man Do you need a visa to visit your country? 2. Woman Do you need to speak the language to get around your city? 3. Man Is it easy to find a cheap place to stay? 4. Woman Is it safe to walk around late at night? 5. Man Do you have to pay to go in museums?

Lesson C, Ex. 2, p. 71 (3.09)

1.	Man	I really prefer warm weather to cold. How about you?
	Woman	I guess I like cold weather more. It's a lot of fun to do winter sports.
	Man	That's true, I guess. You can go sledding and stuff. We should do that sometime!
2.	Woman 1 Woman 2	So, what's your idea of a good vacation? Well, I kind of like to go camping. I guess that's my favorite thing to do.
	Woman 1	Really? That sounds like fun. Hey, why don't we go together sometime?
	Woman 2	Yeah. I guess we could go next summer, maybe.

Lesson C, Ex. 3A and 3B, p. 71 (3.10)

- Mark You know, I think it's important for everyone to travel to another country, you know, to see how other people live.
 - Man Yeah. I mean, I guess it's good to study about places in school and go on vacation and everything, but you have to live in a country to *really* understand its culture.
 - Mark That's true. But you know, I'm actually thinking about taking a vacation in Mexico this summer. Hey – you should come with me.
 - Man Well, I'd like to, but is it easy to find cheap flights?
- Mark You know, on my last business trip, I spoke some French. It was good, you know, to say "hello" and "please," and people really liked that.
 - Woman I'm sure. It's so important to speak the local language when you travel.
 - Mark Yeah. You know, we could take a French class together.
 - Woman Well, I guess we could, but I really want to learn Spanish. It's easier to find a job when you can speak Spanish.

- Man You're so lucky. You travel all over. I'd love to go sightseeing in San Francisco or somewhere.
 - Mark I know. There's a lot of interesting places to see. But it's actually good to get away from tourist areas. Like when you go north of San Francisco – along the coast – it's beautiful. And there are no tourists. We could rent a car and go there sometime.
 - Man That sounds great. Are there any nice places to stay?
- Mark One of my favorite trips was to Australia. Though it's not easy to get there. It's like an 18-hour flight.
 - Man Wow. How long did you stay there?
 - Mark Only eight days. And it's not possible to get to know a country in a short trip like that.
 - Man No, you're right.
 - Mark You know, we should go backpacking there. Like all summer next year.
 - Man I don't know. It's not easy to go away for so long. I have to work!
- 5. Woman You know, a friend of mine went to China last year. She loved it. But she wouldn't eat the food!
 - Mark Really? That's too bad. The food is so good, and anyway, you should always try the local food when you go to a new place.
 - Woman I agree. And anyway, I love Chinese food!Mark You know, there's a Chinese festival next month. Why don't we go?
 - Woman I'd love to. Do they have music and food and everything?

Lesson D, Ex. 2B, p. 73 (3.11)

- Reporter Welcome to The Travel Spot. This week, we have reports on three very interesting hotels. First, Lisa Steiner tells us about the Cave Hotel in Turkey.
 - Lisa When I arrived at my hotel in Cappadocia, in Turkey, I looked up at my room and thought, "Uh-oh. How am I going to get up there?" You actually stay in caves in the rocks, and you have to climb a ladder to get to your room. It's scary at first, but it's not so difficult – just be sure to wear flat shoes!

One morning, I went to a town nearby to go Reporter shopping. It's a great place to buy local crafts, like rugs and jewelry. The prices are very Carl good, too. On the second day, I took a hot-air balloon ride, and I really recommend this. It was amazing! You can look down on the landscape and see the whole area. All in all, I had a wonderful time in Turkey, and the Cave Hotel is great if you want something a little different. Next, Roger Blum tells us about staying at the Reporter Lighthouse Hotel in Scotland. The brochure said, "Come to sunny Scotland," Roger so I came, ... but it wasn't sunny. That's Scottish weather for you . . . it's always changing! The Lighthouse Hotel is actually in the house next to the lighthouse, and the rooms are very beautiful and luxurious. And that's good because you spend a lot of time indoors. It's a good idea to bring lots of books and board games with you for those rainy days. And rain jackets, too - if you decide to go out . . . and you should! The views are fantastic, and you can borrow binoculars

eporter Finally, we hear about Carl Turner's stay at the Spa Hotel in Austria.

arl I usually prefer a camping vacation, you know, sleeping bag and tent. But my wife – well, she's more into nice hotels. So one weekend in the fall, I agreed to go with her to a spa hotel in Austria.

The hotel is a two-hour drive from the capital city of Vienna, and it looks amazing – the buildings look like works of art. It's easy to see why people go there – it's so quiet and peaceful, and the view is fantastic. But it's miles from anywhere, so make sure you take everything you need with you.

The Spa Hotel is a great place to relax or exercise – you can go swimming, walk in the grounds, or just sleep by the pool. We really enjoyed the hot-water pools – just don't spend more than 20 minutes in the water at a time, or you could come out looking bright pink! The rooms were very comfortable, and the food was fabulous... The whole weekend was actually a real treat. So, did I miss my tent and sleeping bag? Not at all. In fact, we're going back there next spring!

Reporter

That's all from *The Travel Spot* this week. Join us next, when . . .

Unit 8 At home

Less	on C, Ex. 2	, p. 81 (3.19)
1.	Man	Do you mind if I sit here?
	Woman	No, not at all. Go ahead. Let me move my things.
2.	Woman	Could you do me a favor? Could you run to the store and get some milk?
	Man	Yeah. Sure. No problem. What kind of milk do you want?
3.	Man 1	I forgot to charge my phone. Can I borrow yours for a minute?
	Man 2	Sure. Go right ahead. It's on the coffee table there.
4.	Woman 1	I think I left my wallet at home. Uh, would you mind lending me \$5?
	Woman 2	Oh, no. No problem. Here, I have \$10.

from the hotel to watch the dolphins. It's

But only if you don't mind the rain.

also a good place for bird-watching. So, do

I recommend the Lighthouse Hotel? Yes, I do!

Lesson C, Ex. 3A, p. 81 (3.20)

- Man 1 Hey, Bill, thanks for cleaning the apartment. Everything looks great. The kitchen, the living room . . . they look so clean.
 Man 2 Oh, sure. No problem.
 - Man 1 Wow. You even did the laundry and took out the trash. Well, thanks. I mean, the place was a mess, I have to say.

Man 2 Yeah. It looks better now, huh? And I put those awful old cushions in the trash. You know, the smelly ones. Oh, and that big old clock, too – it didn't work . . .

- Man 1 Wow. A big spring cleaning. Oh, wait. Which cushions do you mean?
- Man 2 Those small, round ones. They were old and . . .
- Man 1 Oh no. I got those from my grandma when I was little.
- Man 2 Really? Oh no. I'm sorry. Uh, well, uh, I can go and get them from the trash. OK? But can I ask you a favor?

 Woman 1 Hey, Sally. My parents are coming over this afternoon. They want to see the new furniture in our living room. I told them we have a new sofa and armchairs and everything.

- Woman 2 Oh, OK. No problem.
- Woman 1 Yeah, but the whole place is a bit of a mess. Like, there's stuff all over the floor. Whose books and papers are these?
- Woman 2 Oh, they're mine. Sorry. I'm studying for a test tomorrow.
- Woman 1 Oh, OK. Well, ...

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3.	Man 1	So, are Jack and Bill coming over tonight? To watch the game?
	Man 2	Yeah. I'm making a big pot of spaghetti and meatballs.
	Man 1	Mm. It smells good.
	Man 2	And I want to make some garlic bread. And we need some salad – we don't have any.
	Man 1	Oh. That's OK. We don't have to have salad. Do we have any sodas?
	Man 2	Um, yeah What time is it?
	Man 1	It's six-thirty.
	Man 2	Already? Well, could you do me a favor?
	Man 1	Sure. What is it?
4.	Woman 1	So, what time is it now?
	Woman 2	Let's see. It's about twenty after four.
	Woman 1	Twenty after four? Uh-oh. I'm running late. I have to catch a train at five.
	Woman 2	So, do you have everything for your trip?
	Woman 1	Yeah, but I can't find my hair dryer Oh, wait! Here's one. Whose hair dryer is it? Is it yours or mine?
	Woman 2	Oh, it's mine. The one with the little blue square on it is yours. It's usually in the bathroom.
	Woman 1	I can't find it. I think I left it at the gym. Uh, I really hate to ask this

Lesson C, Ex. 3B, p. 81 (3.21)

Man 1 Man 2	Hey, Bill, thanks for cleaning the apartment. Everything looks great. The kitchen, the living room they look so clean.
Man 2	kitchen, the living room they look so
Man 2	
Man 2	clean.
Man 2	oreann
1111112	
Man 1	Wow. You even did the laundry and took out the trash. Well, thanks. I mean, the place was a mess, I have to say.
Man 2	Yeah. It looks better now, huh? And I put those awful old cushions in the trash. You know, the smelly ones. Oh, and that
Map 1	big old clock, too – it didn't work
manii	Wow. A big spring cleaning. Oh, wait. Which cushions do you mean?
Man 2	Those small, round ones. They were old and
Man 1	Oh no. I got those from my grandma when I was little.
Man 2	Really? Oh no. I'm sorry. Uh, well, uh, I can go and get them from the trash. OK? But can I ask you a favor? Can you keep them in your room?
Man 1	Um, I guess. So you don't like them?
0.000 C 0.000 C 0.000 C 0.000 C 0.000 C 0.000 C 0.000 C 0.000 C 0.000 C 0.000 C 0.000 C 0.000 C 0.000 C 0.000 C	Hey, Sally. My parents are coming over this afternoon. They want to see the new furniture in our living room. I told them we have a new sofa and armchairs and everything.
	Man 2 Man 1 Man 2 Man 1 Man 2

Woman 2	Oh,	OK.	No	problem.	
and a second sec			11116		

- Woman 1 Yeah, but the whole place is a bit of a mess. Like, there's stuff all over the floor. Whose books and papers are these?
- Woman 2 Oh, they're mine. Sorry. I'm studying for a test tomorrow.
- Woman 1 Oh, OK. Well, would you mind putting them in your room? Before they come?Woman 2 Sure. No problem.
- Woman 1 Thanks. It shouldn't take long ...
- Man 1 So, are Jack and Bill coming over tonight? To watch the game?
- Man 2 Yeah. I'm making a big pot of spaghetti and meatballs.
- Man 1 Mm. It smells good.
- Man 2 And I want to make some garlic bread. And we need some salad – we don't have any.
- Man 1 Oh. That's OK. We don't have to have salad. Do we have any sodas?
- Man 2 Um, yeah.... What time is it?
- Man 1 It's six-thirty.

3.

