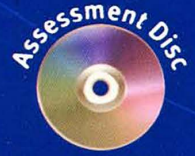
CAMBRIDGE

SECOND EDITION

TOUCHSTONE

TEACHER'S EDITION 2

MICHAEL MCCARTHY
JEANNE MCCARTEN
HELEN SANDIFORD



Audio CD/CD-ROM
with customizable tests and quizzes



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CAMBRIDGE
UNIVERSITY PRESS

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Introduction

What's new in the Second Edition?

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

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

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

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

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

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

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

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

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

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

What kinds of information can you learn from a corpus?

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

We used the Corpus to answer questions like these:

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

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

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

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

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

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

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

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

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

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

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

What methodology will I be using in *Touchstone*?

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

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

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

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

A special thank-you from the authors . . .

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

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

Course components

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

Student's Book

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

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

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

Workbook

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

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

Online Workbook

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

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

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

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

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

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

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

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

Class Audio Program

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

Presentation Plus Software

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

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

Video and Video Resource Book

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

Teacher's Support Site

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

Placement Testing Program

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

Also available: *Touchstone* Blended Learning

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

Key features of blended learning

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

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

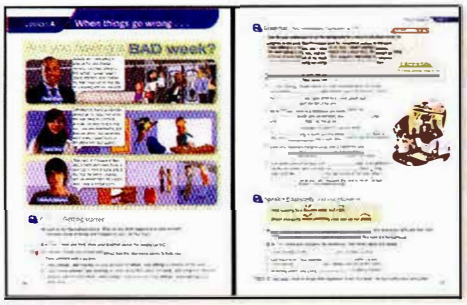
Structure of the units in the Student's Book

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

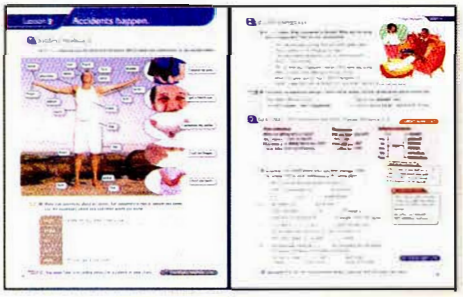
Unit opener – Unit overview and warm-up activity



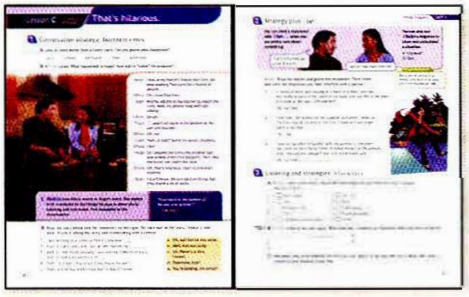
Lesson A – Grammar, pronunciation, and speaking



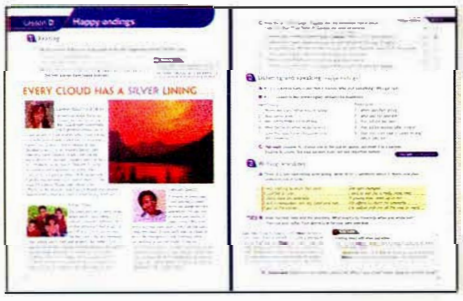
Lesson B – Vocabulary, grammar, and speaking



Lesson C – Conversation strategies, listening, and speaking



Lesson D – Reading, writing, listening, and speaking



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

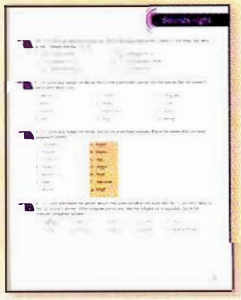


At the back of the Student's Book

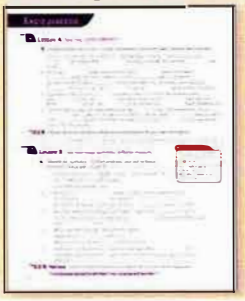
Free talk – Additional speaking activities for use in class



Sounds right – Pronunciation practice



Extra practice – Additional practice of the unit grammar



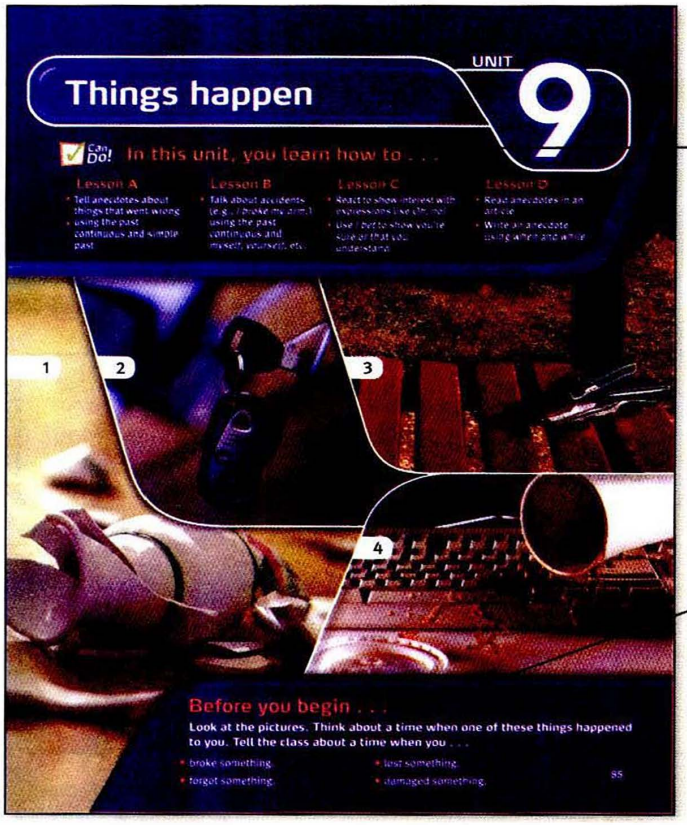
After units 3, 6, 9, and 12

Checkpoint – Review



Unit opener

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



Unit aims

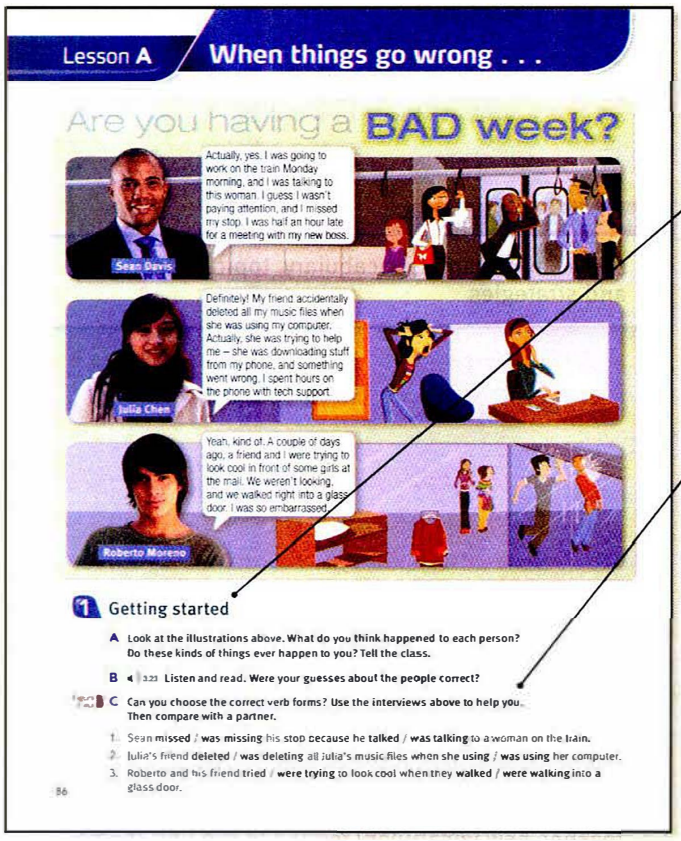
- show key grammar, vocabulary, topics, functions, and strategies

Before you begin . . .

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

Lesson A

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



Lesson A When things go wrong . . .

Are you having a BAD week?

Sean Davis: 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.

Julia Chen: 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.

Roberto Moreno: 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.

1 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?

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.

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Getting started

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

Figure it out

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

Grammar charts

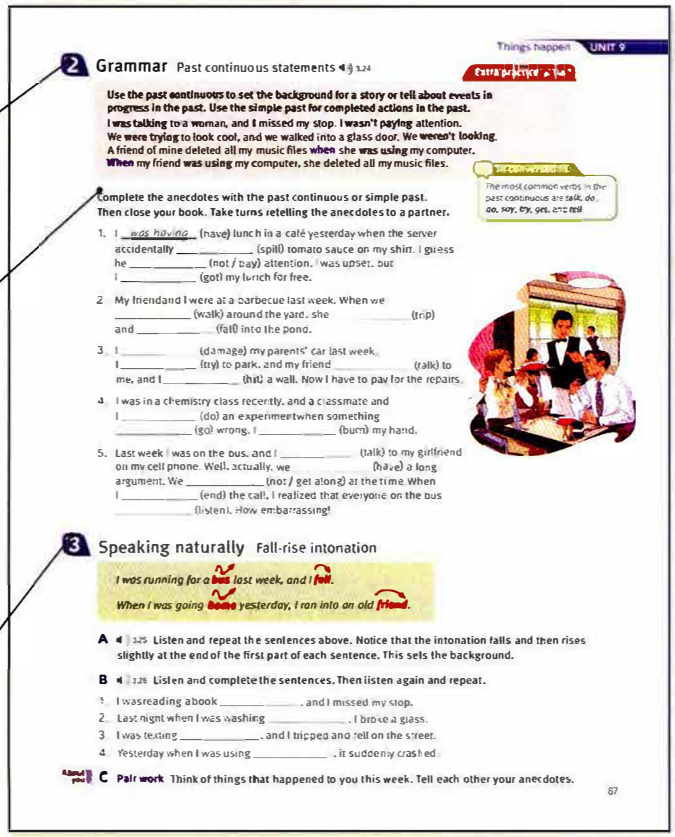
- provide a clear presentation of new structures

Grammar exercises

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

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



Things happen UNIT 9

2 Grammar Past continuous statements 3.24

Extra practice p. 144

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.

The most common verbs in the past continuous are talk, do, go, say, try, get, and tell

Complete the anecdotes with the past continuous or simple past. Then close your book. Take turns retelling the anecdotes to a partner.

1. I was having (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 _____ (get) my lunch for free.
2. My friend and I were at a barbecue last week. When we _____ (walk) around the yard, she _____ (trip) and _____ (fall) into the pond.
3. 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.
4. I was in a chemistry class recently, and a classmate and I _____ (do) an experiment when something _____ (go) wrong. I _____ (burn) my hand.
5. 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!

3 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.

A 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.

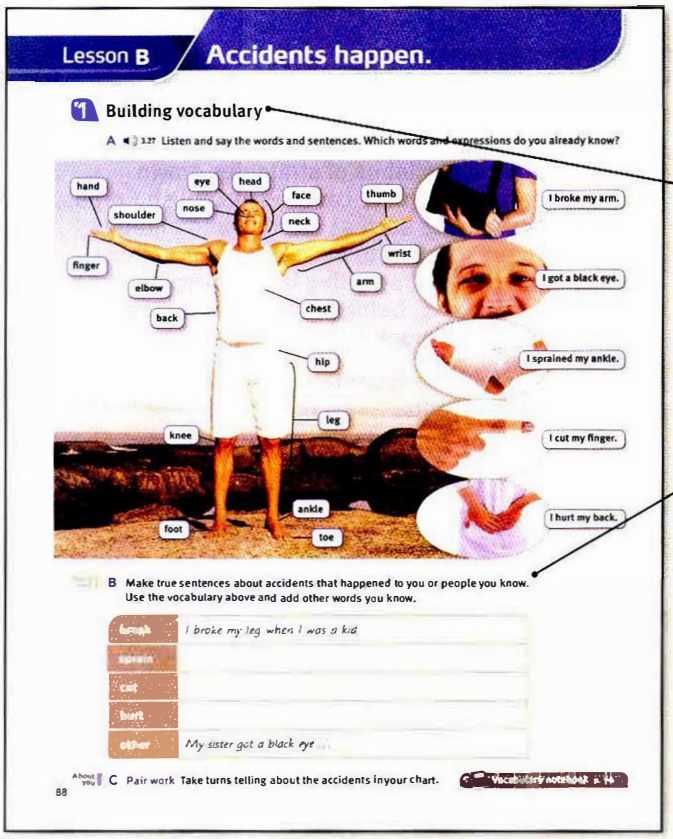
1. I was reading a book _____, and I missed my stop.
2. Last night when I was washing _____, I broke a glass.
3. I was texting _____, and I tripped and fell on the street.
4. Yesterday when I was using _____, it suddenly crashed.

C Pair work Think of things that happened to you this week. Tell each other your anecdotes.

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Lesson B

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



Building vocabulary

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

Word sort

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

Building language

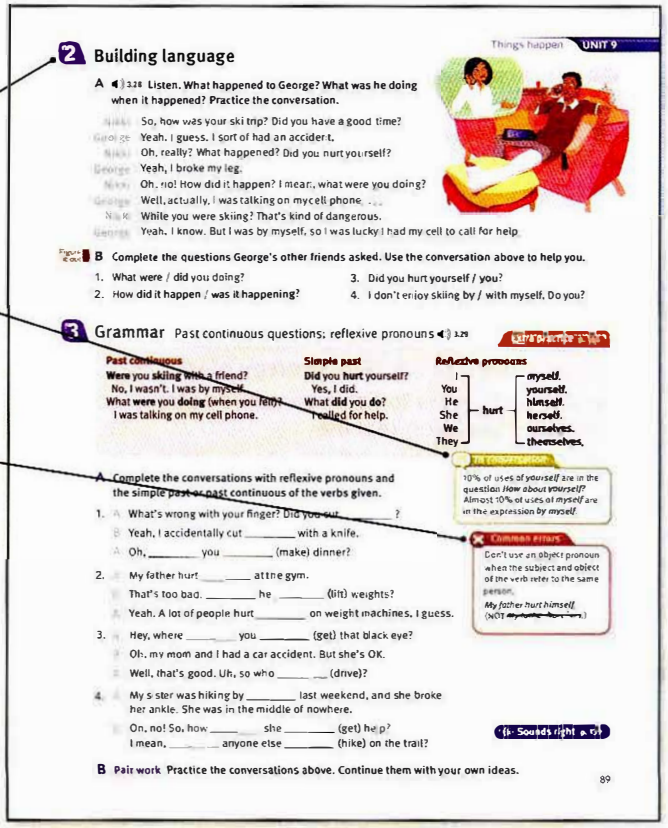
- builds on the grammar of Lesson A, presenting new language in a different style from the previous lesson
- provides additional *Figure it out* tasks

In conversation

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

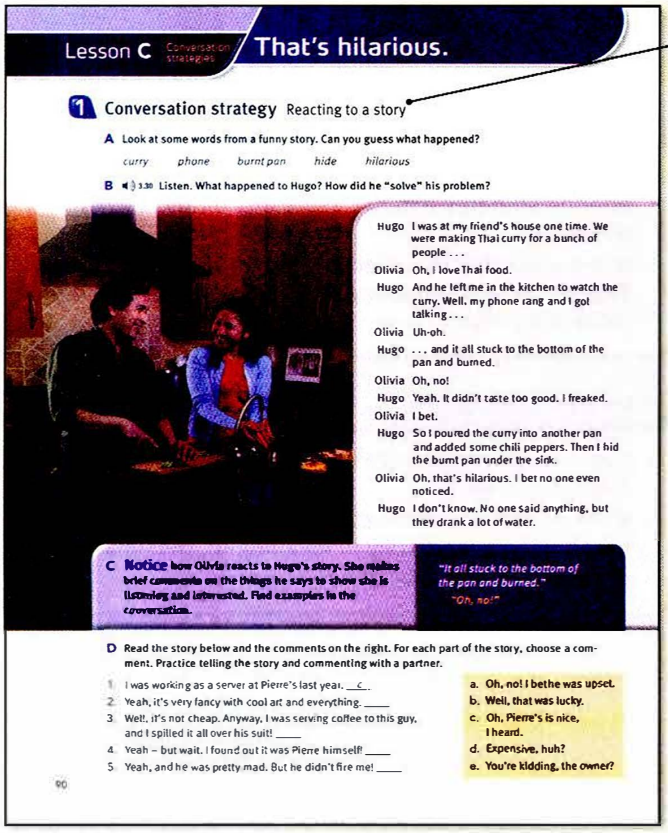
Common errors

- 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 C Conversation strategies **That's hilarious.**

1 Conversation strategy Reacting to a story

A Look at some words from a funny story. Can you guess what happened?

curry *phone* *burnt pan* *hide* *hilarious*

B 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. c
2. 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! ____
4. 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 bethe was upset.
b. Well, that was lucky.
c. Oh, Pierre's is nice, I heard.
d. Expensive, huh?
e. You're kidding, the owner?

90

Conversation strategy

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

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

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

Strategy plus

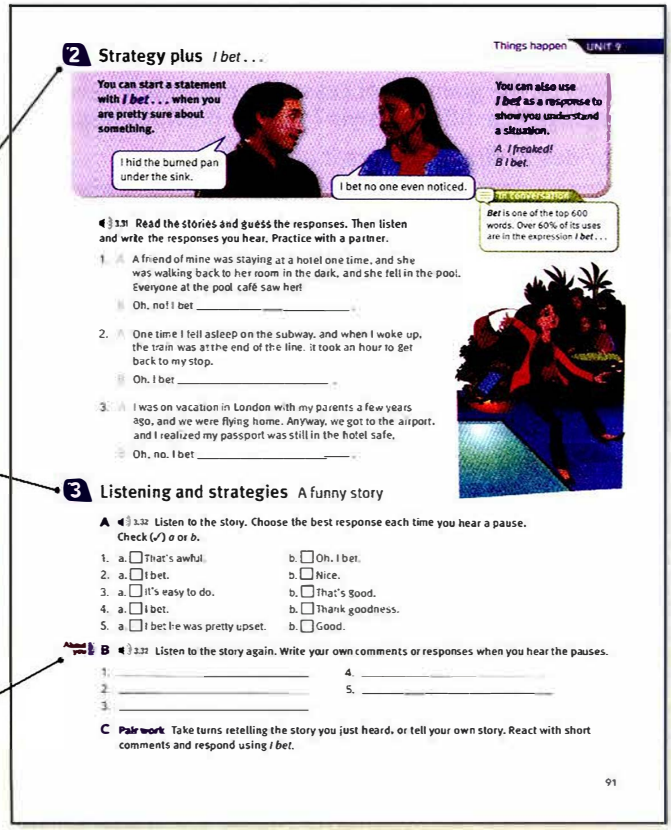
- teaches conversation management expressions such as *I mean*, *Well*, and *Anyway*, all chosen for their relevance and frequency
- extends and reinforces the *Conversation strategy*

Listening and strategies

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

About you

- signals a personalized practice task



2 Strategy plus *I bet . . .*

Things happen UNIT 9

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.

You can also use ***I bet*** as a response to show you understand a situation.

A I freaked!
B I bet.

In conversation

Bet is one of the top 600 words. Over 60% of its uses are in the expression *I bet . . .*

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! I 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 _____.

3 Listening and strategies A funny story

A 3.32 **Listen to the story. Choose the best response each time you hear a pause. Check (✓) *a* or *b*.**

1. a. ☐ That's awful. b. ☐ Oh. I bet.
2. a. ☐ I bet. b. ☐ Nice.
3. a. ☐ It's easy to do. b. ☐ That's good.
4. a. ☐ I bet. b. ☐ Thank goodness.
5. a. ☐ I bet he was pretty upset. b. ☐ Good.

B 3.33 **Listen to the story again. Write 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*.

91

Lesson D

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



Lesson D **Happy endings**

1 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.

92

Reading

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

Reading tip

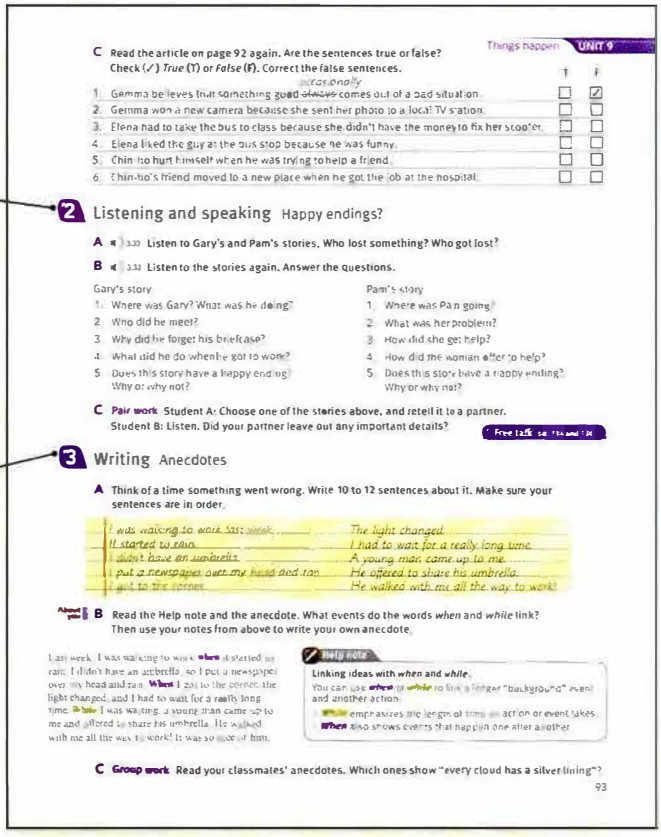
- introduces reading strategies and information about written texts that help students develop reading proficiency
- provides focused during-reading tasks that allow students to immediately apply the strategy

Listening and speaking

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

Writing

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



Things happen UNIT 9

C Read the article on page 92 again. Are the sentences true or false? Check (✓) *True* (T) or *False* (F). Correct the false sentences.

	T	F
1. Gemma believes that something good always comes out of a bad situation.	☐	☑
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.	☐	☐

2 Listening and speaking Happy endings?

A 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?
5. 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?

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 [illegible]	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!

Ahead you go **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.

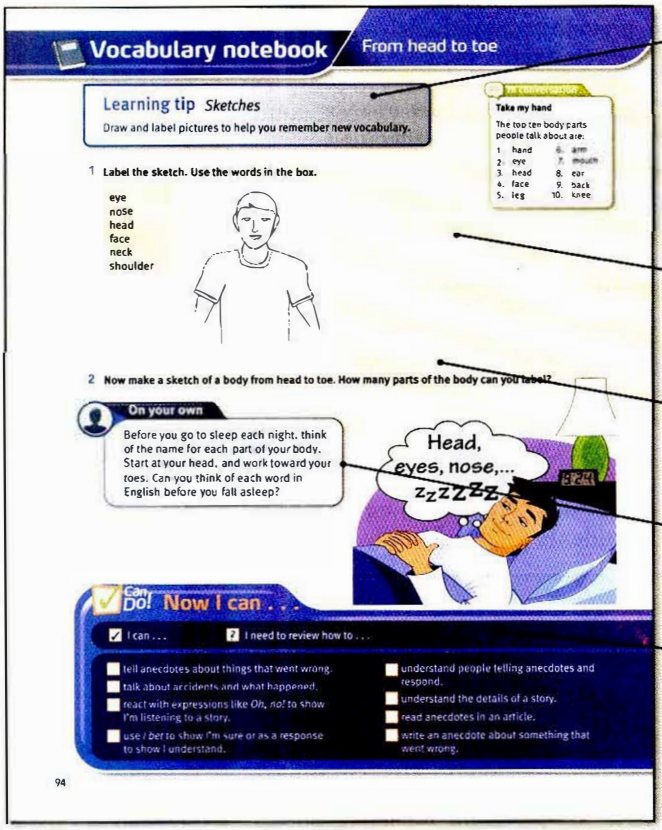
Help note
Linking ideas with *when* and *while*
You can use *when* or *while* to link a longer "background" event and another action.
While emphasizes the length of time an action or event takes.
When also shows events that happen one after another.

C Group work Read your classmates' anecdotes. Which ones show "every cloud has a silver lining"?

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Vocabulary notebook and Free talk

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



Learning tip

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

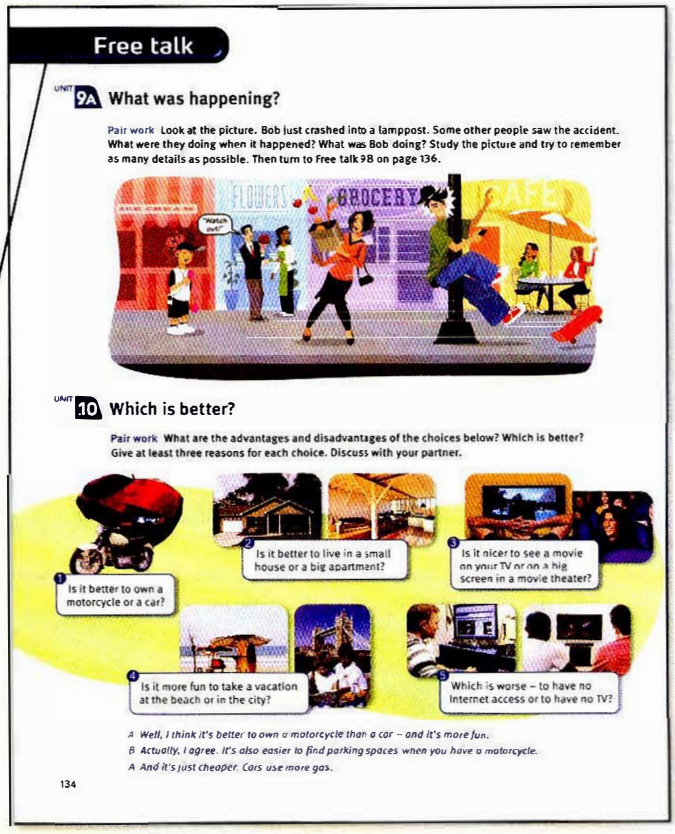
Task 1 practices the technique in the *Learning tip* with a set of vocabulary taken from the unit.