- Man 2 Already? Well, could you do me a favor?
- Man 1 Sure. What is it?
- Man 2 Could you make the garlic bread? And I can run to the store and get some salad.
 Man 1 Um, well, actually, maybe I can go and get the salad.
- 4. *Woman 1* So, what time is it now?
 - Woman 2 Let's see. It's about twenty after four.Woman 1 Twenty after four? Uh-oh. I'm running late. I have to catch a train at five.
 - *Woman 2* So, do you have everything for your trip?
 - Woman 1 Yeah, but I can't find my hair dryer.... Oh, wait! Here's one. Whose hair dryer is it? Is it yours or mine?
 - Woman 2 Oh, it's mine. The one with the little blue square on it is yours. It's usually in the bathroom.
 - Woman 1 I can't find it. I think I left it at the gym. Uh, I really hate to ask this . . . but do you mind if I borrow your hair dryer? Just for a few days?
 - Woman 2 Actually, I'd like to say yes, but I really need it. I mean, I use it every day, so . . .

Lesson D, Ex. 2B and 2C, p. 83 (3.22)

- Interviewer So, Mike, what do you do when you get home in the evening? Like do you have any special routines?
 - Mike Well, I pretty much do the same thing every night.
- Interviewer So, what's the first thing you do when you get home?
 - Mike The first thing? I always open the windows. You know, I have to keep the windows closed during the day, so I open them as

soon as I walk in the door. I really like fresh Interviewer air, so yeah, I open them even when it's cold outside. And then I take everything out of my pockets, like my change, and my keys and my wallet, and I put it all on the nightstand next to my bed. Interviewer Yeah? That's probably a good idea, so you don't lose anything.... Oh yeah. I have to do that before I change Mike my clothes. If I don't, my wallet ends up in the laundry! Right. Not a good idea! Interviewer So yeah, and then I change my clothes. I Mike like to put on something comfortable, like jeans or shorts, and a T-shirt. You know, get out of my work clothes. And let's see.... Usually, I get on my exercise bike and ride for half an hour or so. I always feel good after I exercise a bit. Oh, I know. See that's good. I don't Interviewer exercise enough. Mike Then after exercising, I watch a little TV. Usually the news. And I relax for about an hour. Actually, forget the part about relaxing. It's usually all bad news, so it's

er That's true.... So what about dinner? Do you cook every night?

Mike Well, I try to cook something healthy. You know, a lot of people just throw something into the microwave, but I always cook some meat and vegetables and make a fresh salad.

Interviewer That's good.

Mike Yeah. Oh, but first I usually have to do the dishes. Like before I cook. So yeah, I do the dishes and clean the kitchen. I'm always so tired after dinner – so I always leave the dishes in the sink. And I don't have time to do them in the morning. I have to be at work by eight.

Interviewer Right. So what do you do after dinner? Mike Well, I usually sit down and read something – just to relax for a bit.

InterviewerSo, what time do you do you go to bed?MikeAround ten. I fall asleep right away and
don't wake up until six in the morning.
So that's pretty much it – the same old
thing every evening. I don't really go out
on weeknights. I work so hard during the
week, so I only have fun on the weekends.

Unit 9 Things happen

Lesson A, Ex. 3B, p. 87 (3.26)

not relaxing at all.

1.	Man	I was reading a book on the train, and I missed my stop.
2.	Woman	Last night when I was washing the dishes, I broke a glass.
3.	Man	I was texting a friend of mine, and I tripped and fell on the street.
4.	Woman	Yesterday when I was using my computer, it suddenly crashed.
Less	on C, Ex.	2, p. 91 (3.31)
1.	Woman	A friend of mine was staying at a hotel one time, and she was walking back to her room in the dark, and she fell in the pool. Everyone at the pool café saw her!
	Man	Oh, no! I bet she was embarrassed!
2.	Man	One time I fell asleep on the subway, and when I woke up, the train was at the end of the line. It took an hour to get back to my stop.
	Woman	Oh, I bet you weren't too happy with yourself.
3.	Woman	I was on vacation in London with my parents a few years ago, and we were flying home. Anyway, we got to the airport, and I realized my passport was still in the hotel safe.
	Man	Oh, no. I bet you freaked.

Lesson C, Ex. 3A and 3B, p. 91 (3.32)

LC35011 C,	Ex. 54 and 55, p. 71 (5.52)
Woman	Did I tell you my cell phone story?
Man	No, what happened?
Woman	Well, my husband and I have the same cell phones. And sometimes we get them mixed up. Like he answers mine, and I pick up his to make a call. It's confusing!
Man	(pause)
Woman	So, yeah, last Saturday we made last-minute plans to have dinner together at this little Spanish restaurant. We go there occasionally. It has a really cool atmosphere and they play live music and everything.
Man	(pause)
Woman	So anyway, I went to run some errands before dinner, and we agreed to meet at seven. And when I was leaving the house, I picked up my phone from the table and threw it in my purse. So yeah. I was doing my shopping and everything, and I didn't realize the time and how late it was.
Man	(pause)
Woman	Yeah. And it was like ten after seven. And I thought, "Why didn't my husband call me?" Like, to remind me So I called <i>him</i> . And I heard this phone ringing in my purse. And I'm thinking, "What's that?"
Man	(pause)

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Woman And it was my husband's phone. I guess I picked it up by mistake when I left the house - and I had both phones with me! Man So what did you do? I just went to the restaurant. And my Woman

husband was sitting there waiting. I was like half an hour late. (pause)

Man

Woman Actually, he was OK about it. He was listening to the band and eating some appetizers. So he didn't mind. He just couldn't believe I had his phone again! Oh, that's hilarious. Man

Lesson D, Ex. 2A and 2B, p. 93 (3.33)

While I was having some breakfast in a coffee Gary shop recently - about two weeks ago - I started talking to someone at the next table. And, um, I found out the guy was from my old high school. So we were talking about people we both knew and remembering stuff and laughing. And when I got up to leave, we were still talking, and anyway . . . I forgot my briefcase. I just left it there under my chair - my computer and everything was in it. And I didn't realize until I got to work. And of course, I freaked. My name wasn't on my briefcase or anything. I mean, can you imagine? Anyway, I called the coffee shop right away, but they didn't have it. I was so mad at myself - you know? Anyway, later that day, I was listening to a local radio show - the one I usually listen to at work - and my briefcase was on the Lost and Found announcements. So I called, and they said

Unit 10 Communication

Lesson C. Ex. 1D. p. 102 (4.09)

1.	Woman	So yeah. I just read on a friend's social networking page that
	Man	Oh, I'm sorry. Hold on a secondl need my charger. OK. Got it. So, what were we talking about?
2.	Woman Man	Anyway, my teacher told me Oh, just a minute. My toast is burning. Let me just – gosh OK. Sorry. So, yeah. What were you saying?
3.	Woman	Sorry about that, I dropped my phone, So.

Sorry about that. I dropped my phone. So, woman where were we?

Man You said your social life is more important than your job. Oh, can you hold on a second? Um, a coffee, please. Sorry. I'm at a coffee shop. So, you were saying?

Lesson C, Ex. 2, p. 103 (4.10)

1. Woman 1 Hithere. Do you have a minute? I just want to tell you some good news.

it was at the police station. I was so relieved. It turns out that the guy at the coffee shop noticed it when he left, and he took it the local police station - he had no way of calling me so. ... So, yeah. He left me his number, and I called him to say thank you, and now we meet up for breakfast sometimes.

Pam I was going to a friend's wedding reception last weekend. It was in a beautiful old country house, and I was really looking forward to it. So I left early, about three-thirty - the party was at five and it was a beautiful day. Anyway, while I was driving down these little country roads, I was thinking about my friend, and, well, I got lost. I was in the middle of nowhere, I mean, I had directions and everything, but I just got totally lost. And I was thinking, why didn't I bring my GPS? So, by four-thirty I was getting really upset - I didn't want to be late. Anyway, I saw this little house, and I got out of the car and rang the doorbell. And this nice woman came to the door, and I said, "I'm lost. Can you help me?" And I told her I was looking for this place, and I gave her the name of the country house. Well, she was so nice, and she said "I'll drive you there - just follow me." And she got into her car. So I followed her for about ten minutes, and we arrived at this little country hotel place. And I was thinking, this doesn't look like a place for a wedding reception. Anyway, she drove off, and I went inside. Well, it turned out it was a small country hotel with the same name. But it was totally the wrong place! I finally got to the right place about an hour late!

	Woman 2	Really? Hold on a second. I just need to close the door.
2.	Man	Hello?
	Woman	Hi, Dad. It's me. Is Mom there?
	Man	Yeah. But hold on just a second. She's upstairs. I just need to call her.
3.	Man 1	Is this a good time to talk?
	Man 2	Sure. Could you hold on a second? Let me just turn down the TV So what's up?
	Man 1	Well, I was just calling to ask your advice about something.
4.	Woman 1	Hi, I'm just calling to say hello.
	Woman 2	Oh, hi. Listen, can I call you back? I just have to finish something.

Lesson C, Ex. 3A and 3B, p. 103 (4.11)

- 1. Alexis Hey, Justin.
 - Justin Hi, Alexis. You know, I was just thinking about you....

	e - 1	
	Alexis	Yeah? Huh.
	Justin	Um, so what are you doing tonight?
	Alexis Justin	Nothing special. Why? Well, I'm right here in your neighborhood –
	Justin	I was doing some shopping – and I
		noticed this new restaurant. Remember
		the barbecue place? Well, it's gone. It
		closed down. And now there's a new
		seafood restaurant. It looks nicer than the
		barbecue place.
	Alexis	Yeah? I hope it's cheaper, too. That
		barbecue place was expensive.
	Justin	Well, they have a shrimp special tonight.
	Alexis	All-you-can-eat shrimp for \$10. They do? I love shrimp.
	Justin	I know. So do you want to go for dinner?
	Alexis	Well, it sounds good. I was just thinking
		about dinner.
	Justin	OK. So what time should we meet?
	Alexis	Um, let's see Oh, wait. Could you hold
		on just a second?
	Justin	Alexis, Alexis? Are you there?
	Alexis Justin	Justin? Sorry, I had another call. Oh, I thought we lost our connection.
	Alexis	No, no! Oh, shoot. Listen, my battery's
	/ IICAIS	really low, so yeah, let's meet at, let's
		see well, I just need to go to
	Justin	Alexis? Oh no, we got cut off.
2.	Rob	Hi, Grace.
	Grace	Hi, Rob. What are you doing? Studying?
	Rob	Yeah, I was just doing some homework.
		Anyway, how is everything with your new apartment?
	Grace	()h if's great if's bigger than my last
	Grace	Oh, it's great. It's bigger than my last place. It gets more light, too. I love it.
	Grace	Oh, it's great. It's bigger than my last place. It gets more light, too. I love it. Oh, hold on a minute. I need to close the
	Grace	place. It gets more light, too. I love it.
	Grace	place. It gets more light, too. I love it. Oh, hold on a minute. I need to close the window. There's a lot of traffic noise. It's definitely <i>noisier</i> . Sorry. That's better. So
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	Rob	place. It gets more light, too. I love it. Oh, hold on a minute. I need to close the window. There's a lot of traffic noise. It's definitely <i>noisier</i> . Sorry. That's better. So where were we? I was just asking – did you get everything organized?
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	Rob Grace	place. It gets more light, too. I love it. Oh, hold on a minute. I need to close the window. There's a lot of traffic noise. It's definitely <i>noisier</i> . Sorry. That's better. So where were we? I was just asking – did you get everything organized? Yeah. And thanks again for your help yesterday. I think you spent more time unpacking than I did. No problem. You're welcome. So anyway, do you mind if I ask one more
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	Rob Grace Rob Grace Rob	place. It gets more light, too. I love it. Oh, hold on a minute. I need to close the window. There's a lot of traffic noise. It's definitely <i>noisier</i> . Sorry. That's better. So where were we? I was just asking – did you get everything organized? Yeah. And thanks again for your help yesterday. I think you spent more time unpacking than I did. No problem. You're welcome. So anyway, do you mind if I ask one more favor? No. Go ahead. What is it? Well, I need some help putting the TV up on the wall. I mean, I hate to ask, but would you mind helping me? Three's a
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	Rob Grace Rob Grace Rob	place. It gets more light, too. I love it. Oh, hold on a minute. I need to close the window. There's a lot of traffic noise. It's definitely <i>noisier</i> . Sorry. That's better. So where were we? I was just asking – did you get everything organized? Yeah. And thanks again for your help yesterday. I think you spent more time unpacking than I did. No problem. You're welcome. So anyway, do you mind if I ask one more favor? No. Go ahead. What is it? Well, I need some help putting the TV up on the wall. I mean, I hate to ask, but would you mind helping me? Three's a baseball game on tonight. So Oh, just a minute. There's someone at the door