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

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

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

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

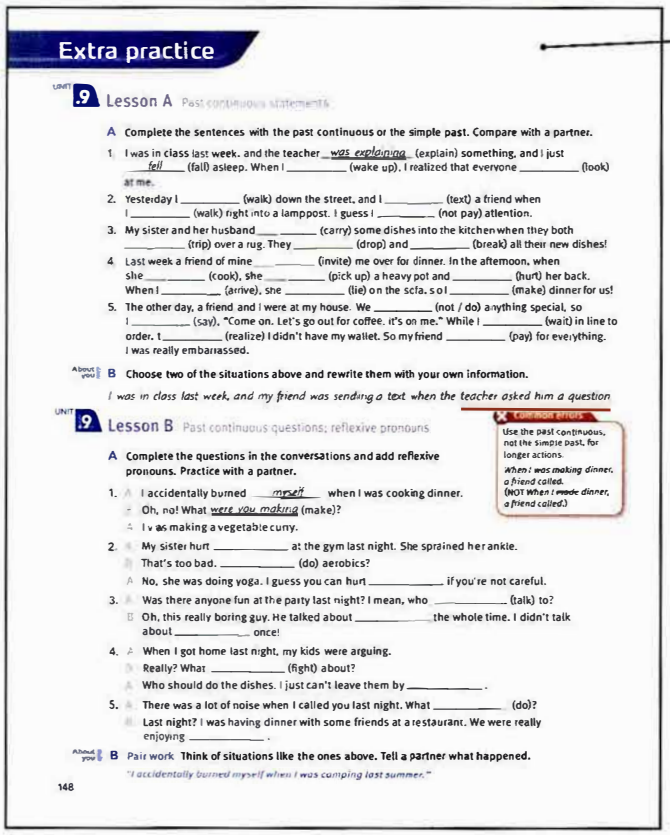


Free talk

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

Extra practice and Sounds right

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



Extra practice

UNIT 9 Lesson A Past continuous statements

A Complete the sentences with the past continuous or the simple past. Compare with a partner.

1. I was in class last week, and the teacher *was explaining* (explain) something, and I just *fell* (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.

UNIT 9 Lesson B Past continuous questions; reflexive pronouns

Common mistake
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.*)

A Complete the questions in the conversations and add reflexive pronouns. Practice with a partner.

1. A: I accidentally burned *myself* 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 you **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."

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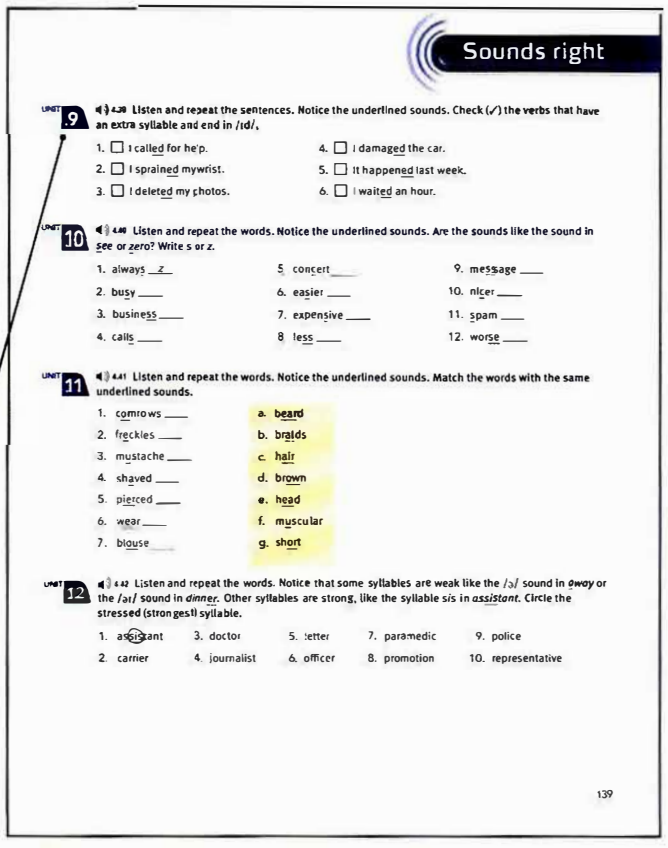
Extra practice

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

Sounds right gives students practice with the sounds in English.

Sounds right

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



Sounds right

UNIT 9 4.39 Listen and repeat the sentences. Notice the underlined sounds. Check (✓) the verbs that have an extra syllable and end in /ɪd/.

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.

UNIT 10 4.40 Listen and repeat the words. Notice the underlined sounds. Are the sounds like the sound in *see* or *zero*? Write *s* or *z*.

1. always *z*
2. busy ____
3. business ____
4. calls ____
5. concert ____
6. easier ____
7. expensive ____
8. less ____
9. message ____
10. nicer ____
11. spam ____
12. worse ____

UNIT 11 4.41 Listen and repeat the words. Notice the underlined sounds. Match the words with the same underlined sounds.

1. comrows ____
2. freckles ____
3. mustache ____
4. shaved ____
5. pierced ____
6. wear ____
7. blouse ____

a. beard
b. braids
c. hair
d. brown
e. head
f. muscular
g. short

UNIT 12 4.42 Listen and repeat the words. Notice that some syllables are weak like the /ə/ sound in *away* or the /ər/ sound in *dinner*. Other syllables are strong, like the syllable *sis* in *assistant*. Circle the stressed (strongest) syllable.

1. assistant
2. carrier
3. doctor
4. journalist
5. letter
6. officer
7. paramedic
8. promotion
9. police
10. representative

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Introduction to the Common European Framework of Reference (CEFR)

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

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

Touchstone Second Edition and the Common European Framework of Reference

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

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

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

The top 500 spoken words

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

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

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

253 far
254 watch
255 week
256 mhm
257 quite
258 enough
259 next
260 couple
261 own
262 wouldn't
263 ten
264 interesting
265 am
266 sometimes
267 bye
268 seems
269 heard
270 goes
271 called
272 point
273 ago
274 while
275 fact
276 once
277 seen
278 wanted
279 isn't
280 start
281 high
282 somebody
283 let's
284 times
285 guy
286 area
287 fun
288 they've
289 you've
290 started
291 job
292 says
293 play
294 usually
295 wow
296 exactly
297 took
298 few
299 child
300 thirty
301 buy
302 person
303 working
304 half
305 looking
306 someone
307 coming
308 eight
309 love
310 everybody
311 able
312 we'll
313 life
314 may
315 both
316 type
317 end
318 least
319 told
320 saw
321 college
322 ones
323 almost
324 since
325 days
326 couldn't
327 gets
328 guys
329 god
330 country
331 wait
332 yet
333 believe
334 thinking
335 funny
336 state
337 until
338 husband
339 idea
340 name
341 seven
342 together
343 each
344 hear
345 help
346 nothing
347 parents
348 room
349 today
350 makes
351 stay
352 mom
353 sounds
354 change
355 understand
356 such
357 gone
358 system
359 comes
360 thank
361 show
362 thousand
363 left
364 friends
365 class
366 already
367 eat
368 small
369 boy
370 paper
371 world
372 best
373 water
374 myself
375 run
376 they'll
377 won't
378 movie
379 cool
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398 food
399 looks
400 summer
401 hmm
402 fine
403 hey
404 student
405 agree
406 mother
407 problems
408 city
409 second
410 definitely
411 spend
412 happened
413 hours
414 war
415 matter
416 supposed
417 worked
418 company
419 friend
420 set
421 minutes
422 morning
423 between
424 music
425 close
426 leave
427 wife
428 knew
429 pick
430 important
431 ask
432 hour
433 deal
434 mine
435 reason
436 credit
437 dog
438 group
439 turn
440 making
441 American
442 weeks
443 certain
444 less
445 must
446 dad
447 during
448 lived
449 forty
450 air
451 government
452 eighty
453 wonderful
454 seem
455 wrong
456 young
457 places
458 girl
459 happen
460 sorry
461 living
462 drive
463 outside
464 bring
465 easy
466 stop
467 percent
468 hand
469 gosh
470 top
471 cut
472 computer
473 tried
474 gotten
475 mind
476 business
477 anybody
478 takes
479 aren't
480 question
481 rather
482 twelve
483 phone
484 program
485 without
486 moved
487 gave
488 yep
489 case
490 looked
491 certainly
492 talked
493 beautiful
494 card
495 walk
496 married
497 anymore
498 you'll
499 middle
500 tax

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Contents and learning outcomes

	Learning outcomes	Language		
		Grammar	Vocabulary	Pronunciation
Unit 1 **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 *too* and *either* to show what you have in common • Start conversations with people you don't know • Use *actually* to give new or surprising information • Read an article about small talk • Write a *How-to* article using correct punctuation	• Review of simple present and present of *be* in questions and statements • Responses with *too* and *either* ***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 *can*, *like*, *hate*, *prefer*, *be good at*, etc. • Discuss your taste in music using object pronouns and *everyone*, *nobody*, etc. • Say *no* in a friendly way • Use *really* / *not really* 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 *if* and *when* • Encourage people to say more • Use expressions like *Really?* and *Oh!* to show surprise • Read an article about staying healthy • Write questions and answers about health concerns	• Simple present and present continuous • Joining clauses with *if* and *when* ***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 *It depends* if you're not sure • Read an article about traditions around the world • Write an invitation to a special event	• Future with *be going to* • 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 *Is there . . . ?* and *Are there . . . ?* • Say where places are with *next to*, *between*, etc. • Ask for and give directions • Offer and ask for help with *Can* and *Could* • Check information by repeating words or using expressions like *Excuse me?* • Ask "echo" questions like *It's where?* 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 *o*
Checkpoint Units 4–6 pages 63–64				

Interaction	Skills				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	***Sally'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 *if* 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 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 person says next to check the information	***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					

	Learning outcomes	Language		
		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 *It's* + adjective + *to* • Talk about things to take on a trip • Give advice and suggestions with *should*, *could*, etc. • Respond to suggestions • Use *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*
Unit 8 **At home** **pages 75–84**	• Talk about where you keep things at home • Say who owns things with *mine*, *yours*, etc. and *whose* • Talk about items in the home • Identify things using adjectives and *one* / *ones* • Use *Do you mind . . . ?* and *Would you mind . . . ?* to make polite requests • Agree to requests with expressions like *Go right ahead* • Read comments on a website about unusual habits • Write about your evening routine with expressions like *first* and *as soon as*	• *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 broke my arm.*) using the past continuous and *myself*, *yourself*, etc. • React to show interest with expressions like *Oh, no!* • Use *I bet* to show you're sure or that you understand • Read anecdotes in an article • Write an anecdote using *when* and *while*	• 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 *more*, *less*, and *fewer* • Manage phone conversations • Interrupt and restart a phone conversation • Use *just* 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 *if* 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
Checkpoint Units 10–12 pages 127–128				

Interaction	Skills				Self study
Conversation strategies	Listening	Reading	Writing	Free talk	Vocabulary notebook
• Respond to suggestions • Use *I guess* 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 *Do you mind . . . ?* • Ask someone politely to do something with *Would you mind . . . ?* • 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 hame*** • 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 7–9 pages 95–96					
• Interrupt and restart phone conversations • Use *just* to soften things you say	***Sorry about that!*** • Listen to three phone conversations to infer the reason for each call and for each interruption ***It con be annoying . . .*** • 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 won'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 *First*, *Second*, *Next*, and *Finally*	***I might do that.*** • Pair work: Interview a classmate to find out his or her future plans	***Writers, octors, and artists*** • Write new vocabulary in groups by endings or topics
Checkpoint Units 10–12 pages 127–128					

Useful language for . . .

Getting help

How do you say "_____" in English?

I'm sorry. What did you say?