Grace	Yeah, um, a couple of friends are coming over. So, I was thinking you could come, too. And
Rob	Oh, sure. I want to watch the game anyway. So, yeah. OK. I'm on my way right now!
Grace	OK. Thanks. See you soon. Thanks again!
Rob	OK. See you. Bye.
3. Lauren	Hi, Brandon. Where are you? Are you lost?
Brandon	Well, kind of. I mean, I'm on your street,
	but I don't see the number of your
	apartment building.
Lauren	Oh, it's difficult to see the number. There's
	a big tree in front of it. So, tell me, where
	are you exactly?
Brandon	I'm at a grocery store. Uh, let's see It's
	called The Market. Oh, can you hold on
	just a minute? Sorry about that. I was
	just looking for my wallet. Sorry. So, um
	this is a nice neighborhood. It has a lot
	more stores and restaurants and things
	than my neighborhood.
Lauren	Yeah. It's nice. So, um OK, so you're
	at The Market? Do you see the brown
(M) (2)	apartment building across the street?
Brandon	Yeah. The one with all the big trees in
	front?
Lauren	Right. OK, I'm at the window. Oh just a
	minute. The timer on my oven is beeping.
	I need to turn it off. Sorry. Hold on OK.
	So do you see me?
Brandon	Yeah, I see you.
Lauren	OK. Hey, did you buy flowers for me?
Brandon	Actually, yeah.
Lauren	Well, that's nice! OK. Well, come on over.
Brandon	OK. See you in a minute.

Lesson D, Ex. 2B, p. 105 (4.12)

Vanessa I love texting. I know that some people like to make phone calls, but I just feel they take too much time. You know, you have to say, "Hello, how are you? What's up?" and everything, and it can be hard to end a call. Even a quick phone call can take, like, five minutes.... It's a lot faster to send a text. It only takes a few seconds. And, you know, text messages are more private than phone calls. Sometimes my mom texts me and asks, "Where are you? What are you doing? When are you coming home?" and I can just answer and that's it. But if I have a phone conversation with her in front of my friends, it's really embarrassing.

When I need a favor, though, like if I need a ride home from somewhere, I always call my parents. I think it's better to ask a favor like that on the phone.

One thing I really like – you're going to think this is crazy – but when I can't sleep at night, I love to hear the sound of my text message alert. You know, I leave my phone on all night and it's right next to my bed.

Sometimes it wakes me up too. It's usually one of my close friends - they text to tell me they can't sleep! And then we text for a while, and I get sleepy again. Sometimes I feel kind of tired in the morning, though.

Something I don't like, though, is when you actually go out with someone for coffee or something and they spend most of the time texting. One of my friends doesn't even look at me when I'm talking to him. He's often like, "Just

a minute. Let me just finish this text." And then he listens to me for a minute or so, and then he's looking at his messages again.

It's against the rules at my school to text during class. I guess that's OK. You shouldn't really text in class. I guess you can't really pay attention to two things at once. I always put the phone on vibrate. But it can be annoying sometimes I need to look at my messages.

Unit 11 Appearances

Less	on C, Ex. 3	A, p. 113 (4.20)		Woman 1	Yeah, and she travels all around the
1.	Woman 1	Who is that? She looks so beautiful in	_	0.07	world – she's always helping people
	Woman 2	that little black dress. Do you mean the actress with the long brown hair?	5.	Woman 1 Woman 2	Now who's the woman with the dark hair and the beautiful brown eyes? The one with long, straight hair?
	Woman 1	No, the one with the very dark hair – it's almost black.		Woman 1 Woman 2	No, the one with the very curly hair. Oh, she's on TV sometimes, and she
	Woman 2 Woman 1	Oh, the one with the curly hair. No, no. I mean the one wearing the			makes a lot of movies. I think she's from Mexico.
	Woman 2	ponytail. It looks really good on her. Yeah. Oh, what's her name?		Woman 1 Woman 2	Oh, yeah. Let's see, now, what's her name? Oh
	Woman 1	I don't know. I'm trying to think			it's um
2.	Woman 2	Oh she looks great. What's her name? Um, oh, what is it?	6.	Woman 2 Woman 1	Who's that? She's a famous Spanish actress. But
	Woman 1	Oh, it's um she looks totally different with her hair in that style.			she plays roles in both English and Spanish.
	Woman 2	What do you call that? You mean a bun?		Woman 2	Wow. She looks beautiful, with her lo brown hair.
	Woman 1	Yeah, I'm not sure I like it. She's got really nice blond hair. She should wear it down.		Woman 1	Yeah, it's almost light brown. I like it that way. Sometimes it's darker than that.
	Woman 2	Anyway, she's very pretty. Is she American?		Woman 2 Woman 1	And look at her big brown eyes. Yeah. And I like her dress, you know,
	Woman 1	Yeah, but her father's from Denmark.			very simple. She looks good in light
3.	Woman 1	You know, I saw that actress in a movie recently. Is she American?			pink.
	Woman 2	No, I'm pretty sure she was born in			A and 2B, p. 115 (4.21)
	Woman 1	China. But I can't think of her name. I love her smile. She looks so pretty.	1.	Interviewer	So Leslie, tell me, are you noticing a interesting new styles at the moment
	Woman 2	Yeah, and she has a really cute hairstyle – I like her oh, what do you		Leslie	Well, there are always new style but – and this is interesting – I'm
	Woman 1	call those um you know, ? You mean her bangs? Yeah, she looks really cute in bangs.			noticing that young women are wearing black dresses to weddings. You know, I'm going to a lot of
4.	Woman 2	Look. She's got a great smile, too. The woman with the long brown hair.			weddings these days – it seems like all my friends are getting married
	Woman 1	Do you mean the one with the long, straight hair?			 and all the women wear black. Sometimes even the bridesmaids
	Woman 2	No, no. It's not really straight. But it's not curly, either.			wear black! Uh, I guess everybody wants to look skinny, and black mal
	Woman 1	Oh, her? Yeah, she has beautiful eyes.		N IS	you look thinner.
	Woman 2	Are they blue or green? I can't tell. Anyway, what's her name? She's in a lot of movies.		Interviewer Leslie	the second second second second second second second second second second second second second second second s

2. Interviewer	Emery, how do you like the new styles these days? Are there any styles that you like particularly?	Interviewer Kara	So do you like them? Not at all. I think guys just look really heavy in them.
Emery	Well, let's see a lot of women are wearing really high heels, you know, like four inches high or more. Uh, and sometimes even higher, when they wear those thick soles, you know, uh, what do you call them?	Interviewer Kara	What about the women? Same thing. I mean, most women just look better in tighter jeans – what do you call them? Uh, skinny jeans. Baggy jeans don't look good on women – or men, for that matter.
Interviewer	Do you mean platforms?	4. Interviewer	So what new styles are you seeing
Emery Interviewer Emery	Yeah, right, platforms. So, do you like platforms and heels? Actually, I like high heels a lot. I think women look great in them. I have to say, though, that sometimes I worry that my girlfriend is going to fall and hurt herself.	Franz Interviewer	these days, Franz? Anything you like? Let's see. Hmm Well, I work in an office, and a couple of years ago, the men usually wore white shirts, or maybe light blue, but lately things are different. How so?
3. Interviewer	So, Kara, are there any interesting new	Franz	Well, we're wearing different colors -
Kara	styles that you're seeing lately? Well, something I always notice is young guys wearing baggy jeans. Actually, it's not a new style. I think it started like 10 or maybe even 20 years ago. But some styles just never go away. And some women are even wearing them now.	Interviewer Franz	like soft green, pink, and yellow shirts, and you know, colors like that. So what do you think? Do you like the new look? Yeah, I really do. I really like wearing all these colors. And you know, it's a lot more fun to choose my clothes in the morning. I spend a lot of time choosing shirts and ties.

Unit 12 Looking ahead

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Lesson C	C, Ex. 3A and 3B, p. 123 (4.29)	Helen	OK and I'll make potato salad and things like
Helen	Jack. You know Dad's going to retire next month ?	Jack	that. All right. But we need to know how many
Jack	Yeah		people will be there. Like, who are we going to
Helen	Well. Mom's not planning a party for him. I spoke to her yesterday and she says she's kind of busy right now, so I thought maybe we could organize it.	Helen	invite exactly? Oh, Mom says she'll give us a guest list. She said it's mainly family, neighbors, and a few co-workers About forty people.
Jack	OK.	Jack	Forty people?
Helen	So I said to Mom, "We'll do it", I mean, "we'll organize it."	Helen	Yeah. Maybe we could send out the invitations online. You know, make a fancy invitation on a
Jack	Yeah		website and then just email it.
Helen	But Mom says she'll pay for everything.	Jack	Do we have all the email addresses?
Jack	Oh, OK. Well, that's good, we can help. So is it going to be a surprise party?	Helen Jack	No. Mom says she'll get those for us, too. OK. So, what are we going to put in the invitation?
Helen	No. It's just going to be at their house, so we can't keep it a secret, really. So any ideas? I mean, I don't think we can cook a big dinner or anything. There will be a lot of people.	Helen	Oh, something like, "You're invited to a retirement party for Adam Johnson." And then just add Mom and Dad's address and send
Jack	OK. Well, let's have a barbecue. I'll do it. Dad loves steak and we can cook some chicken,	Jack	them. Easy. So when is it going to be? I mean, when's Dad's last day at work?
Helen	too. I can do the shopping for all that. Well, all right I guess I mean, remember the barbecue we had for Mom's	Helen	Um, June twentieth; that's on a Friday. Mom thinks Sunday afternoon's a good time
Jack	birthday? When you burned all the chicken? It wasn't that bad! Anyway, I promise I won't burn it this time	Jack Helen	though, probably around three. So Sunday, June twenty-second at what time? At three.
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Jack	You know, maybe you should do the invitations. So far you're just making potato salad, and <i>I'm</i> doing all the shopping and cooking!
Helen	Oh, all right. I'll send out the invitations.
Jack	Oh, good. Thanks. Just remember <i>not</i> to put the wrong date – like you did for your party!
Helen	All right. I promise I won't do that again. OK, now. Do you think you'll have time to find a gift for Dad?
Jack	Not really. And I'm not good at buying gifts.
Helen	All right. I'll buy a gift and a card. OK So I guess that's it. Anything else?