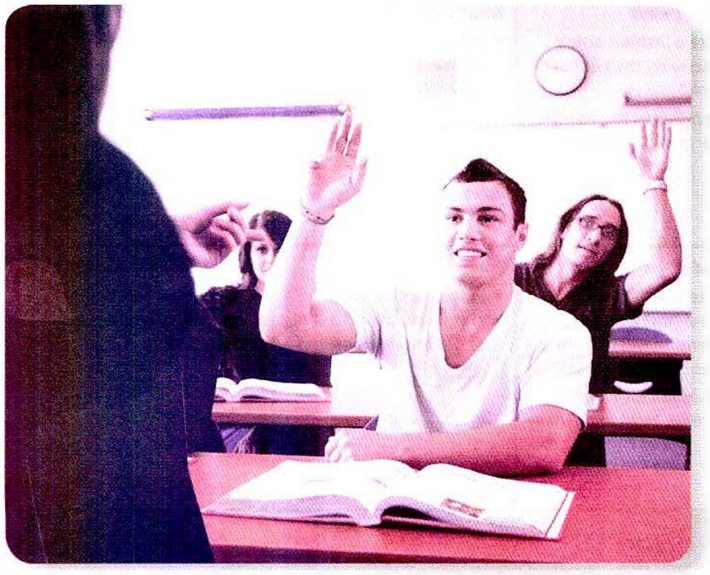
How do you say this word?

What do we have to do?

I don't understand. What do you mean?

Do you mean _____?

Can you spell "_____" for me, please?



Working with a partner

Whose turn is it now?

It's my / your turn.

Do you want to go first?

OK. I'll go first. / No, you go first.

This time we change roles.

OK. I'll start.

Are we done?

Yes, I think so. Let's try it again.

Let's compare answers.

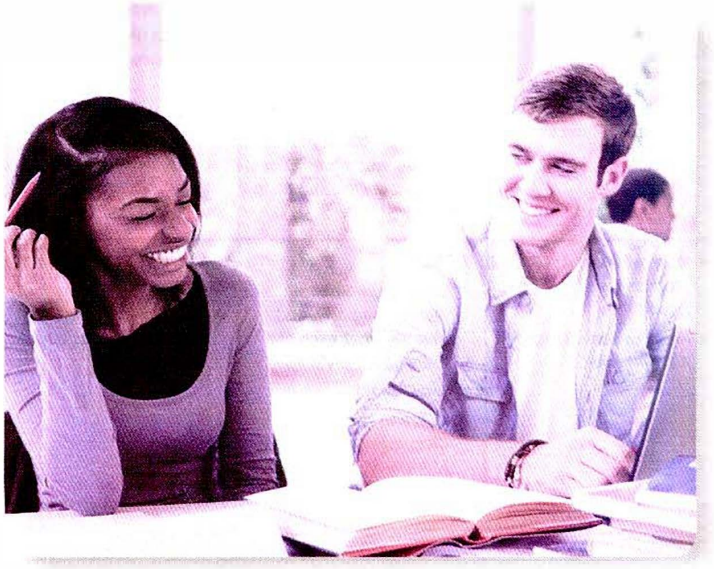
OK. What do you have for number 1?

Do you have _____ for number 3?

No, I have _____. Let's check again.

Do you understand this sentence?

Yeah. It means "_____."



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:
  (1) 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.

UNIT 1

Making friends

Language notes

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. *B I am too. / Me too.*
  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.

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.

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.

- 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.



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.

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.

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.*).

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.

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.

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? How many 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., *What do you do in your free time? Do you like sports / music / movies? Who's your favorite?*).
- 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.*).

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 you

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.

B

- **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 you

B

- **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

B

- **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?

B

- **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

C

- **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 on p. T-181.)

Lesson B Things in common

1 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

B

- **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.]
- Write on the board under each statement: *1. I do too. 2. I 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. I don't watch much television. 3. I 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. I don't either. 3. I 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.
2. Oh, I do too.
3. No, I don't either.
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.

2 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."

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

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

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

About you

B

- **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]

A

- **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 sort

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 you

C

- **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.)

Lesson C It's cold tonight.

Lesson C recycles the simple present.

1 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].

A

- **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.

C

- **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.

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 you

B

- **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.*).

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?

- **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

C

- **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.)

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.

C

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.
3. (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.
6. (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. Are you in the engineering department?
3. 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."

2 Writing

A

- **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

  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.

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

C

- **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.

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.*).

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.)

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 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."

1

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

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.

UNIT 2

Interests

Language notes

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.

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 ~~*I to 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 /laykɪm/ 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.

- 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.*

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.

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.

- 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 (I) 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.

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.

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

1.12

- **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*.

A

- **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.
3. **A** What kinds of games do you enjoy playing? Do you like to play 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 you

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.

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 you

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.

B

- **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

Assign Workbook pp. 10 and 11. (The answer key begins on p. T-181.)

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 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.)

1 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.

Answers

7 rock music	3 country music
1 hip-hop and rap	4 folk music
5 pop music	2 jazz
8 classical music	6 Latin 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

B

- **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 you

B

- **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.

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 it out

B

- **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, "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

1. **A** What do you think of *(name of male singer)*?
   B I like him.
2. **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.

4 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]

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. **A** likes / it **B** listens
2. **A** them **B** him **A** knows / loves / them
3. **A** her **B** her / us
4. **A** them **B** writes / him

- Have Ss practice the conversations in pairs.

About you

B

- **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.)

Lesson C I'm not really into it.

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.

A

- **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.

C

- **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

E

- **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 you

- **Preview the task** Read the instructions aloud. Ask Ss to read the questions. Help with new vocabulary as needed. 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.
2. 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.
5. 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.)

3 Listening and strategies

About you

A

- **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
4 editing videos
2 hiking

C

- **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 (✓) the names. Have Ss compare their answers in pairs.
- **Play the recording again** Check answers with the class: Play each conversation, and then pause. Have Ss call out who the sentences are true for.

Answers

1. Sue, Lori
2. Jeff
3. Lori
4. Bill

Extra activity CLASS

Write on the board:

1: When does Bill fix up motorcycles?
2: How long does Sue go out for hikes?
3: How much does Jeff sometimes pay for a card?
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.)

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.

B

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).

C

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.

2 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.
- **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 you

C

- **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?

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 you

B

- **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. 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.)

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."
- **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.

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.

1

- **Preview and do the task** Read the instructions aloud. Ask Ss to look at the chart. Point out that they can use each word or expression from the box only once.
- Have Ss complete the word chains. Check answers with the class: Have one S read the *I'm good at . . .* list aloud, and another read the *I don't like to . . .* list aloud.

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.

UNIT 3

Health

Language notes

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.

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.)

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.



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.

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.

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

B

- **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. They / They're ___ (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

1. *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 you

B

- **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

1. fast food 2. coffee 3. playing video games 4. 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 you

C

- **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

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 sort

B

- **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.

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.)

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.

B

- **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.
- **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

B

- **Preview the task** Tell Ss to find *if* and *when* in the conversation and circle them [I never take that stuff *when* I have a cold. But *if* I get a really bad cold, I drink hot vinegar with honey.]. Ask, "What form are the two verbs in each sentence?" [simple present]
- **Do the task** Read the instructions aloud. Have Ss 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 when / if they have a cold or the flu.

Answers

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

- **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 of the sentence from *when* to the end. "What verb is in the *when* part of the sentence?" [feel] "What verb is in the other part of the sentence?" [take]
- Say, "In the sentences in Exercise 1B, all the verbs are in the simple present because they're about your routines or habits when you're sick."

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 you

B

- **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.

About you

C

- **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.)

Lesson C Really? How come?

Lesson C recycles the simple present and the present continuous.

1 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.)

A

- **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.].

C

- **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 you

E

- **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!
2. Gosh!
3. Really?
4. No way!
5. Are you serious?
6. Oh, wow!

3 Strategies

About you

- **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.)

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.

A

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.

B

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.

C

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

1. 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.
4. When you eat fast food, you can order something light, go easy on the dressings, and add a healthy side dish.
5. To get more exercise, you can take the stairs instead of the elevator.
6. A cool, quiet, dark room can help you get a good night's sleep.

About you

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 *1* in the correct box.
- Play the remaining conversations, and have Ss write their answers. Check answers with the class.

Answers

3, 4, 2, 1

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 *1*.
- 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.

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.

B

- **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 you

C

- **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.
- 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.)

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*).
- **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.

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

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.

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.

1 Can you complete this conversation?

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 are you doing?
Ruth Not bad. Actually, I have a cold again. But I'm OK.
Teri Oh, that's too bad. So, what are you doing?
Ruth My classmate Sally's here. We're planning an end-of-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.

2 How can you say *no*?

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]

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.

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.

B

- **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.***).

4 What do you have in common?

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?*).
- 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!*).

5 Surprise, surprise!

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.

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.

6 What can you say or do . . . ?

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.

B

- **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.

UNIT 4

Celebrations

Language notes

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.)

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 my boyfriend a card.
I'm going to send him a card.
The school is going to give our class 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 /gɔʏŋtə/ 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

Corpus 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.)



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."

Recycle 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.*).

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*).

A

- **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, 20, 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 *1, 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:

  I ____ / 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. 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

1. 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 . . .)
4. 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 you

B

- **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.)

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 you

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.
- **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
3. going to buy
4. going to celebrate
5. going to spend

- 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.)

Lesson B Special days

1 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 sort

A

- **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

1. *New Year's Eve:* go to see fireworks, shout "Happy New Year"
2. *Valentine's Day:* give someone chocolates, go out for a romantic dinner
3. *birthday:* blow out candles on a cake, sing "Happy Birthday"
4. *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 you

B

- **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.

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

B

- **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:

  1. 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 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.

B

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 you

- **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.)

Lesson C It depends.

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).

1 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.

C

- **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"
3. *A* dancing / folk songs
   B concerts / cultural events

About you

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: *I 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. a, h
2. c, 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.
3. They have bonfires and kids jump over them. People dance and there are fireworks. There are also traditional markets.
4. 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.
3. 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

B

- **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.)

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 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.

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.

B

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.
- 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.

C

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 you

D

- **Preview the task** Read the instructions aloud. Ask three Ss to each read a question aloud.
- **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.

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

Printed invitation

In celebration of their 25th wedding anniversary, Iris and Derek invite you to dinner on Sunday, August 17th, 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

B

- **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

C

- **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.)

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."
- **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].

↻ These tasks recycle the months of the year, ordinal numbers, and the names of special events.

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.

Answers

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.

UNIT 5

Growing up

Language notes

Lesson A Childhood

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.
- *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.*).

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.

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.

Corpus 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.

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*).

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.

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.

A

- **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

C

- **Preview the task** Draw the following time line on the board:



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 *I ____ 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 *yes-no* 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 . . . ; until 2001 and 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?"
- 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**
4. *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

B

- **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.)

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 you

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.
- **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.)

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

B

- **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. A lot of my friends studied English in middle school. Most middle school students take English.
2. Today, some employees need a second language for their jobs. Some companies require English skills to get a job.
3. Some of my friends speak two languages. A few of them speak three languages.
4. Some college students major in languages. A lot of the colleges here teach several different languages.
5. A few students take two foreign languages in high school. In my class, none of 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

B

- **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

C

- **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 you

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.

B

- **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.)

Lesson C Well, actually, . . .

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.

A

- **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.

C

- **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.
4. (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 Mary.) 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.
- **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. checkers 2. comic books 3. bicycle 4. grandparents
5. sledding 6. stuffed animals 7. fruit 8. spelling

About you

B

- **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.

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

1. I played softball until I was in sixth grade. Actually, it was until I was in seventh grade.
2. 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.
4. We were best friends in high school. Well, actually, it 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 you

B

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

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 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, wait. . . . 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.)

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.

A

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.

B

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.

C

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: 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.
2. 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 you

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.

2 Listening

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.

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.

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 you

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.

(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 you

C

- **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.)

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.

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.

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.

UNIT 6

Around town

Language notes

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.

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?*).

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.

Corpus information Requests with *Can you . . . ?* and *Could you . . . ?*

In conversation, requests with *Can you . . . ?* are one and a half times more frequent than requests with *Could you . . . ?*

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?
- 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]
  B I'm sorry? [for more formal situations]

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?***

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.*

- 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.

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.

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*).

A

- **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.

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

C

- **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.

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 one in this neighborhood. There's only a mailbox outside the drugstore — across the street from / opposite the shoe store.

B

- **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.)

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 you

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.)

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 it out

B

- **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.
   [2] 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. *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 out of the hotel and make a 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

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.)

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

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.)

Lesson C Excuse me?

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

A

- **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 / brochure] 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.

C

- **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?; Did you say places to eat?; I'm sorry. Did you 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

1. 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.
3. Oh, sure. Here's a calendar of some of the major events. There's a traditional music festival in the park on Sunday.
4. 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.
5. 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 you

C

- **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.)

Lesson D Exploring the city

1 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.

A

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).

B

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?

C

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

1a. 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 follow-up 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 you

B

- **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.)

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."
- **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.

These tasks recycle the vocabulary for giving directions.

1

- **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.

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.

2

- **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.

1 Unscramble the questions.

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?

- 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.

2 Can you complete this conversation?

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 him?
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 what time? 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.

3 What can you remember?

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.

A

- **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.*).