Lesson D, Ex. 2A and 2B, p. 125 (4.30)

- 1. Sophia Hey, Alan, here. Read this article. It's really interesting. It's about some new inventions they're working on.
 - Alan Oh, OK. Thanks.... Oh, you know what? I read this same article the other day. Those virtual goggles were cool, huh? Sophia Yeah, but...
 - Alan I mean, it's amazing really. To think, like, you won't need to carry around a laptop or a phone or anything, and you'll be able to be on the Internet all day. And totally hands-free.
 - Sophia Yeah. But it'll be difficult to see where you're going. I mean, you won't be able to wear them when you drive, right?
 - Alan I don't know. You might be able to. And then you can get directions, too, and you won't need a GPS in your car!

- Sophia Oh, here I'll make us some coffee.
 Oh, all right. Thanks. So yeah, you read about the space elevator, too. What do you think of that? I mean, it's amazing, huh? You know, that we'll be able to see Earth from above.
 - Sophia Yeah. But is it really possible to build that thing? I wouldn't want to go up it.
 - Alan Why not? It seems like it'll be a lot safer than a space ship.... Well, I hope I'll be able to ride on it someday.
 - Sophia Safer? You're kidding! It might get stuck 10 thousand miles above Earth. And then you won't be able to do anything! I mean, you're not in a ten-story building.
 - Alan Oh, that won't happen. I'm sure the scientists know what they're doing.
- 3. Sophia You know, I kind of liked the idea of a "smart mirror." This is going to sound silly, but you know, you'll be able to make better decisions about how you look. Like with my hair, I'm always changing my hairstyle, and then I'm usually disappointed after I do it.
 - Alan Really? I don't think they're a good idea. Who wants to spend more time looking in a mirror? Anyway, your hair always looks nice!
 - Sophia Thanks. But it's good that it'll be able to monitor your health, too. I mean, it might help you stay healthier.
 - Alan Well, you really don't need a mirror to do that. Anyway, we're too young to worry about our health right now!

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Unit 1 Making friends

Lesson A Getting to know you pp. 2–3 Exercise 1 A

Home and family: neighborhood, only child, parents *School and work:* college, job, major *Free time and friends:* movies, TV

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- 1. Yes, I am. / No, I'm not.
- 2. Yes, it is. / No, it's not. / No, it isn't.
- 3. Yes, I do. / No, I don't.
- 4. Yes, I do. / No, I don't.
- 5. Yes, we do. / No, we don't.
- 6. Yes, I am. / No, I'm not.
- 7. Yes, he does. / No, he doesn't. / Yes, she does. / No, she doesn't.
- 8. Yes, it is. / No, it's not. / No, it isn't.

Exercise 2

Koji	l'm
Isabel	'm; are
Koji	'm
Koji	are
Isabel	Are
Koji	're; 're
Isabel	ls
Koji	is; 's
Isabel	'5

Koji 's

Exercise 3

- 1. No, he's not. He's from Los Angeles.
- No, they're not. / No, they aren't. They're French majors.
- 3. No, they don't. They study in the morning.
- 4. No, he doesn't. He lives with his parents.

Exercise 4

- 1. What's your first name?
- 2. Do you have a full-time job?
- 3. Does your best friend live nearby?
- 4. What do you do on weekends?
- 5. What does your neighbor do for a living?
- 6. Do you live alone?

Answers to the questions will vary. Possible answers may include:

- 1. My first name is Mario. / It's Mario. / Mario.
- Yes, I do. I work in a restaurant. / No, I don't. I don't have a job. / No, I don't. I have a part-time job.
- 3. Yes, he does. He lives two blocks away. / No, she doesn't. She lives very far from here.
- 4. On weekends, I do homework and clean the house. / On weekends, I go to the movies and the beach.

5. He works at a bank.

6. Yes, I do. / No, I don't. I live with my parents.

Lesson B Things in common pp. 4–5

Exercise 1

1. butter4. singing2. TV5. pet3. color6. dessert

Exercise 2

1. I am too.	4. I'm not either.
2. I can't either.	5. I don't either.
3. I can too.	6. I do too.

Exercise 3

Leslev lam too. David I'm not either. David I do too. Lesley l am too. David I can too. David I don't either. I don't either. Leslev I'm not either. David Leslev I do too.

Exercise 4

Answers will vary. Possible answers may include:

- 1. I do too. / Me too. / Really? I don't.
- 2. I'm not either. / Me neither. / Me either. / Really? I am.
- 3. Neither can I. / I can't either. / Me either. / Really? I can.
- 4. I don't either. / Neither do I. / Me neither. / Really? I do.
- 5. I am too. / So am I. / I'm not.
- 6. I can too. / Me too. / I can't.

Lesson C It's cold tonight. pp. 6–7 Exercise 1

- 1. Oh, it's cold. Can I close the window?
- 2. You look really nice today. That's a beautiful jacket.
- 3. Boy, the food is great. And this cake is really wonderful.
- 4. Is this your first English class here?
- 5. Is it me, or is it kind of noisy in here?
- 6. Hi. Are you new here? Do you live around here?

Exercise 2

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

Exercise 3

Answers will vary. Possible answers may include:

- 1. I don't either, actually. By the way, I'm James.
- 2. Yeah, me too. Actually, I always worry about exams.
- 3. Actually, I feel a little cold.

- 4. I think it's Mr. Kennedy, actually.
- 5. Yeah, I am. Are you?
- 6. Thanks. I just got it.
- 7. Actually, I'm not sure. We need to ask.
- 8. I think so, actually. I'm hungry.
- 9. Yes, it is. Is this your first class in this room?
- Actually, I'm not sure. Maybe we should ask the teacher.

Lesson D Making small talk pp. 8-9 Exercise 1

А

Ask questions that start *with what, where, how,* or *when.* Have some good topics to discuss.

В

1. good

2. don't just reply

3. a couple of

Unit 2 Interests

Lesson A Leisure time pp. 10–11 Exercise 1

reading; to read; reading
 to work out; to work out / working out; working out
 dance; dancing; to dance
 drawing; to draw / drawing; draw
 to cook / cooking; cook; to cook / cooking
 play; playing; playing

Exercise 2

James exercising Linda to play / playing James to watch / watching Linda bowling James swim James to ski / skiing James trying Linda to go

Exercise 3

Answers will vary.

Lesson B Music pp. 12–13

Exercise	
1. folk music	5. classical music
2. jazz	6. country music
3. rap	7. pop music
4. Latin music	8. rock music

Exercise 2

me it them Dear Marcy,

Α

I want to meet new people and make friends. The problem is that I'm shy. My brother says join a gym or a running club. Maybe he's right. I just hate exercise. What can I do? Ben

Dear Ben,

4. Don't think

Exercise 2

5. don't have to

You need to find people with the same interests. What are your hobbies? Do you read a lot? Join a book club. Think about the things you like and find a hobby. Marcy

В

Answers will vary.

him is it likes her them comes us

Exercise 3

Answers to the questions will vary. Possible answers may include:

- 1. A her
 - B Yes, I do. She's amazing.
- A him B I don't like him, actually. I don't think he's a very good singer.
- 3. A it
 - B No, I'm not a fan, either. In fact, I can't stand it.
- 4. A them
 - B Oh, yeah. I like them a lot.
- 5. A her
 - B Sarah Chang? I don't think they know her.
- 6. A us
 - B I'd love to go with you. Great!
- A them
 B Do I know them? They're my favorite group!

Exercise 4

Answers will vary. Possible answers may include:

- 1. Yes, I like her a lot. She has some great songs. / Actually, I don't know her.
- I don't like them very much. All their songs sound the same.

- 3. No, I don't like her at all. Her voice is annoying.
- Yes, I listen to it all the time. It's my favorite kind of music.
- 5. I love it. My mother played folk music all the time when I was little.
- Sure. We go to them all the time. We're going to a concert next Friday night.
- 7. I don't really know him, but my sister really likes him.
- 8. Yes, I do. I like them a lot.

Lesson C I'm not really into it. pp. 14–15 Exercise 1

1. Keiko	Not really. My mom knitted it for me last year.	Mu
Keiko	No. I'm not really good with my hands.	Rur
Keiko	Actually, no. My sister got it at the bakery.	Pho
Keiko	Well, no. I like to make peanut butter cookies.	Fas
2. Mike	No, but he collects caps.	Tec
Greg	Not really. He just watches TV a lot.	Wir
Greg	Not really. Well, I guess his computer is a hobby.	Pet
Mike	Um, no. He just uses it for computer games.	В 1. с
Exercise	2	2.a
Answers	will vary. Possible answers may include:	3. f
	have a computer.	4.b
	even have a camera.	5.g
	t very musical.	6. h
	have a lot of free time.	7.e
		8.0

Exercise 3

Answers will vary. Possible answers may include:

- B not really. I'm not good with my hands. C I'm really good at fixing cars.
 B I'm not really into sewing. But I really like shopping! C I really like sewing. I made this dress last weekend.
- B he / she doesn't really have much time for hobbies.
 C he / she's really into her glass turtles. She has more than one hundred.
- B he / she doesn't. But he / she speaks French.
 C he / she does. He / She's amazing! He / She speaks three or four languages.
- B skiing is really hard. And I don't like cold weather.
 C I really love it. I go skiing every weekend during the winter.
- 6. *B* not really. But we really like eating in good restaurants!
 - C we're very interested in cooking. And we really love to bake cakes and things.
- B we don't really have much time for games.
 C we're really into computer games. They're a lot of fun.

Unit 3 Health

Lesson A Healthy living pp. 18–19 Exercise 1 1. Max is; going Carl are; doing

Max 'm trying

- B I really prefer making things. But I like looking at photos.
 - C and I take some really great pictures. Do you want to see my new shots?

Exercise 4

Answers will vary.

Lesson D Online Forums pp. 16–17 Exercise 1

A Cooking Music Running Photography Fashion Technology Winter sports Pets

a b g h e d Exercise 2 Α or because and or because also but or because and or but

В

Answers will vary.

especially

Carlare; tryingMaxwant; 'm exercising; eating; 'm cuttingCarl'm reading; Do; wantMaxlook; don't needCarleat; exercise



2. Doctor want

Paul need; 'm not getting; don't have

Doctor are; doing / do; do

Paul 'm not getting; 'm working; don't have Doctor do; cope

Paul 'm not coping; don't eat; 'm eating *Doctor* do; have

Paul love; eat; don't; like; don't; eat. Doctor need

Exercise 2

's working out 's not trying wants 's drinking drink has eats doesn't buy plays

's doing 'm not doing

Exercise 3

Answers will vary. Possible answers may include:

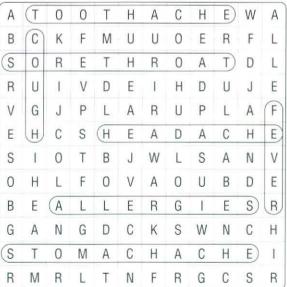
- 1. F I'm not drinking a lot of milk these days. I'm drinking a lot of soda.
- 2. T / F He / She hardly ever eats junk food.
- 3. T / F I'm taking four classes right now.

4. T / FI sleep for seven hours a night.

- 5. T / F They don't have a lot of stress in their lives.
- 6. T / F We get a lot of exercise.

Lesson B Aches and pains pp. 20–21 Exercise 1

Α



В

1. Joe has a fever.

2. Taro has a cough.

- 3. Chad has a sore throat.
- 4. Amy has a toothache.
- 5. Jim and Liz have allergies.
- 6. Sara has a headache.
- 7. Joyce has a stomachache.

Exercise 2

Answers will vary. Possible answers may include:

- What does Ann do when she has the flu? When Ann has the flu, she stays in bed.
- 2. What does Dan do if he has a cold? If Dan has a cold, he goes to the doctor.
- 3. What does Rick do when he has a headache? He takes aspirin when he has a headache.
- What does Pat do if she has a toothache? She goes to the dentist if she has a toothache.

Exercise 3

Answers to the questions will vary. Possible answers may include:

- 1. You When I'm sick, I stay in bed all day.
- You If I have a bad cough, I take cough drops and drink a lot of tea with honey.
- You If I get an upset stomach, I take medicine and try to take a nap.
- 4. You When I have a fever, I take aspirin, too. And sometimes I go to the doctor.

Lesson C Really? How come? pp. 22–23 Exercise 1

- Joan Oh, no! That's too bad. Do you sneeze a lot?
- Joan Headaches? Do you take anything?
- Joan You're kidding! So you never take medicine?
- Joan Are you serious? How come? I mean, why not?
- Joan Really? So how do you study when you don't feel good?
- Joan Gosh, that's terrible! So, what are you studying?

Exercise 2

1. b	5.a
2.b	6.b

- 3.a 7.a
- 4.b 8.a

Exercise 3

Answers will vary. Possible answers may include:

- 1. No way! So does he go back to bed at all?
- You're kidding! / Really? / Wow! / Are you serious? Do you always remember your dreams?
- 3. No way! / Really? / Are you serious? / Oh, my gosh! What do your co-workers think about that?
- 4. No! / Really? / Oh! / You're kidding! So, what do you do?
- 5. Gosh! / Really? / Are you serious? / Oh, wow! What does he dream about?
- 6. No way! / Oh, gosh! / Wow! / You're kidding! Do you ever try to wake him up?
- 7. You're kidding! / Are you serious? / Really? / No way! How do you wake up without an alarm clock?

8. Really? / No! / Are you serious? / Wow! Why doesn't she go running *before* dinner?

Exercise 4

Answers will vary.

Lesson D Health Advice pp. 24–25 Exercise 1

Α

You have health problems. You can't concentrate. You are tired. You feel irritable.

В

1. relax 2. affects

Unit 4 Celebrations

Lesson A Birthdays pp. 26–27 Exercise 1

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5	1			

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1. January	4. April	7. July	10. October
2. February	5. May	8. August	11. November
3. March	6. June	9. September	12. December

В

1. first	4. seventh
2. third	5. tenth
3. sixth	6. twelfth

Exercise 2

- 1. Halle Berry's birthday is on August fourteenth. Her birthday is on the fourteenth of August.
- 2. Jackie Chan's birthday is on April seventh. Jackie Chan's birthday is on the seventh of April.
- 3. Justin Timberlake's birthday is on January thirty-first. Justin Timberlake's birthday is on the thirty-first of January.
- 4. Emily Blunt's birthday is on February twenty-third. Emily Blunt's birthday is on the twenty-third of February.
- 5. Jennifer Lopez's birthday is on July twenty-fourth. Jenifer Lopez's birthday is on the twenty-fourth of July.
- 6. Fernando Torres's birthday is on March twentieth. Fernando Torres's birthday is on the twentieth of March.

Exercise 3

- 1. Sam are you going to do
 - Diane 'm going to see; 're going to have
- Sam are you going to celebrate; is it going to be Diane 're not going to do / aren't going to do; 's going to be; 's going to bake; are going to take

- 3. sometimes
- 4. think
- 5. take a bath

Exercise 2

Α

Take yoga classes. When you practice yoga, you stay in shape and relax at the same time. If you can't sleep, drink a glass of warm milk. Sing at home, or in your car, if you want to have a lot of energy. When you listen to music, choose happy music. If you feel sad, take a long walk. Exercise can help your mood.

Do something you love when life is stressful.

В

Answers will vary.

2. Yumi 're going to go, 're going to take Kara are they going to go?; is; going to be Yumi 's not going to go / isn't going to go Kara 're going to have to

Exercise 4

I'm sending you this card They're showing us all the sights I brought her some jewelry Beatriz is teaching me Spanish she's going to get us I want to make him tamales we can never buy them dinner Can I bring you anything

Lesson B **Special days** pp. 28–29 Exercise 1

1. graduation day

wear a cap and gown; get a diploma

 birthday sing "Happy Birthday" blow out (the) candle

3. anniversary go out for a romantic dinner; give her chocolates

 New Year's Eve see the fireworks; shout "Happy New Year"

- 5. wedding day exchange rings; have a reception
- 6. Halloween wear costumes; go trick-or-treating

Exercise 2

- 1. On May eighth, George is having lunch with his mother.
- 2. On May ninth, George / he is meeting Ann for dinner.
- 3. On May tenth, George / he is playing tennis with Greg after work.

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- 4. On May eleventh, George / he is seeing a movie with Joe.
- 5. On May twelfth, George / he is working out with Dan before work.
- On May thirteenth, George / he is going to give a speech at Keith and Karen's wedding.
- On May fourteenth, George / he is going to Jennifer's graduation party.

- 1. It's going to rain.
- 2. They're going to go trick-or-treating.
- 3. He's not / He isn't going to give her the flowers.
- 4. They're going to see fireworks
- 5. She's going to get a diploma.
- 6. It's not going to be sunny.

Lesson C It depends. pp. 30–31 Exercise 1

- 1. Jake: and I think we really need a break.
- Maya: and everything/stuff/things (like that)

Jake: and everything/stuff/things (like that).

- Maya: and everything/stuff/things (like that).
- Jake: and I'm sure we can find a nice place to go. Maya: especially your parents
- 2.*Sonia*: and tomorrow.
- Pete: they have this festival and everything/stuff/things (like that). and everything/stuff/things (like that).
- Sonia: and everything/stuff/things (like that).
- Pete: and everything/stuff/things (like that).
- Sonia: maybe this afternoon.

Exercise 2

- Answers will vary. Possible answers may include:
- 1. I don't know. My girlfriend usually surprises me on my birthday.

Unit 5 Growing up

Lesson A Childhood pp. 34–35 Exercise 1

- 1. 2010 5. nineteen eighty-two
- 2. 1904 6. two thousand six / two thousand and six
- 3. 2008 7. twenty thirteen
- 4. 1977 8. nineteen ninety-eight

Exercise 2

- Rick did Dina did; weren't; were; were Rick did, were Dina did, didn't Rick was
 Thomas were
- 2. Thomas were Grandma was Thomas Were Grandma wasn't; were
- T-186 Touchstone Teacher's Edition 2 Workbook answer key

- 2. It depends. / I'm not sure. What's the weather going to be like?
- Maybe. / I'm not sure. / It depends. I'm not sure I'm going to have enough money for flowers this year.
- 4. It depends. / Maybe. / I'm not sure. What time are you going to leave for the park?

Exercise 3

7, 1, 4, 10, 6, 9, 8, 3, 5, 2

Lesson D Traditions pp. 32–33 Exercise 1

A

Paragraph 1: Why people celebrate Mother's Day Paragraph 2: History of the holiday Paragraph 3: When is Mother's Day? Paragraph 4: Traditional ways to celebrate Paragraph 5: Ideas for Mother's Day

В

- 1. It came from ancient Greece. / It started as a spring festival in ancient Greece.
- England started the tradition (of giving presents on Mother's Day).
- 3. It / Mother's Day was called "Mothering Sunday" in England.
- 4. They / Brazil and Japan celebrate Mother's Day on the second Sunday in May.
- 5. Answers will vary.

Exercise 2

A/B

Answers will vary.

Thomas	did
Grandma	didn't; was
Thomas	were
Grandma	were; weren't
Thomas	was
Grandma	was; wasn't

Exercise 3

ago in when in when until Then for long, when for, from, to

for, Then
Last
in

- 1. When were you born?
- 2. Where were your parents born?
- 3. Where did you grow up?
- 4. Who was your best friend five years ago?
- 5. Did you ever move when you were a child?
- 6. Did you play outside a lot when you were little?
- 7. How old were you when you started school?

Answers to the questions will vary. Possible answers may include:

1. I was born in 1988.

- 2. They / My parents were born in Korea.
- 3. I grew up in Buenos Aires.
- 4. Tony Silva was my best friend five years ago.
- 5. Yes, I did. I moved to the capital. / No, I didn't.
- 6. Yes, I did. I loved it. / No, I didn't. I never liked it outside.
- 7. I started school when I was six (years old).

Lesson B Favorite classes pp. 36–37 Exercise 1

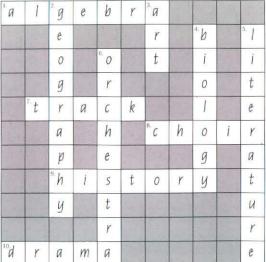
A

- 4
- 1. chemistry
- social studies
- 2. art

physical education / P.E.

- computer studies mathematics / math
- 4. literature
- science
- 5. drama music

B



Exercise 2

A all, most, a lot of, some, a few, none

В

- 1. Some; Some of / A lot of
- 2. All (of); None of
- 3. Most of / A lot of; A few
- 4. A few; A lot of / Most of

Exercise 3

Answers will vary. Possible answers may include:

- 1. Most of my friends liked P.E.
- 2. All of the students had to study science.
- 3. A lot of students hated mathematics.
- 4. Some of my classmates loved English.
- 5. No students ever failed music.
- 6. A few students were always really good at art.
- 7. None of my classmates liked economics.
- 8. A lot of students got good grades in history.
- 9. Some students dropped chemistry.