B

- **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.

4 Get it right!

This task recycles the strategies of correcting yourself with *I mean*, using "vague" expressions, and checking information.

A

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

Answers

1. What's your city, I mean, your neighborhood like?
2. 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?

B

- **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.

5 Do you know your city?

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.
- **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.

UNIT 7

Going away

Language notes

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.*).

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
- 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 . . .*



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.*

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.
- 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.

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 guess.



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.

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.

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.

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.

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

C

- **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.

2 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:

Main Clause	*Infinitive for Reason*
I'm going to Puerto Rico	*to see my relatives.*
Rita needs	*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

1. *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.
2. *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.
3. *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.

B

- **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 you

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?
2. 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.)

Lesson B Things to remember

1 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

B

- **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 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

B

- **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.

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

B

- **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.)

Lesson C That's a great idea.

Lesson C recycles making suggestions with *should, could,* and *let's*. It also recycles *it's* + adjective + infinitive.

1 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.

C

- **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 you

E

- **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.
- 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

1. *A* I really prefer warm weather to cold. How about you x ?
   B I guess I like cold weather more. It's a lot of fun to do winter sports x .
   A That's true, I guess. You can go sledding and stuff. We should x do that sometime!
2. *A* So, what's your idea of a good vacation?
   B Well, I kind of like to go camping. I guess that's my favorite thing to do.
   A Really x ? That sounds like fun. Hey, why don't we go together sometime x ?
   B Yeah. I guess we could go next summer, maybe.

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

3 Listening and strategies

A 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

1. live in 2. speak the local language 3. get away from
4. 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

1. *A* Let's go to Mexico this summer.
   B I'd like to, but is it easy to find cheap flights?
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 drive along the coast sometime.
   B That sounds great. Are there any nice places 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.
5. *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.)

Lesson D Interesting places

1 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.]

B

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.

C

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

1. 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.
2. 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.
3. 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]
2. *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]
6. *What are two things you can do at the Spa Hotel?* [relax; do exercise; go swimming; walk around; sleep by the pool]

About you

C

- **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.)

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.

↻ These tasks recycle the vocabulary for travel items.

1

- **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: razor, countable, a razor / plural = razors (add –s),
Shampoo: shampoo, uncountable, a bottle of shampoo.
Toothbrush: toothbrush, 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.

UNIT 8

At home

Language notes

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*).

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 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.

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.

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 ~~*I like the speakers round.*~~

Grammar Pronouns *one* and *ones*

(See Student's Book p. 79.)

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?

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*?

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.

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
  then
  ***First,** I change my clothes. **Next,** I turn on some music and then I cook dinner.*
- 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.

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.

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 hers, 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.
2. *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.]

  "It belongs to me." [It's mine.]
- 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 you

- **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 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

1. *A* I'm always losing my keys. Do you ever lose yours?
   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, "Whose shoes are these?"
4. *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 mine in the kitchen. But my husband puts his on the dresser. It's so annoying when it rings at night. So, what do you do with yours?
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.)

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.

About you

B

- **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.)

Lesson B Things at home

1 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 sort

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.)

2 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

B

- **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].

3 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 you

- **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 one do you prefer?
2. I like the cute, small white / medium blue / large black headphones. Which ones do you like?
3. I'd like to have the purple silk / white wool / blue cotton cushion. Which one 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.)

Lesson C Do you mind . . . ?

Lesson C recycles making offers and requests with *can* and *could*.

1 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*).

A

- **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.

C

- **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.

E

- **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 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.
2. *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.

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.

Answers

1. Can you keep them in your room? (Agrees)
2. Would you mind putting them in your room? (Agrees)
3. Could you do me a favor? Could you make the garlic bread? (Doesn't agree)
4. Do you mind if I borrow your hair dryer? (Doesn't agree)

C

- **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.)

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.*).

B

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.

C

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

1. 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.
2. 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.
3. 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]?*)

2 Listening

- **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 you

A

- **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

- 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.]

C

- **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

1. He takes out his change, keys, and wallet. He doesn't want these things in the laundry.
2. He does the dishes right before he cooks. He doesn't do them right after he eats, because he feels very tired after dinner.
3. He feels good after he exercises. He does not feel relaxed after he watches the news.
4. 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.*)

3 Speaking and writing

About you

A

- **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.)
- **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.)

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 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.

1

- **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

2

- **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
b: box, bathtub
c: curtains, carpet
d: dresser, dishwasher
e: end table
f: fridge, faucet
g: guitar
h: heater
i: iron, ironing board
j: jewelry (box)
k: kitchen table
l: lamp, lamp shade
m: mirror, microwave
n: nightstand
o: oven
p: picture, painting
q: queen-size bed
r: radio, refrigerator
s: sofa, shower, speakers
t: TV, toilet, toaster
u: umbrella stand
v: vase, vanity
w: wastebasket, wall unit
x:
y: yard furniture
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.

UNIT 9

Things happen

Language notes

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.

- 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.

  I was running for a bus last week (background), and I fell (main news).

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?

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 *I 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.

Corpus information *(I) 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.*).

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.

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.

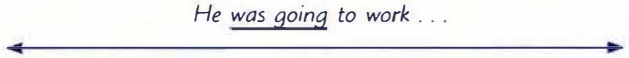
B 3.23

- **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]*).

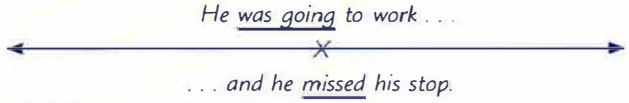
Figure it out

C

- **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 . . .*:



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

1. Sean missed his stop because he was talking to a woman on the train.
2. Julia's friend deleted 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.

2 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

1. I was having lunch in a café yesterday when the server accidentally spilled tomato sauce on my shirt. I guess he wasn't paying attention. I was upset, but I got my lunch for free.
2. My friend and I were at a barbecue last week. When we were walking around the yard, she tripped and fell into the pond.
3. I damaged my parents' car last week. I was trying to park, and my friend was talking to me, and I hit a wall. Now I have to pay for the repairs.
4. 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.

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

A 3.25

- **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

1. I was reading a book on the train, and I missed my stop.
2. Last night when I was washing the dishes, I broke a glass.
3. I was texting a friend of mine, and I tripped and fell on the street.
4. Yesterday when I was using my computer, it suddenly crashed.

- Play the recording again and have Ss repeat. Listen carefully for the correct fall-rise intonation and correct any mistakes.

About you

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.)

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 sort

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 you

C

- **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.)

2 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

B

- **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?
3. Did you hurt yourself?
4. 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 ____ a new sweater. The twins made ____ a birthday cake.* 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

1. *A* What's wrong with your finger? Did you cut yourself?
   B Yeah, I accidentally cut myself 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?
4. *A* My sister was hiking by herself last weekend, and she broke her ankle. She was in the middle of nowhere.
   B Oh, no! So, how did she get help? I mean, was anyone else hiking on the trail?

B

- **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.)

Lesson C That's hilarious.

Lesson C recycles the simple past versus the past continuous and vocabulary for talking about accidents.

1 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?"

C

- **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.
2. Yeah, it's very fancy with cool art and everything.
   d. Expensive, huh?
3. 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.
4. Yeah – but wait. I found out it was Pierre himself!
   e. You're kidding! The owner?
5. 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.
- **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.

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.

About you

B

- **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.

C

- **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.)

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."

A

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.

B

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.
3. 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.*).

C

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.].
- **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

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.

B

- **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. He forgot his briefcase because he was talking about people from high school.
4. 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.
4. 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.

C

- **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.)

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 you

B

- **Preview the task** Read the instructions aloud.
- **Present** ***Help Note*** Read the information aloud. Write an example like the following on the board:

  When 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."
- 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.

C

- **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.)

Vocabulary notebook

If done for homework

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

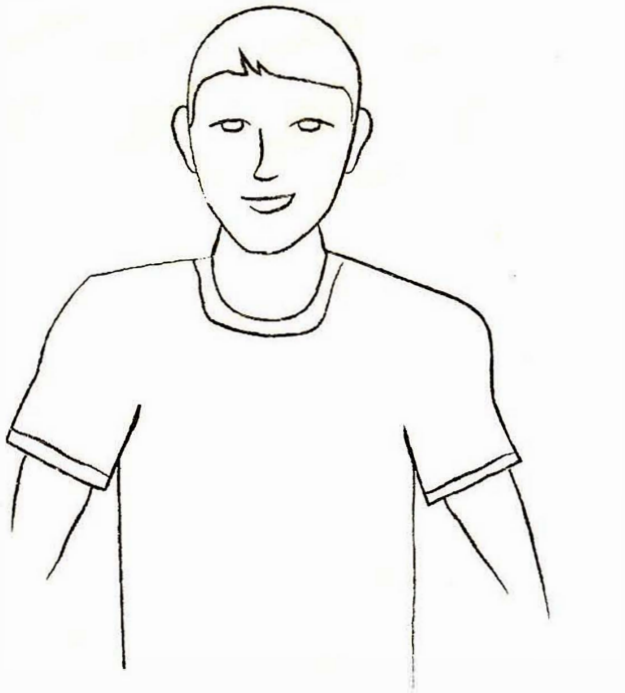
If done in class

- **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."

↻ These tasks recycle the vocabulary for the names of parts of the body.

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.



2

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task. Check answers with the class: Sketch a body on the board. Point to different parts of the sketch. Call on individual Ss to name the body part. Label the sketch.

On your own

- **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.

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.

1 Can you complete this conversation?

This task recycles the simple past and the past continuous. It also recycles the conversation strategy of reacting to a story.

A

- **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.

2 What's in the bathroom?

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.

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.
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! I guess I have an eye for color.

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

4 Suggestions, please!

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.
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 . . . ?

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 I . . . ? / Can I . . . ?* 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.

UNIT 10 Communication

Language notes

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.

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.

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.*~~

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.

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)

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., *I get less emails than you do.*), but this is considered incorrect especially in writing where *fewer* should be used (e.g., *I 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.

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*).

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?

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

B

- **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

1. Mayumi says texting is quicker than calling. It's more fun than 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.
4. Paco's parents think that video calling is better 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:

quicker	*more personal*
slower	*more convenient*
nicer	*less expensive*

- 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

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 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 nicer because they can see us. It's better 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.
4. *A* Do you use email much these days? I don't. I just use my social network.
   B Me too. It's more efficient than email. And it's more fun. It's better than texting, too. Texting's worse than email.

About you

B

- **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.)

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."
- **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.)

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 sort

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.

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 role-play a phone conversation in which one S invites a friend to an event at the last minute. Encourage Ss to check for information.

Figure it out

B

- **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."

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 you

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.
4. 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.
5. I get more / fewer emails than I did two years ago. I got more / fewer emails two years ago than I do now.
6. I get more / fewer voice-mail messages than text messages. I get more / fewer text messages than voice-mail messages.
7. 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.
8. I like texting more / less than calling. I like calling more / less than texting.

B

- **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.)

Lesson C What were you saying?

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.

C

- **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, can you hold on a second? Um, a coffee, please. Sorry. I'm at a coffee shop. So, you were saying?

- **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.

Answers

1. *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.

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

1. to ask Alexis if she wants to have dinner at the new seafood restaurant
2. 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

B

- **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.

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.)

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.

A

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.

B

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.

C

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.
2. LOL = laugh out loud, :-) = smile, SUP = What's up?, FBM = fine by me, OTOH = on the other hand, IMO = in my opinion
3. Textese is language people use in text messages. Some people say it causes bad grammar and punctuation.
4. 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.

Answers

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

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 you

A

- **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.*).

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.

B

- **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 you

C

- **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.)

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.

↻ These tasks recycle phone expressions.

1

- **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

- **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.

UNIT 11

Appearances

Language notes

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.

Corpus 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.
  ***What's** his name?*
  ***How** old is he?*

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.
  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.

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.

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?

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 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

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, middle-aged, 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.

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.

A

- **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.
2. *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?
7. 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 you

B

- **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 you

B

- **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.

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.)

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.*]

Recycle grammar This task recycles *too* and *either*. S1 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 sort

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 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.
2. Jimmy is the guy talking 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."

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.

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

B

- **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.)

Lesson C What's his name?

Lesson C recycles vocabulary for describing people and clothes.

1 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.

A

- **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 guy sitting next to her. He's the guy with the beige shirt.] Who do you think they are talking about? [The guy 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.

C

- **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

1. *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? What's her name? You know, her hair always looks different because she wears those, uh — what do 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?
2. You mean a ponytail. / Do you mean a ponytail?
3. 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?
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 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

B

- **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.)

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 ____ become fashionable?" 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.

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.

C

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.
3. The author mentions big glasses, glasses with designer logos, glasses with heavy black frames, glasses with colored frames, and glasses with no frames.
4. The author lists three men's hairstyles: ponytails, shaved heads, and cornrows.
5. The opposite of baggy jeans are skinny jeans. The opposite of straight-legged jeans are flared jeans.
6. 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

B

- **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.