Lesson C Well, actually, ... pp. 38–39

Exercise 1

- 1. Well, not all of them. Josie speaks three languages.
- 2. Actually, I guess I spent some weekends with my grandparents.
- 3. No, wait. I was nine.
- 4. Actually, no, I was 18 when I quit.
- 5. Well, actually, we had a few problems. My dad lost his job.
- 6. Actually, no, it was 2009.
- 7. No, wait. . . . Her name was Mrs. Santos.
- 8. Well, at least most of them didn't.
- 9. Well, actually, it was dark brown.

Exercise 2

- Answers will vary. Possible answers may include:
- 1. I mean, teacher

My first teacher's name was Mrs. Sullivan.

- 2. I mean, elementary school I was six / seven when I started elementary school.
- 3. I mean, cafeteria

Yes, in elementary school, I had lunch in the school cafeteria. / No, in elementary school, I didn't have lunch in the school cafeteria. / No, in elementary school, I went home for lunch.

4. I mean, game

Yes, checkers was my favorite game. / No, I didn't like checkers. My favorite game was Monopoly®.

5. I mean, musical instruments Yes, I did. I played the violin. / No, I didn't.

Exercise 3

Answers will vary.

Lesson D Teenage years pp. 40–41 Exercise 1 A

```
2, 3, 1, 4
```

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- В
- 1. their childhood 2. was six months old
- 3. he didn't like it
- 4. a purple party 5. old cowboy movies
- 6. four years

Α

Answers will vary. Possible answers may include:

1. I liked all my teachers except for my history teacher, Mr. Crown.

Unit 6 Around town

Lesson A Finding Places pp. 42–43 Exercise 1

Answers will vary. Possible answers may include:

- 1. It's on Pine Street, between the bank and the drugstore. It's across the street from the gas station.
- 2. They're on Third Avenue, between Elm (Street) and Pine (Street).

They're next to the supermarket.

- 3. It's on Oak Street, between the deli and the shoe store. It's on Oak Street, between First (Avenue) and Second (Avenue).
- 4. They're on Pine Street, in front of / outside the bank. They're across (the street) from / opposite the electronics store.
- 5. It's on Pine Street, between First (Avenue) and Second (Avenue).

It's next to the electronics store. / It's across (the street) from / opposite the bookstore.

 It's on the corner of Second Avenue and Pine Street. It's next to the flower shop. / It's across (the street) from / opposite the sports café.

Exercise 2

- A Is there a drugstore around here? B there's one
- 2. A Is there a parking lot near here? B There's one
- 3. A Are there any ATMs anywhere? B There're some
- A Is there a museum in this town?
 B there isn't one
- 5. A Are there any outdoor cafés near here? B there aren't any
- 6. A Are there any public restrooms around here? B there are some

Exercise 3

Answers will vary. Possible answers may include:

- A Is there a good coffee shop in this neighborhood?
 B Yes, there is. There's Emily's on the corner of Center Avenue and First Street.
- 2. A Is there a big department store in this neighborhood?
- B Yes, there is. There's Tracy's on Main Street, across from the bank.

- 2. I enjoyed my high school subjects except for / apart from chemistry. I failed it twice.
- 3. I got along with everyone in my class except for / apart from Vanessa Carrillo. She hated me.
- 4. My best friend and I did everything together except for /apart from playing soccer. I loved soccer, but my best friend wasn't good at sports.

В

Answers will vary.

- 3. *A* Are there any unusual stores around here? *B* No, there aren't.
- A Is there a convenience store in this neighborhood?
 B Yes, there's one on Third Avenue, between the restaurant and the supermarket.

6. museum

7. Visitor's Center

8. parking garage

- 5. A Are there any cheap restaurants anywhere? B Yes, there's Frankie's around the corner.
- A Are there any ATMs around here?
 B Yes, there's a bank around the corner.

Lesson B Getting around pp. 44–45 Exercise 1

- Exercise
- 1. hotel 2. aquarium
- 3. running path
- 4. skateboard ramp
 - amp 9. stadium 10. water park
- 5. theater

Exercise 2

- 1. skateboard ramp
- 2. drugstore
- 3. ferry

Exercise 3

Answers to the questions will vary. Possible answers may include:

- A Could you tell me how to get to the theater?
 B: Sure. Turn right. Then take the first right. Walk straight ahead for two blocks. The theater is going to be there across the street on your right.
- A Could you give me directions to the hotel?
 B Sure. Go out of the aquarium and turn left. Go straight for another block and make a right. Go straight on. It's on your left, opposite the museum.
- A Can you tell me how to get to the drugstore?
 B Sure. When you leave the aquarium, turn left and go two blocks. Then turn right and go three blocks. It's on your left, past the movie theater.
- 4. A Can you tell me how to get to the stadium?
 - B Sure. Turn right out of the pool and go one block. It's going to be on your right.

- 5. A Can you give me directions to the ferry terminal?
 - *B* Sure. It's right around the corner. When you leave here, turn right, then turn left. Walk two blocks and it's on your right.
- A Can you tell me how to get to the parking garage?
 B Sure. Turn left and go three blocks. You'll see it on the left.

Answers will vary. Possible answers may include:

- 1. A: Can you
 - B: Yes, the Crab King Restaurant is great.
- 2. A: Can you
- B: can I help
 - A: Can / Could you tell me how to
 - B: Yes, there's a hotel just around the corner.
- A: Could / Can you give me
 B: Yes, if you go out of the main entrance and take a right two blocks down there's a running path by the river.

Lesson C Excuse me? pp. 46-47

Exercise 1

Answers will vary. Possible answers may include:

- 1. A I'm sorry? Did you say 813 Center Street?
 - A Did you say the left side?
- 2. *B* Did you say Atlantic Bank?
 - A I'm sorry? / Excuse me? I turn right, and the bank is on the left?
- 3. *B* I'm sorry? Did you say 7:15 or 7:50? / Excuse me, it starts at what time?
 - B Did you say 9:05?
- 4. *B* There's a very nice bookstore on the corner of Main and Center.
 - A I'm sorry, it's where?

Exercise 2

- 1. what
- 2. how much
- 3. what time
- 4. where

Exercise 3

 how much what time what
 what? where? what kind

Lesson D Exploring the city pp. 48–49 Exercise 1

Α

an underground hotel; a place that looks like the moon; a drive-in movie theater; an opal mine

B

Α

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

Exercise 2

2.	four	3. right
	right	Turn
	block	straight
	Make / Take	left / corner
	right	

В

Answers will vary.

Unit 7 Going away

Lesson A Getting ready pp. 50–51 Exercise 1 A 1. d 4. a

- 2.f 5.e
- 3.c 6.b

В

- 1. My friends are planning a trip to Ecuador to learn Spanish.
- 2. They're going to call a hotel near the airport to make a reservation for one night.
- 3. They have to go to the bank to change some money.
- They bought a guidebook to learn more about the country.
- 5. They need to do some research to find cheap flights.
- 6. They're going to the drugstore to buy some travel-size toiletries.

Exercise 2

- 1. We want to go to the Barrier Reef to learn to dive.
- I'd like to get tickets to the Sydney Opera House to see a concert.
- 3. We're going to fly to the outback to go walking.
- 4. I'd like to visit Tasmania to see some friends.
- 5. I need to go online to find some cheap hotels.
- 6. We want to go shopping to buy some opal jewelry.

Exercise 3

- 1. Is it important to bring a guidebook?
- 2. Is it safe to carry cash?
- 3. Is it expensive to rent a car?
- 4. Is it easy to find cheap restaurants?
- 5. Is it hard to get around?
- 6. Is it necessary to make hotel reservations?

Answers to the questions will vary. Possible answers may include:

1. Yes, it is. But it's more useful to bring a phrase book. Touchstone Teacher's Edition 2 Workbook answer key • **T-189**

- 2. No, it isn't. / No, it's not. It's better to use credit cards.
- 3. No, it's not. / No, it isn't. It's easier to use public transportation.
- 4. Yes, it is. There are some really cheap restaurants here.
- 5. No, it's not. / No, it isn't. There are always a lot of taxis.

6. Yes, it is. You can't get a room without a reservation.

Lesson B Things to remember pp. 52–53 Exercise 1

А

1. a tent	4. a hair dryer
2. a flashlight	5. (a pair of) scissors
3. a toothbrush	6. a razor

В

1. c. toothpaste	6. b. a razor
2. b. sunscreen	7. c. a first-aid kit
3. a. pajamas	8. a. batteries
4. c. shampoo	9. b. sandals
5. c. a sleeping bag	10. c. insect repellent

Exercise 2

- 1. take
 - (Answers will vary)
- 2. Don't forget
- 3. to pack
- 4. should
- (Answers will vary)
- 5. take
- 6. Why don't you
- 7. forget
- (Answers will vary)
- 8. borrow
 - (Answers will vary)

Exercise 3

Answers will vary.

Lesson C That's a great idea. pp. 54–55 Exercise 1

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

Exercise 2

Answers will vary. Possible answers may include: 1. That sounds great. When should we leave?

- I don't know. It's pretty cold this time of year.
- That's a great idea. / That sounds great. / I'd love to. / That sounds like fun. Where do you want to go? Maybe. / I guess we could, but my parents won't like it. / I don't know. I want to finish school. / I'd like to, but I have to finish school next semester.
- 3. That's a great idea. / That sounds great. / That sounds like fun. / I'd love to. I love snorkeling.

Maybe. / Maybe we could, but I don't like swimming. / I don't know. I'm afraid of the water. / I'd like to, but I don't have much free time.

- 4. That's a great idea. / That sounds great. / I'd love to. / Where should we go? I don't know. It's kind of hard. / I guess we could, but I'd rather go to a hotel. / I'd like to, but I don't have a tent or a sleeping bag.
- 5. That's a great idea. / That sounds like fun. / That sounds great. / I'd love to do that. I don't know. I'd like to do something fun over the break. / Maybe. I'd like to go skiing, though. / I'd like to, but I have to work over the break.

Exercise 3

- Maria Would you like to go dancing tomorrow night? Nick I have to work, but *I guess* I could go Sunday night.
- Lucy Why don't you come to the beach with me this weekend.
 - Emi **I guess** I should get away. But I should study for my exams, **I guess**.
- 3. *Tania* Let's eat out tonight. I'd like to try that new Mexican restaurant downtown.
 - Sylvia We could try it, **I guess**, but I really feel like Italian tonight.
- 4.Olivia I went to India last summer, and the food was amazing! I loved it!
 - Chad Yeah, it's good. *I guess* I could make some Indian food tonight.
- 5. *Marc* Mandy and I have four tickets to a Broadway show on Friday. You and Mari should come with us.
 - Taka We could, **I guess**, but we don't have a babysitter.