B

- **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.

C

- **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.)

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 remember if you connect it to your own life. Think about how to describe yourself and people you know."

↻ These tasks recycle expressions for describing people and their features.

1

- **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

1. He's tall and he's got spiked hair. d
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

2

- **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.

UNIT 12

Looking ahead

Language notes

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 /frɛndəl/, and *teacher will* as /tiytʃərəl/.

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.

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].

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.

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

B

- **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.
2. Laura thinks she probably won't get a promotion. She's 95% certain her boss will say no.
3. Christy says she may study for a master's degree. She's not sure, though.
4. Laura says she might look for a better job. She says it's possible.
5. 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: *I ____ 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: *I ____ 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.*

- 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
2. *B* 're all going to do / is going / I might not
   C will / we're having
3. *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 you

B

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

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.)

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*.

About you

B

- **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.)

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.

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 sort

B

- **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

B

- **Preview the task** Write on the board: *when, if, before, after.* Say, "Find and circle these words in the conversation. 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.

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 you

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.

Answers

1. 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.
3. 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.
6. 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.)

Lesson C I'll drive.

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.*).

A

- **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.

C

- **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.
2. 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. I'll 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.
6. Should we check the weather before we go? e. 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

E

- **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.*).

2 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.*).
- **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.

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.

B

- **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

1. Their mother promises she'll: c. send a guest list; h. pay for everything
2. Jack says he'll: g. shop and do the cooking. He says he won't: a. burn the food.
3. 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.

C

- **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.)

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.

B

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.*).

C

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.
5. The space elevator will carry people 22,000 miles above the earth.
7. 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.

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 you

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.

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.]

C

- **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.)

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."
- **Present** ***In Conversation*** Books closed. Ask, "Which three jobs do you think people talk about the most?" Have Ss each write down three guesses. Ask a few Ss to call out their guesses, and write them on the board.
- Books open. Ask a S to read the information aloud. See if anybody guessed all three jobs correctly.

↻ This task recycles vocabulary for jobs.

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

↻ 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.
- **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.

1 Who's who?

This task recycles comparisons with adjectives; *more, less,* and *fewer*; verb + *-ing*; and prepositions. It also recycles vocabulary for describing people.

A

- **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.
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.

2 Can you guess what I mean?

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	Describing hairstyles	Ways of communicating	Jobs
have freckles	have a ponytail	send a text	electrician
be cute	wear cornrows	make a phone call	architect
have a beard	have long / short hair	send a letter	doctor
be handsome	wear braids	send a postcard	journalist

B

- **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.

3 Can you complete this conversation?

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

A

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 I'll get / I get home tonight, I'm going to ____, . . .* 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

1. When I get home tonight, I'm going to make dinner, and I might practice the piano, but I probably won't go online.
2. 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.
3. 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.
4. If I ever become famous, I won't change. I'll still be myself, and I won't move to another city.

B

- **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.

Free talk

UNIT 1 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.*).

UNIT 2 Common interests

1

- **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.*).

Free talk

UNIT 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.*).

UNIT 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. [1. 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.

Free talk

UNIT 5 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.
- 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.

UNIT 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.
- **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.

Free talk

UNIT 7 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.
2. You need to check your bag, because you can only take a small bag on the plane.
3. Don't forget to put your money in your wallet to keep it safe.
4. 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?
6. 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.
3. 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.

Free talk

UNIT 8 All about home

1

- **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.

UNIT 6 Apartment hunting

Directions for Unit 6 Free Talk also appear on page T-131.

- **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.
- **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.

Free talk

UNIT 9 What was happening?

A

- **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	*Disadvantages*
motorcycle	
more fun	
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.

Free talk

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 11B
dark-haired woman	long ponytail, short nails, no polish	short hair; long nails, red polish
blond woman	no jewelry, empty-handed	necklace, shopping bag, coffee cup
woman with red hair	sandals, skinny jeans	red shoes, black pants
man in green sweater	empty-handed, no glasses	glasses, tennis 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 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.

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

UNIT 9 What was happening?

Directions for Unit 9 Free Talk also appear on page T-134.

A

- **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 lamp post he probably really hurt himself. S2: Yeah, I bet he got a headache from that.*).

UNIT 11 What's different?

Directions for Unit 11 Free Talk also appear on page T-135.

- **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 woman	long ponytail, short nails, no polish	short hair; long nails, red polish
blond woman	no jewelry, empty-handed	necklace, shopping bag, coffee cup
woman with red hair	sandals, skinny jeans	red shoes, black pants
man in green sweater	empty-handed, no glasses	glasses, tennis 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 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

UNIT 1

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.

Answers

join	sound	know	puzzle	rock
coin	about	folk	country	novel
enjoy	now	program	something	pop

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.

UNIT 3

4.33

- **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

often	sneeze	food	stay
awful	fever	lose	headache
cough	meat	flu	weight

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

Sounds right

UNIT 5

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.

UNIT 6

4.36

- **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 7

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

☑ 1. could ☐ 3. milk ☑ 5. salmon ☐ 7. silk ☑ 9. walk
☐ 2. help ☐ 4. old ☑ 6. should ☑ 8. talk ☑ 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*.

UNIT 8

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

UNIT 9

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 /ɪd/?" [no] Continue playing the recording as Ss do the task. Have Ss compare their answers with a partner.

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.

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.

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.

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.
- Go over answers as a class: Have Ss say the word pairs aloud.

Answers

1. g 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?*).

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
3. doctor
4. journalist
5. letter
6. officer
7. paramedic
8. promotion
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.

Extra practice

UNIT 1 Lesson A Present of *be* and simple present (review)

A

- **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

1. Are you a full-time student? Or do you have 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?
6. What are your neighbors like? Are they friendly?
7. 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 you

B

- **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.

UNIT 1 Lesson B Responses with *too* and *either*

A

- **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.

About you

B

- **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: *I don't like cold weather. I don't ____.* Have Ss choose the correct word and say why they chose it for that sentence [*either*; You use *either* with negative responses.].

C

- **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.

Extra practice

UNIT 2 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.
4. *A* Do you enjoy going to the movies?
   B Yes, I really like to watch / watching movies on the big screen.
   C Yeah? I prefer to watch / watching movies at home.

About you

B

- **Preview and do the task** Read the instructions 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 and help as needed.
- Have Ss report some of their partner's answers to the class.
- **Follow-up** Have Ss work in groups and play a game. Tell Ss to look at the first question again. (Do you like performing on stage?) Ss take turns answering the question, giving true answers. However, Ss must use a 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. S2: I hate to perform on stage. I'm shy so . . . S3: I'd like to perform on stage sometime.*).

UNIT 2 Lesson B Object pronouns; *everybody, nobody*

A

- **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?
   B Yeah, but I don't listen to it very much. Nobody in my family likes it.
2. *A* I really love Miles Davis. He's my favorite trumpet player. Do you know him?
   B Yeah. My whole family likes him. He has so many albums.
   A Yeah, he does. They're all good, too. I like them.
3. *A* I have two tickets for the Adele concert. She's my favorite singer. Do you want to go with me?
   B Sure, I'd love to go. I love her, too.
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 us 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.

Extra practice

UNIT 3 Lesson A Simple present and present continuous

A

- **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

1. 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.
2. I usually drink a lot of soda, but right now, I'm drinking water instead.
3. This month, we're getting up early and I'm going running. But generally we both sleep late on the weekends.
4. My friend doesn't usually eat breakfast, but now he's having eggs every morning.
5. 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 you

B

- **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.

UNIT 3 Lesson B Joining clauses with *if* and *when*

About you

A

- **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.
2. 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.
4. 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.

Extra practice

UNIT 4 Lesson A Future with *be going to*; indirect objects

About you

A

- **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

1. 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 you

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 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.

UNIT 4 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 are 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 you

B

- **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.

Extra practice

UNIT 5 Lesson A *be born*; simple past (review); time expressions

A

- **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* 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 played 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.

About you

B

- **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.

UNIT 5 Lesson B Determiners

A

- **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.

Answers

1. In Maria's home country, all high school students take English. In her current class, all of / all the students took English in high school.
2. Most of Maria's classmates were interested in English in high school. In her home country, most students are interested in English, and some students are not.
3. 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.

B

- **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.

Extra practice

UNIT 6 Lesson A *Is there? Are there?*; location expressions

A

- **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 one there, but there is one right behind the Bell Street Hotel. The entrance is on 2nd Avenue.

About you

B

- **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.

UNIT 6 Lesson B Offers and requests with *Can* and *Could*

A

- **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 make a right. Walk 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 you

B

- **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.

Extra practice

UNIT 7 Lesson A Infinitives for reasons; *It's* + adjective + *to*

A

- **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.
2. *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.
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.
6. *A* What do you do on the weekends to relax?
   B I like to go to the beach to go windsurfing.

About you

B

- **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.

UNIT 7 Lesson B Advice and suggestions

A

- **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.
2. *A* I'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 a good idea to take some shirts with long sleeves, too. And why don't you 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 you

B

- **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.

Extra practice

UNIT 8 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

1. *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.
3. *Teacher* Two people forgot to write their names on the test. Whose tests are these?
   Student Let's see. That looks like Angela's handwriting. It's probably hers. Oh, and that's mine. Sorry I forgot to put my name on it.
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 his.
   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?*).

UNIT 8 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.

Answers

1. *A* I need to buy a new water bottle. Should I buy a plastic one or a metal one?
   B You can get some really cool ones. 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 one?
   B Uh-huh. I found a pretty red plastic one.
4. *A* I need new pants for the winter. Which ones 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.

Extra practice

UNIT 9 Lesson A Past continuous statements

A

- **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

1. I was in class last week, and the teacher was explaining something, and I just fell 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.

UNIT 9 Lesson B Past continuous questions; reflexive pronouns

A

- **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* I accidentally burned myself when I was 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.
3. *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 himself 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 you

B

- **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.

Extra practice

UNIT 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

1. 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?
5. Which is nicer for personal messages, email or a social network?
6. Is it worse to lose your laptop or your phone?
7. 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 you

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.

UNIT 10 Lesson B *More, less, fewer*

A

- **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.
2. I'm getting more 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 less than I should.
4. My friends prefer texting to email, so they're sending me fewer email messages these days.
5. I don't have much time to cook, so I'm eating out more than I did before.
6. I don't like big groups. I enjoy myself more when I have dinner with just one or two close friends.
7. I feel a bit shy in groups. I usually talk less than other people.
8. In my family, we're watching TV less together because we're all spending more and more time on our laptops.
9. I'm buying fewer newspapers now because I'm getting my news online.

About you

B

- **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.

Extra practice

UNIT 11 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.

UNIT 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.
2. *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.
4. *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

B

- **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.

Extra practice

UNIT 12 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

1. *A* Are you going to the beach on Saturday?
   B Probably not. It looks like it'll rain all weekend.
2. *A* Do you have plans to move to a new apartment?
   B Actually, 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 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 you

B

- **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.

UNIT 12 Lesson B Present tense verbs with future meaning

A

- **Present *Common Errors*** Write on the board: *When I ____ graduate, I ____ look for another job.* 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

1. 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 you'll do before you go to bed tonight?
4. If you don'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 get up tomorrow morning?
6. Are you going to exercise tomorrow before you have breakfast?
7. If it doesn'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 of class?
9. If you don't 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

B

- **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.

UNIT 12

Lesson A Future with *will*, *may*, and *might*

Common errors

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~~.*)

A Read the questions about future plans and choose the best options in the answers. Then practice with a partner.

1. A Are you going to the beach on Saturday?
   B Probably not. It looks like **it'll rain / it rains** all weekend.
2. 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 you **B Pair work Ask and answer the questions. Give your own information.**

UNIT 12

Lesson B Present tense verbs with future meaning

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.*)

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?
4. 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 you **B Pair work Ask and answer the questions. What do you have in common?**

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)

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
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

Free-time activities
eat out
go to a club
play sports
make (new) friends
meet someone new
sleep late

Other verb expressions
avoid (a topic of conversation)
have time
improve
live alone
live with

Location expressions
near here
nearby

Time expressions
all day
on (the) weekends

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?

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.

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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
I love / like (swimming).
I love / like to (swim).
I prefer (watching TV).
I prefer to (watch TV).
I'd like to (play jazz).
I enjoy writing.

Dislikes
I hate (working out).
I hate to (work out).
I'm not really into (photography).

Asking for opinions and suggestions
Any ideas?
What do you think of . . . ? What else . . . ?

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.

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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

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

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

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.

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!

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, . . .

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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
February
March
April
May
June
July
August
September
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
14th fourteenth
15th fifteenth
16th sixteenth
17th seventeenth
18th eighteenth
19th nineteenth
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

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.

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.

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?

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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 them / us

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

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

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 . . .

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.

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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

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 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 . . .