Exercise 4

- 1. Let's see a movie after class tonight.
- 2. Why don't we drive to the beach?
- 3. Let's visit my grandmother this weekend.
- 4. Why don't we go camping in the mountains?
- 5. We could go to Europe for a couple of weeks.
- 6. Do you want to meet my parents?
- Responses will vary. Possible answers may include:
- 1. I guess we could. I don't have any plans.
- 2. I guess we could go this weekend. Let's try to do that.
- 3. OK. I guess we should call her tonight. She sometimes goes away on weekends.
- I guess we could do that. It gets pretty cold up there at this time of year, though. Maybe we should wait until the spring.
- 5. I guess you're not worried about money. I'd love to go to Europe, but I'm broke.
- 6. Yeah, I guess it's time to meet them. Actually, I'd love to meet them.

Lesson D Interesting places pp. 56–57 Exercise 1	Say if you're enjoying	I'm having a fabulous time here
A 1. C 2. A	your stay. Describe the place, food, or weather.	in Ireland. We are staying in Baltimore, a beautiful fishing village.
3. B	Attach a photo and describe it.	I'm attaching a photo so you can see all the fishermen's cottages.
B 1. You dive underwater to get to it.	Say something you did.	Today we went kayaking and saw birds and seals.
 It takes an hour. Answers will vary. Possible answers include Fisherman's Island, the large cacti, the salt hills, the salt lakes, the bat springs. 	Say something you are going to do.	Tomorrow our guide is taking us to an old castle. It's going to be a lot of fun.
salt lakes, the hot springs. 4. Because the sun gets extremely bright.	End the email.	See you next week!
5. You sleep on an ice bed.		Annie
6. Because it melts in the spring.		
	В	

А

Start the email.

Dear Beth,

Unit 8 At home

	SS0 ercis	n A Spring cleaning pp. 58–59 e 1
	1.	me; my; mine
VO		you; your; yours
		him; his; his
		her; her; hers
		us; our; ours
		them; their; theirs
В		
1.	ΑV	Vhose suitcases are those?
	ΒT	hey're ours.
2.	ΑV	Vhose T-shirt is this?
	BI	t's mine.
3.	AV	Vhose handbag / purse / bag is that?
	BI	t's hers.
4.	AV	Vhose sneakers are these?
	ΒT	hey're his.
5.	AV	Vhose cell phone is this?
		t's hers.
6.	AV	Vhose CDs are these?
	ΒT	'hey're theirs.
	ercis	
М	att	ours
М	att	my
		your
		mine; Mine
		his
Kar	en	theirs; their

Karen hers Matt my Karen yours Matt my

Answers will vary.

Exercise 3

Answers will vary.

Lesson B Things at home pp. 60–61 Exercise 1 A

A													
Q	A	R	Μ	С	Н	А	1	R	Q	W	Т	B	A
R	U	В	Н	Т	K	V	Ρ	G	Н	M	L	A	J
L	Е	C	А	R	Ρ	Е	T)	U	Κ	1	Y	Т	Κ
Е	К	F	S	S	А		Q	W	Е	R	R	Н	С
S	D	1	S	Н	W	Α	S	Н	Е	R	F	T	C
Е	R	S	T	0	V	Μ	0	А	Ρ	0	В	U	U
R	E	С	0	W	Т	Р	F	Е	Μ	R	G	B	R
C	S	0	V	E	N	N	A	F	А	U	С	Е	T
А	S	А	E	R	В	U	К	R	W	С	L	0	A
В	E	M	Ĩ	С	R	0	W	А	V	E	Ζ	А	1
T	R	Q	U	Х	L	S	I	Ν	K)	1	Κ	Ζ	Ν
Ν	Μ	N	Ĩ	G	Н	Т	S	Т	А	Ν	D	Ε	S
E	S	Е	0	U	S	Н	I	0	Ν	S	R	Х	Ζ
T	0	I	L	Е	T	R	Ε	S	Y	L	V	А	D
S	F	А	0	0	F	F	E	Е	Т	А	В	L	E

В

- 1. bedroom: dresser / nightstand / curtains / carpet / mirror / lamp
- 2. kitchen: dishwasher / stove / cabinets / microwave / faucet / oven / sink
- 3. bathroom: mirror / bathtub / shower / sink / toilet / faucet
- 4. living room: lamp / armchair / sofa / cushions / coffee table / carpet / curtains

Exercise 2

- 1. one
- 2. one
- 3. ones
- 4. one

Answers to the questions will vary. Possible answers may include:

- 1. Oh, I like the big Italian one on the right.
- 2. Oh, I like the tall black one on the left.
- 3. Oh, I like the small round ones on the right.
- 4. Oh, I like the small modern one in the middle.

Exercise 3

- 1. There's a small sofa in her living room.
- 2. She has some cool square cushions on the sofa.
- 3. There's a long dark coffee table in front of the sofa.
- 4. She has a big black TV on the wall.
- 5. There's a tall Italian lamp in the corner.
- 6. There are some nice cotton rugs on the floor.

Lesson C Do you mind ...? pp. 62-63 Exercise 1

- 1. Do you mind if 6. Would you mind
- 2. Would you mind 7. Would you mind

10. Would you mind

- 8. Do you mind if 3. Would you mind 9. Do you mind if
- 4. Do you mind if
- 5. Do you mind if

Exercise 2

Rudy	Sure.
Rudy	OK.
Rudy	Sure. No problem.
Mother	No, of course not.
Rudy	Sure, go ahead.

Unit 9 Things happen

Lesson A When things go wrong ... pp. 66–67 Exercise 1

- 1. were running; was riding; were listening; decided, ran; rode
- 2. happened; was studying; saw; got, forgot; stood, said; walked, went

Exercise 3

Answers will vary. Possible answers may include:

- 1. No, not at all. How you do like it?
- 2. No, not at all. Come by around eight.
- 3. Sure, / No problem, / Yes, / OK. Do you want ice in your water?
- 4. Go (right) ahead. / Sure. / Yes. / OK. / No problem. I have a really good long-distance plan.
- 5. No, not at all. / Of course not. Is that better?
- 6. OK. / Yes. / Sure. / No problem. What do you want to listen to?
- 7. OK. / Yes. / Sure. / No problem. How about a cheese sandwich?
- 8. OK. / Sure. / No problem. / Yes. Do you want me to turn the heating on, too?

Lesson D Home habits pp. 64-65 Exercise 1

A/B

houseboat: a boat that people live on cat boat: a boat that cats live on stray cat: a cat that is lost or has no home cat lady: a woman with a lot of cats

С

- 1. They carry people and goods. Some of them are shops and restaurants. People live on them, too.
- 2. It was raining, and she felt sorry for the poor animal and her kittens.
- 3. She bought a houseboat her first "cat boat."
- 4. Volunteers helped her take care of the cats.
- 5. People visit Henriette's cat boats to bring cats in, to adopt a pet, or just to look.

Exercise 2

	٤.		
1	x.		
r	٩		

1. First	6. when
2. before	7. as soon as
3. Then	8. during
4. Next	9. After
5. While	

B

Answers will vary.

1. was telling; walked

3. deleted; was trying

2. was doing; heard

Exercise 2

4. were having; spilled 5. saw; were flying 6. was talking; ran

Answers will vary. Possible answers may include:

- A guy was having his lunch in the park. He was reading, and he wasn't paying attention to his sandwich. Suddenly a big dog came along and ate the guy's sandwich.
- 2. A guy was riding his bike in the park when he saw a pretty girl. She was walking on the sidewalk. He ran into a tree and damaged his bike. The girl stopped and asked, "Are you all right?"

Exercise 4

Answers will vary.

Lesson B Accidents happen. pp. 68–69 Exercise 1

A

	33						h			
	1			^{2.} f	Я	С	e			
1				0			а		3. W	
		4.5	h	0	И	1	d	e	r	
5 e		18.0		t					i	
1							6. N	0	5	e
6	а	⁸ C	k				e		t	
0		h					C			
W		e			^{9.} Ø	п	k	10.]	e	
		5	135		r			e		
	12	¹¹ t	h	И	m	b		g	150	

В

1. b. back	6. a. eye
2. b. leg	7. a. elbow
3. c. face	8. c. hand
4. a. wrist	9. b. neck
5. c. toe	10. a. nose

Exercise 2

- 1. herself
- 2. myself
- 3. themselves
- 4. himself

Exercise 3

What were you doing? Why were you looking in the other direction? Who were you looking at? Was he playing with you? Where was he standing?

Lesson C That's hilarious. pp. 70–71 Exercise 1

1. 4, 1, 5, 3, 2, 6 2. 3, 2, 6, 5, 1, 4 3. 3, 5, 1, 4, 2, 6

Exercise 2

Answers will vary. Possible answers may include:

- 1. I bet no one even noticed.
- 2. I bet she was really annoyed / mad / embarrassed.
- 3. I bet you're really angry. / I bet you're not too happy.
- 4. I bet they weren't too happy with you. / I bet you were really embarrassed.
- 5. I bet you were really embarrassed. / I bet that was really embarrassing.
- 6. I bet you can't wait to go. / I bet you're really excited.

Exercise 3

Answers will vary.

Lesson D Happy endings pp. 72–73 Exercise 1

- Α
- 1. A journalist / columnist.
- 2. A young man.
- 3. In a cab.
- 4. A bag of donuts.

В

- 1. T
- 2.T
- 3. F. A young man found Andrea's wallet when he was walking into the mall.
- 4. F. A woman offered to share a cab with her and pay for it.
- 5. F. John shared the donuts with his roommates.

Exercise 2

- Α
 - 1. when; while / when; When
 - 2. while / when; when; When; when

В

Answers will vary.

Unit 10 Communication

Lesson A Keeping in touch pp. 74–75 Exercise 1

A

Adjective + -er / -ier: bigger, busier, cheaper, cooler, easier, harder, newer, noisier, older, quicker, slower, smaller

more / less + adjective: more / less boring, more / less convenient, more / less difficult, more / less expensive, more / less fun, more / less important, more / less interesting, more / less personal, more / less popular, more / less useful

Irregular adjectives: worse, better

В

slower
 more / less expensive
 easier
 more / less convenient

5. nicer		
6. worse		
7. more /	less	important
8. better		

С

Dong-Un better than

Loni less expensive; cheaper than Dong-Un more convenient than; more fun; longer Loni less popular than; bigger; easier Dong-Un heavier than

Exercise 2

- 1. quieter than; worse than
- 2. less personal than; more fun
- 3. better; easier
- 4. more convenient than; less tiring

Exercise 3

Answers will vary. Possible answers may include:

- Really? I think tablets are easier to use than smartphones.
- 2. Really? I think cameras take worse photos than the cameras in cell phones.
- 3. Really? I think it's less important to listen to the radio than watch TV.
- 4. Really? I think it's harder to understand a voice-mail message in English than a written note.
- Really? I think it's better to have no phone than to have no laptop.
- 6. Really? I think text messages are less popular than phone calls.