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.

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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
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

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.

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!

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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
your
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
yours
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.

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Unit 9 Language summary

Nouns

Parts of the body

ankle
back
chest
elbow
eye
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

Adverb

accidentally

Time expressions

a couple of days ago
at the time
one time
recently

Preposition

by (myself)

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?

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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, . . .

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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 . . . ?

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Unit 12 Language summary

Nouns

Professions

architect
assistant
business executive
carpenter
computer specialist
consultant
dentist
electrician
firefighter
interior designer
journalist
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

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, . . .

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.

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).

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Student's Book audio scripts

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. *Man* 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.
2. *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, 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. *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.
6. *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)

1. *Woman* This is a great party.
   Man 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.
2. *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 these all himself. He loves taking pictures.
   Woman Really? Wow. I wish I could take pictures like these.
3. *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.
4. *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.
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.

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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.
Man Actually, maybe it's Tom. He sings in a band, you know.
Woman Oh, really?
Man Yeah. They have a CD, actually.

Unit 2 Interests

Lesson B, Ex. 1A, p. 14 (1.13)

1. (hip-hop and rap)
2. (jazz)
3. (country music)
4. (folk music)
5. (pop music)
6. (Latin music)
7. (rock music)
8. (classical music)

Lesson C, Ex. 3B and 3C, p. 17 (1.18)

1. *Woman* So you're into cars, right?
Bill Well, not really. I mean, I know a bit about them. But I actually prefer motorcycles.
Woman Oh, right.
Bill 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 Do you like watching it or playing it?
Jeff Well, I like watching baseball and going to games, but I really love collecting baseball memorabilia.
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?
Jeff Yeah, sometimes. New cards are pretty 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.

4. *Man* So do you have any hobbies?
Lori Not really. Well . . . I like editing videos on the computer. That's kind of a hobby, I guess.
Man Huh. So, do you make movies or . . .
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.
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?
Joe Oh, it's just an outdoor hobbies site.
Lisa Outdoor hobbies?
Joe 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?
Joe Oh, there's information about different places 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.
Joe Yeah. Some of these articles are really interesting. 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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Joe No. All over the world. There's a place in Peru, 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.
Joe So, I guess you're not into outdoor hobbies, huh?
Lisa No, not really.
Joe Well, there are competitions here, too, you can 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, you can win a mountain bike. I'd love to win that.
Lisa Yeah, nice. You know, I like to cycle. . . .
Joe I didn't know that.
Lisa Yeah, but in a nice warm gym with the TV on.

Unit 3 Health

Lesson A, Ex. 3A, p. 23 (1.22)

1. *Interviewer* What are your unhealthy habits?
Ian Well, sometimes I don't have time to eat a healthy lunch. Like today, I'm eating at my desk and I'm having fast food – you 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?
Martin Well, I don't think I have any unhealthy 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 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)

1. *Ian* I really want to cut down on fast food. They say it's bad for you if you eat a lot of it.
2. *Kaylie* 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. *Martin* 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. *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* I 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.
6. *Woman* I can't fall asleep without music.

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Lesson D, Ex. 2B, p. 29 (1.31)

1. *Woman* Well, I don't often get too stressed, but I guess that when I *am* 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. *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 . . .
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.

Lesson D, Ex. 2C, p. 29 (1.32)

1. *Woman* Well, I don't often get too stressed, but I guess that when I *am* 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. And um, do you ever go hiking or climbing?
Woman 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 relaxing.
Man Yeah, sounds great.
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 . . .
Man Uh-huh. So what's the other thing you do?
Woman 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.
Man Yeah? So, do you go to the gym or . . . ?

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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 . . . ?

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.

Unit 4 Celebrations

Lesson A, Ex. 3B, p. 35 (2.05)

1. *Man* Are you going to send anyone flowers this year?
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)

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 – jumping over fires.

Man Well, they're only small fires.

Woman Oh, OK. So what else do you do? I mean, do people wear costumes and things?

Man No. But everyone dances, and then we have fireworks and things like that.

Woman Oh, I love fireworks. So do you have any special food, too, that you eat?

Man Well, in some places they eat a kind of fish 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, so . . .

Man Really? Which festival is that?

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.

Man Huh. So what do they do exactly? I mean, 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.

Man Huh. Interesting. So are you going to go then?

Woman Maybe. Do you want to come?

Man Uh – yeah. What's it called again?

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 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!

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John What's that?
Jessie It's an invitation from Iris and Derek. It's their silver wedding anniversary – twenty-five years. Wow. They're inviting us to dinner.
John That's nice. When?
Jessie August seventeenth.
John What day is that? Is it a Saturday?
Jessie I'm not sure. Let me see . . . actually, no, it's a Sunday.
John What time?
Jessie Um, seven p.m. Oh, that's nice! It's at The French Restaurant.
John 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 *I* 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 twenty-five 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)

1. *Woman* Did you go on any special trips?
2. *Man* Where did you usually go?
3. *Man* How long did you stay there?
4. *Woman* Who did you go with?
5. *Woman* Did you have a good time?
6. *Man* What did you do there?

Lesson C, Ex. 3A, p. 49 (2.20)

1. *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!
3. *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.

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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* So what was your first job?

Colin 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?

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!

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 your home?
6. *Woman* Are there any cash machines around here?

Lesson B, Ex. 3A, p. 57 (2.28)

1. *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 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* How do you get to the airport from here?

   Man Sorry, what did you say? The airport?
5. *Man* Are there any good movies on this week?

   Woman 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?

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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* 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.

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 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.

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.

Lesson 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 blocks away.
Woman I'm sorry, it's how far?
Clerk Five or six blocks. It's just down the street.
Woman Oh, great. Thanks.

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?
Clerk I'm sorry, a list of what?
Man Events, like, concerts, or performances, or stuff like that.
Clerk Oh, sure. Here's a calendar of some of the 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 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 them for about $5 an hour.

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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.
Woman I'm sorry? From where?
Clerk Pier Nine. It's right next to the aquarium. They run every hour.
Woman Oh, OK. Thanks.

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* So, what's your idea of a good vacation?
Woman 2 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)

1. *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?
2. *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.
3. *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?
4. *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!

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One morning, I went to a town nearby to go shopping. It's a great place to buy local crafts, like rugs and jewelry. The prices are very 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.

Reporter Next, Roger Blum tells us about staying at the Lighthouse Hotel in Scotland.

Roger The brochure said, "Come to sunny Scotland," 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 from the hotel to watch the dolphins. It's also a good place for bird-watching. So, do I recommend the Lighthouse Hotel? Yes, I do! But only if you don't mind the rain.

Reporter Finally, we hear about Carl Turner's stay at the Spa Hotel in Austria.

Carl 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

Lesson 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.

Lesson C, Ex. 3A, p. 81 (3.20)

1. *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?
2. *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)

1. *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? Can you keep them in your room?
Man 1 Um, I guess. So . . . you don't like them?

2. *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, would you mind putting them in your room? Before they come?
Woman 2 Sure. No problem.
Woman 1 Thanks. It shouldn't take long . . .

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?
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

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soon as I walk in the door. I really like fresh 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. . . .

Mike Oh yeah. I have to do that before I change my clothes. If I don't, my wallet ends up in the laundry!

Interviewer Right. Not a good idea!

Mike So yeah, and then I change my clothes. I 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.

Interviewer Oh, I know. See that's good. I don't 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 not relaxing at all.

Interviewer 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.

Interviewer So, what time do you do you go to bed?

Mike Around 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)

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.

Lesson 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)

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 *him*. 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?

Woman I just went to the restaurant. And my husband was sitting there waiting. I was like half an hour late.

Man (pause)

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!

Man Oh, that's hilarious.

Lesson D, Ex. 2A and 2B, p. 93 (3.33)

Gary While I was having some breakfast in a coffee 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 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!

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 second. . . . I need my charger. OK. Got it. So, what were we talking about?

2. *Woman* Anyway, my teacher told me . . .

   Man 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, 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* Hi there. Do you have a minute? I just want to tell you some good news.

   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. . . .

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Alexis Yeah? Huh.
Justin Um, so what are you doing tonight?
Alexis Nothing special. Why?
Justin Well, I'm right here in your neighborhood – 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. All-you-can-eat shrimp for $10.
Alexis 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? Sorry, I had another call.
Justin Oh, I thought we lost our connection.
Alexis No, no! . . . Oh, shoot. Listen, my battery's 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 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 window. There's a lot of traffic noise. It's definitely *noisier.* Sorry. That's better. So where were we?
Rob I was just asking – did you get everything organized?
Grace Yeah. And thanks again for your help yesterday. I think you spent more time unpacking than I did.
Rob No problem. You're welcome.
Grace So anyway, do you mind if I ask one more favor?
Rob No. Go ahead. What is it?
Grace 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. . . . Sorry about that. That was the pizza guy. I ordered some pizza.
Rob You ordered pizza?
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 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.

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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

Lesson C, Ex. 3A, p. 113 (4.20)

1. *Woman 1* Who *is* that? She looks so beautiful in that little black dress.
   Woman 2 Do you mean the actress with the long brown hair?
   Woman 1 No, the one with the very dark hair – it's almost black.
   Woman 2 Oh, the one with the curly hair.
   Woman 1 No, no. I mean the one wearing the ponytail. It looks really good on her.
   Woman 2 Yeah. Oh, what's her name?
   Woman 1 I don't know. I'm trying to think. . . .
2. *Woman 2* Oh she looks great. What's her name? Um, oh, what is it? . . .
   Woman 1 Oh, it's um . . . she looks totally different with her hair in that style. What do you call that?
   Woman 2 You mean a bun?
   Woman 1 Yeah, I'm not sure I like it. She's got really nice blond hair. She should wear it down.
   Woman 2 Anyway, she's very pretty. Is she American?
   Woman 1 Yeah, but her father's from Denmark.
3. *Woman 1* You know, I saw that actress in a movie recently. Is she American?
   Woman 2 No, I'm pretty sure she was born in China. But I can't think of her name.
   Woman 1 I love her smile. She looks so pretty.
   Woman 2 Yeah, and she has a really cute hairstyle – I like her. . . oh, what do you call those um . . . you know, . . . ?
   Woman 1 You mean her bangs? Yeah, she looks really cute in bangs.
4. *Woman 2* Look. She's got a great smile, too. The woman with the long brown hair.
   Woman 1 Do you mean the one with the long, straight hair?
   Woman 2 No, no. It's not really straight. But it's not curly, either.
   Woman 1 Oh, her? Yeah, she has beautiful eyes.
   Woman 2 Are they blue or green? I can't tell. Anyway, what's her name? She's in a lot of movies.
   Woman 1 Yeah, and she travels all around the world – she's always helping people.
5. *Woman 1* Now who's the woman with the dark hair and the beautiful brown eyes?
   Woman 2 The one with long, straight hair?
   Woman 1 No, the one with the very curly hair.
   Woman 2 Oh, she's on TV sometimes, and she makes a lot of movies. I think she's from Mexico.
   Woman 1 Oh, yeah.
   Woman 2 Let's see, now, what's her name? Oh, it's um . . .
6. *Woman 2* Who's that?
   Woman 1 She's a famous Spanish actress. But she plays roles in both English and Spanish.
   Woman 2 Wow. She looks beautiful, with her long brown hair.
   Woman 1 Yeah, it's almost light brown. I like it that way. Sometimes it's darker than that.
   Woman 2 And look at her big brown eyes.
   Woman 1 Yeah. And I like her dress, you know, very simple. She looks good in light pink.

Lesson D, Ex. 2A and 2B, p. 115 (4.21)

1. *Interviewer* So Leslie, tell me, are you noticing any interesting new styles at the moment?
   Leslie Well, . . . there are always new styles but – and this is interesting – I'm noticing that young women are wearing black dresses to weddings. You know, I'm going to a lot of weddings these days – it seems like all my friends are getting married – and all the women wear black. Sometimes even the bridesmaids wear black! Uh, I guess everybody wants to look skinny, and black makes you look thinner.
   Interviewer So what do you think of this style?
   Leslie Actually, I like it. I mean, I'm a little heavy, and I like looking thinner.

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2. *Interviewer* Emery, how do you like the new styles these days? Are there any styles that you like particularly?

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 Do you mean platforms?

Emery Yeah, right, platforms.

Interviewer So, do you like platforms and heels?

Emery 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.

3. *Interviewer* So, Kara, are there any interesting new styles that you're seeing lately?

Kara 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 So do you like them?

Kara Not at all. I think guys just look really heavy in them.

Interviewer What about the women?

Kara 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.

4. *Interviewer* So what new styles are you seeing these days, Franz? Anything you like?

Franz 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.

Interviewer How so?

Franz Well, we're wearing different colors – like soft green, pink, and yellow shirts, and you know, colors like that.

Interviewer So what do you think? Do you like the new look?