Lesson B On the phone pp. 76–77 Exercise 1

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

4.a

В

- 1. call me back
- 2. breaking up
- leave a message
- 4. had the wrong number

5. get cut off

7. has another call

6. hold on

Exercise 2

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

Exercise 3

1.1	Vancy	more	
	Bill	fewer	
2	Iulio	fowor	lo

- 2. Julie fewer, less Paula more
- 3. *Dan* fewer *Eric* more
- 4. *Miki* more *Larry* less, more
- 5. Ben fewer Paul less, more

Lesson C What were you saying? pp. 78–79 Exercise 1

Α

- Interrupting a conversation:
- 1. Can you hold on a minute?
- 2. Oh, just a second.
- 3. Excuse me just a minute.
- 4. Oh, just a minute.
- 5. Can you wait just a second?

Restarting a conversation:

- 1. OK, what were you saying?
- 2. So, where were we?
- 3. What was I saying?
- 4. OK, so you were saying?
- 5. Where was I?

В

- Can you hold on a minute? / Oh, just a second. / Excuse me just a minute. / Oh, just a minute. / Can you wait just a second?
- 2. OK, what were you saying? / OK, so you were saying?
- 3. What was I saying? / Where was I? / So, where were we?

Exercise 2

- 1. I just need to ask you a few questions.
- Sure. Can you wait just a minute? / Can you just wait a minute?
- 3. I just have to answer the door.
- 4. Could you just hold on a second? / Could you hold on just a second?

- 5. I just need to turn off the faucet.
- 6. Sorry. I just need to take another call.
- 7. I'm just calling to find out about your test.
- 8. I just have to tell you one thing.

Answers will vary. Possible answers may include:

- You Oh, can you hold on a second? I just want to turn down the music. OK. Sorry. So, what were you saying?
 You Oh, I've got another call. Can you call me back?
 You So, what were we talking about?
 You Oh, just a minute. There's someone at the door.
- You Wait a minute. You're breaking up. You were saying?
- You Oh, just a minute. My battery is running out. Can I call you back?
- You What were you saying?

Lesson D Texting pp. 80-81

Exercise 1

Α

A large group of volunteers completing a task together.

Unit 11 Appearances

Lesson A Family traits pp. 82–83 Exercise 1

Answers will vary. Possible answers may include:

- Teresa isn't old. She's young. She's not / She isn't a little heavy. She's thin. She doesn't have blond hair. She has / She's got dark hair.
- Megan isn't slim. She's a bit heavy. Her hair isn't long. It's short. She doesn't have straight hair. She has / She's got curly hair. She's not / She isn't wearing a white sweater. She's wearing a black sweater.

Exercise 2

Answers will vary. Possible answers may include: do you look alike? how tall is he? does he have straight hair (like yours)? How old is he? What color are his eyes? Does he take after your dad? / Who does he take after (in your family)?

Exercise 3

- 1. She takes after Sharon.
- 2. Dick, Kevin, and Joey have got / have dark hair.
- 3. No, they don't. Louise has (got) curly hair.
- 4. Yes, they do.
- 5. They take after their father / Dick.

Exercise 4

Answers will vary.

В

1. F. Outsourcing means using somebody outside a business to do work.

2. T

- 3. F. Almost 100,000 people around the world write articles for wikis.
- 4.T

Exercise 2

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

В

Answers will vary.

Lesson B Features pp. 84–85 Exercise 1

Α

- 1. braces 2. a beard 3. cornrows
- 4. glasses
- 5. pierced ears 6. muscular
- 7. freckles
 8. mustache
 9. bald
 10. long (finger)nails
 11. a ponytail
 12. spiked hair

В

Answers will vary. Possible answers may include:

- 1. No, I don't. I don't think men should wear jewelry. / I think it's OK. Men wear rings and bracelets, so it's OK if they wear earrings, too.
- 2. When I was young, I knew a guy named Peter with freckles. He had bright red hair and lots of freckles on his face and arms.
- 3. Yes, I did. I wore them for two years, and I hated them. / No, I didn't. My teeth are pretty straight.
- 4. I think being muscular is better because muscular people are stronger than thin people. / I think being thin is better. Muscular people get heavy when they lose their muscles.
- 5. Five people wear ponytails. One person has cornrows.
- I don't know anyone with a shaved head. I know one person with a beard and two people with mustaches.
- Some of my friends have spiked hair. None of my friends are bald.

Answers will vary. Possible answers may include:

- 1. Lisa is the one in the black jeans checking her grades.
- 2. Julio is the one with a mustache / ponytail standing at the back reading a book.
- 3. Mei-ling is the one in glasses / wearing a white sweater listening to music.
- 4. Luigi is the one with spiked hair / wearing a black leather jacket writing an essay.
- 5. Ivy is the one with cornrows sitting at the front listening to music.
- 6. Kareem is the one with a shaved / bald head wearing a (striped) T-shirt and jeans.
- 7. Anna is the tall one with blond hair talking to Kareem.
- 8. Kazu is the one with a goatee reading a book.

Lesson C What's his name? pp. 86-87 Exercise 1

1.	Katherine	What's his name?
	Katherine	What do you call it?
	Katherine	What do you call those things? / What do you call them?
	Yong-joon	what do you call it? / what do you call that thing?
2.	Brittany	What's her name?
	Ashley	What do you call them? / What do you call those things?
	Brittany	what do you call that thing? / what do you call it?

Exercise 2

- 1. Oh, you mean Salma Hayek. d
- 2. Oh, you mean Venus and Serena Williams. / Do you mean Venus and Serena Williams?
 - ρ
- 3. Oh, you mean the Black Eyed Peas. / Do you mean the Black Eved Peas?
- 4. Oh, you mean Michelle Wie. / Do you mean Michelle Wie?
- 5. Oh, you mean Johnny Depp. / Do you mean Johnny Depp?
 - C

Unit 12 Looking ahead

Lesson A What's next? pp. 90-91 Exercise 1

- 1. have a baby
- 2. become a millionaire
- 3. ask for a promotion
- 4. get a master's degree
- 5. finish this course
- 6. retire

Exercise 3

Answers will vary. Possible answers may include:

- 1. A those fancy women's shoes. They make women look really tall
 - B Do you mean high heels?
- 2. A stands straight up.
- B You mean spiked hair. / Do you mean spiked hair? 3. A lots of pockets.
 - B You mean cargo pants. / Do you mean cargo pants?
- 4. A hair below his nose. / hardly any hair on his head. B You mean a mustache. / Do you mean a mustache? / You mean he's almost bald?

Lesson D Changing fashions pp. 88-89 Exercise 1 Α

70s, 50s, 60s/70s, 80s, 2000s, 90s

В

- 1. F. After Elvis Presley, guys wore their hair in a pompadour.
- 2. F. In the '60s, the Beatles grew their hair long.
- 3. T
- 4.T
- 5. F. In the 2000s, women changed to a more "natural" look.
- 6.T

Exercise 2

A

"in" = trendy fashionable = in style / popular / the "in" thing the "in" thing = "in" / trendy out of style = "out" popular = fashionable / trendy in style = fashionable / popular / trendy trendy = fashionable / popular "out" = out of style

В

Answers will vary.

Exercise 2

're going to move 'll be are going to take are going to visit

won't
won't make
1.000 (1.000 (1.000)) (1.000)
won't come
will take
'll be
will
won't

- 1. She's going to study for a master's degree. She's not going to look for a job.
- He will probably go to Mexico. / He's probably going to go to Mexico.
 He probably won't be able to go for long. / He's probably not going to be able to go for long.
- They're going to retire in Arizona.
 They're not going to retire in New Mexico.
- She's going to be an actor. Maybe she'll be a star.
- 5. He'll probably teach math. / He's probably going to teach math.

He probably won't teach English. / He's probably not going to teach English.

 They're going to have a baby. They probably won't take a vacation. / They're probably not going to take a vacation.

Lesson B Jobs pp. 92–93

Exercise 1

1. assistant 10, business executive 2. architect 11. letter carrier 3. firefighter 12. nurse 4. carpenter 13. lawyer 5. computer specialist 14. plumber 6. dentist 15. paramedic 7. doctor 16. receptionist 17. sales representative 8. journalist 9. electrician 18. police officer

Exercise 2

- 1. Beth 'll be, get Emily graduate, 'll earn Beth 'll be, get Beth don't, l'll leave
- 2. Adam finish Neil may Adam make, 'll talk; I'll start Neil is, graduate Adam ask

Exercise 3

Answers will vary.

Lesson C I'll drive. pp. 94–95

Exercise 1 A 1. Elaine I'll make some salad. *Elaine* I won't forget. *Liam* If you want, I'll call and remind you.

Kevin I'll wake up.
 Kevin I'll lend you one.
 Jerry I'll call you at 5:30, just in case.

В

- 1. I won't forget.
- 2. I'll drive
- 3. I'll lend you
- 4. I'll help
- 5. I'll do
- 6. I won't be late.

Exercise 2

OK. I have plenty of space.

All right. I can make one. Maybe a chocolate one? OK. Sure. I can send invitations online. I'll do that today. Um, all right. I'll think of something. Um . . . all right. I'll call and order – how many? OK. I will. Um, maybe you can call Lynn and tell her I'm organizing her birthday party!

Exercise 3

Answers will vary.

Lesson D In the future, . . . pp. 96–97 Exercise 1

The Future of 3-D Printing

В

- 1. Printing your own shoes **might** be possible in the future.
- 2. It **is** possible to use a 3-D printer to make things out of chocolate.
- 3. Right now, designers use 3-D printers to **make designs better**.
- 4. If companies have 3-D printers, they will be able to **repair** their own machines.
- 5. Engineers think that 3-D printers will become **cheaper**.
- 6. In the future, 3-D printers **will** change the way we buy personal items.

Exercise 2

А

First, they will have better public transportation systems, and people won't need to drive cars.

Second, there will be more open spaces and parks. *Next*, the air will be cleaner because there will be fewer cars and more cars will be electric.

Finally, industries will probably be cleaner and more efficient because solar power and wind power will be more popular.

В

Answers will vary.

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Track 08	Written Quiz: Unit 7
Track 09	Written Quiz: Unit 8
Track 10	Written Quiz: Unit 9
Track 11	Written Quiz: Unit 10
Track 12	Written Quiz: Unit 11
Track 13	Written Quiz: Unit 12
Track 14	Written Test 1, Part A
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Windows XP, Vista, 7

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Windows XP, Vista, 7

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Mac OS X

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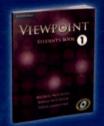
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A1	TOUCHSTONE	0
A2	TOUCHSTONE	2
	TOUCHSTONE	3
B1	TOUCHSTONE	4
B 2	VIEWPOINT	0
C1	VIEWPOINT	2

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