Franz 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

Lesson C, Ex. 3A and 3B, p. 123 (4.29)

Helen Jack. You know Dad's going to retire next month . . . ?

Jack Yeah . . .

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.

Jack OK.

Helen So I said to Mom, "We'll do it", I mean, "we'll organize it."

Jack Yeah . . .

Helen But Mom says she'll pay for everything.

Jack Oh, OK. Well, that's good, we can help. So is it going to be a surprise party?

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.

Jack OK. Well, let's have a barbecue. I'll do it. Dad loves steak and we can cook some chicken, too. I can do the shopping for all that.

Helen Well, all right . . . I guess. . . . I mean, remember the barbecue we had for Mom's birthday? When you burned all the chicken?

Jack It wasn't that bad! . . . Anyway, I promise I won't burn it this time. . . .

Helen OK and I'll make potato salad and things like that.

Jack All right. But we need to know how many people will be there. Like, who are we going to invite exactly?

Helen 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 Forty people?

Helen Yeah. Maybe we could send out the invitations online. You know, make a fancy invitation on a website and then just email it.

Jack Do we have all the email addresses?

Helen No. Mom says she'll get those for us, too.

Jack OK. So, what are we going to put in the invitation?

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 them. Easy.

Jack So when is it going to be? I mean, when's Dad's last day at work?

Helen Um, June twentieth; that's on a Friday. Mom thinks Sunday afternoon's a good time though, probably around three.

Jack So Sunday, June twenty-second at what time?

Helen 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'm* doing all the shopping and cooking!

Helen Oh, all right. I'll send out the invitations.

Jack Oh, good. Thanks. Just remember *not* 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!

2. *Sophia* Oh, here I'll make us some coffee.

Alan 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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Workbook answer key

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

B

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	I'm
Isabel	'm; are
Koji	'm
Koji	are
Isabel	Are
Koji	're; 're
Isabel	Is
Koji	is; 's
Isabel	's
Koji	's

Exercise 3

1. No, he's not. He's from Los Angeles.
2. 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.
2. 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. butter	4. singing
2. TV	5. pet
3. color	6. 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

Lesley	I am too.
David	I'm not either.
David	I do too.
Lesley	I am too.
David	I can too.
David	I don't either.
Lesley	I don't either.
David	I'm not either.
Lesley	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?
10. Actually, I'm not sure. Maybe we should ask the teacher.

Lesson D **Making small talk** *pp. 8–9*

Exercise 1

A

Ask questions that start *with what, where, how,* or *when*. Have some good topics to discuss.

B

1. good
2. don't just reply
3. a couple of
4. Don't think
5. don't have to

Exercise 2

A

Dear Marcy,
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,
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

B

Answers will vary.

Unit 2 Interests

Lesson A **Leisure time** *pp. 10–11*

Exercise 1

1. reading; to read; reading
2. to work out; to work out / working out; working out
3. dance; dancing; to dance
4. drawing; to draw / drawing; draw
5. to cook / cooking; cook; to cook / cooking
6. 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

1. folk music
2. jazz
3. rap
4. Latin music
5. classical music
6. country music
7. pop music
8. rock music

Exercise 2

me
it
them
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.
2. *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!
7. *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.
2. 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.
4. 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.
6. 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.
   Keiko No. I'm not really good with my hands.
   Keiko Actually, no. My sister got it at the bakery.
   Keiko Well, no. I like to make peanut butter cookies.
2. *Mike* No, but he collects caps.
   Greg Not really. He just watches TV a lot.
   Greg Not really. Well, I guess his computer is a hobby.
   Mike Um, no. He just uses it for computer games.

Exercise 2

Answers will vary. Possible answers may include:
1. I don't have a computer.
2. I don't even have a camera.
3. I'm not very musical.
4. I don't have a lot of free time.

Exercise 3

Answers will vary. Possible answers may include:
1. *B* not really. I'm not good with my hands.
   C I'm really good at fixing cars.
2. *B* I'm not really into sewing. But I really like shopping!
   C I really like sewing. I made this dress last weekend.
3. *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.
4. *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.
5. *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.
7. *B* we don't really have much time for games.
   C we're really into computer games. They're a lot of fun.
8. *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

B

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

Exercise 2

A

or
because
and
or
because
also
but
or
because
and
or
but
especially

B

Answers will vary.

Unit 3 Health

Lesson A *Healthy living* pp. 18–19

Exercise 1

1. *Max* is; going
   Carl are; doing
   Max 'm trying
   Carl are; trying
   Max want; 'm exercising; eating; 'm cutting
   Carl 'm reading; Do; want
   Max look; don't need
   Carl eat; 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 / F I 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

A

A	T	O	O	T	H	A	C	H	E	W	A
B	C	K	F	M	U	U	O	E	R	F	L
S	O	R	E	T	H	R	O	A	T	D	L
R	U	I	V	D	E	I	H	D	U	J	E
V	G	J	P	L	A	R	U	P	L	A	F
E	H	C	S	H	E	A	D	A	C	H	E
S	I	O	T	B	J	W	L	S	A	N	V
O	H	L	F	O	V	A	O	U	B	D	E
B	E	A	L	L	E	R	G	I	E	S	R
G	A	N	G	D	C	K	S	W	N	C	H
S	T	O	M	A	C	H	A	C	H	E	I
R	M	R	L	T	N	F	R	G	C	S	R

B
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:
1. 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.
4. 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.
2. *You* If I have a bad cough, I take cough drops and drink a lot of tea with honey.
3. *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?
2. 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

A
You have health problems.
You can't concentrate.
You are tired.
You feel irritable.

B
1. relax
2. affects
3. sometimes
4. think
5. take a bath

Exercise 2

A
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.

B
Answers will vary.

Unit 4 Celebrations

Lesson A ***Birthdays*** *pp. 26–27*

Exercise 1

A

1. January	4. April	7. July	10. October
2. February	5. May	8. August	11. November
3. March	6. June	9. September	12. December

B

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
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
2. birthday
   sing "Happy Birthday"
   blow out (the) candle
3. anniversary
   go out for a romantic dinner; give her chocolates
4. 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.

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.
6. On May thirteenth, George / he is going to give a speech at Keith and Karen's wedding.
7. On May fourteenth, George / he is going to Jennifer's graduation party.

Exercise 3

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.
2. It depends. / I'm not sure. What's the weather going to be like?
3. 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

B

1. It came from ancient Greece. / It started as a spring festival in ancient Greece.
2. 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.

Unit 5 Growing up

Lesson A ***Childhood*** *pp. 34–35*

Exercise 1

1. 2010
2. 1904
3. 2008
4. 1977
5. nineteen eighty-two
6. two thousand six / two thousand and six
7. twenty thirteen
8. nineteen ninety-eight

Exercise 2

1. *Rick* did
Dina did; weren't; were; were
Rick did, were
Dina did, didn't
Rick was

2. *Thomas* were
Grandma was
Thomas Were
Grandma wasn't; were
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

Exercise 4
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
1. chemistry
   social studies
2. art
   physical education / P.E.
3. computer studies
   mathematics / math
4. literature
   science
5. drama
   music

B

1. a	l	2. g	e	b	r	3. a				
		e				r		4. b		5. l
		o		6. o		t		i		i
		g		r				o		t
	7. t	r	a	c	k			l		e
		a		h		8. c	h	o	i	r
		p		e				g		a
		9. h	i	s	t	o	r	y		t
		y		t						u
				r						r
10. d	r	a	m	a						e

Exercise 2

A

all, most, a lot of, some, a few, none

B
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

B

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

Exercise 2

A

Answers will vary. Possible answers may include:

1. I liked all my teachers except for my history teacher, Mr. Crown.
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.

B

Answers will vary.

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.
6. 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

1. *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
4. *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:

1. *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.
3. *A* Are there any unusual stores around here?
   B No, there aren't.
4. *A* Is there a convenience store in this neighborhood?
   B Yes, there's one on Third Avenue, between the restaurant and the supermarket.
5. *A* Are there any cheap restaurants anywhere?
   B Yes, there's Frankie's around the corner.
6. *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

1. hotel
2. aquarium
3. running path
4. skateboard ramp
5. theater
6. museum
7. Visitor's Center
8. parking garage
9. stadium
10. water park

Exercise 2

1. skateboard ramp
2. drugstore
3. ferry

Exercise 3

Answers to the questions will vary. Possible answers may include:

1. *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.
2. *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.
3. *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.
6. *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.

Exercise 4

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.
3. 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

1. how much
   what time
   what
2. what?
   where?
   what kind

Lesson D ***Exploring the city*** *pp. 48–49*

Exercise 1

A

an underground hotel; a place that looks like the moon; a drive-in movie theater; an opal mine

B

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

Exercise 2

A

2. four
   right
   block
   Make / Take
   right
3. right
   Turn
   straight
   left / corner

B

Answers will vary.

Unit 7 Going away

Lesson A ***Getting ready*** *pp. 50–51*

Exercise 1

A

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

B

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.
4. 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.
2. 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.

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

A

1. a tent
2. a flashlight
3. a toothbrush
4. a hair dryer
5. (a pair of) scissors
6. a razor

B

1. c. toothpaste
2. b. sunscreen
3. a. pajamas
4. c. shampoo
5. c. a sleeping bag
6. b. a razor
7. c. a first-aid kit
8. a. batteries
9. b. sandals
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
2. a
3. b
4. a
5. 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.
2. 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

1. *Maria* Would you like to go dancing tomorrow night?
   Nick I have to work, but ***I guess*** I could go Sunday night.
2. *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.
4. 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

A

1. C
2. A
3. B

B

1. You dive underwater to get to it.
2. It takes an hour.
3. Answers will vary. Possible answers include Fisherman's Island, the large cacti, the salt hills, the salt lakes, the hot springs.
4. Because the sun gets extremely bright.
5. You sleep on an ice bed.
6. Because it melts in the spring.

Exercise 2

A

Start the email.	Dear Beth,
Say if you're enjoying your stay.	I'm having a fabulous time here in Ireland.
Describe the place, food, or weather.	We are staying in Baltimore, a beautiful fishing village.
Attach a photo and describe it.	I'm attaching a photo so you can see all the fishermen's cottages.
Say something you did.	Today we went kayaking and saw birds and seals.
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.
End the email.	See you next week! Annie

B

Answers will vary.

Unit 8 At home

Lesson A ***Spring cleaning*** *pp. 58–59*

Exercise 1

A

I:	me; my; mine
you:	you; your; yours
he:	him; his; his
she:	her; her; hers
we:	us; our; ours
they:	them; their; theirs

B

1. *A* Whose suitcases are those?
   B They're ours.
2. *A* Whose T-shirt is this?
   B It's mine.
3. *A* Whose handbag / purse / bag is that?
   B It's hers.
4. *A* Whose sneakers are these?
   B They're his.
5. *A* Whose cell phone is this?
   B It's hers.
6. *A* Whose CDs are these?
   B They're theirs.

Exercise 2

Matt	ours
Matt	my
Karen	your
Matt	mine; Mine
Karen	his
Karen	theirs; their
Karen	hers
Matt	my
Karen	yours
Matt	my

Exercise 3

Answers will vary.

Lesson B ***Things at home*** *pp. 60–61*

Exercise 1

A

Q	A	R	M	C	H	A	I	R	Q	W	T	B	A
R	U	B	H	T	K	V	P	G	H	M	L	A	J
L	E	C	A	R	P	E	T	U	K	I	Y	T	K
E	K	F	S	S	A	L	Q	W	E	R	R	H	C
S	D	I	S	H	W	A	S	H	E	R	F	T	C
E	R	S	T	O	V	M	O	A	P	O	B	U	U
R	E	C	O	W	T	P	F	E	M	R	G	B	R
C	S	O	V	E	N	N	A	F	A	U	C	E	T
A	S	A	E	R	B	U	K	R	W	C	L	O	A
B	E	M	I	C	R	O	W	A	V	E	Z	A	I
I	R	Q	U	X	L	S	I	N	K	I	K	Z	N
N	M	N	I	G	H	T	S	T	A	N	D	E	S
E	S	E	C	U	S	H	I	O	N	S	R	X	Z
T	O	I	L	E	T	R	E	S	Y	L	V	A	D
S	F	A	C	O	F	F	E	E	T	A	B	L	E

B

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
2. Would you mind
3. Would you mind
4. Do you mind if
5. Do you mind if
6. Would you mind
7. Would you mind
8. Do you mind if
9. Do you mind if
10. Would you mind

Exercise 2

Rudy	Sure.
Rudy	OK.
Rudy	Sure. No problem.
Mother	No, of course not.
Rudy	Sure, go ahead.

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

C

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

A

1. First
2. before
3. Then
4. Next
5. While
6. when
7. as soon as
8. during
9. After

B

Answers will vary.

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 2

1. was telling; walked
2. was doing; heard
3. deleted; was trying
4. were having; spilled
5. saw; were flying
6. was talking; ran

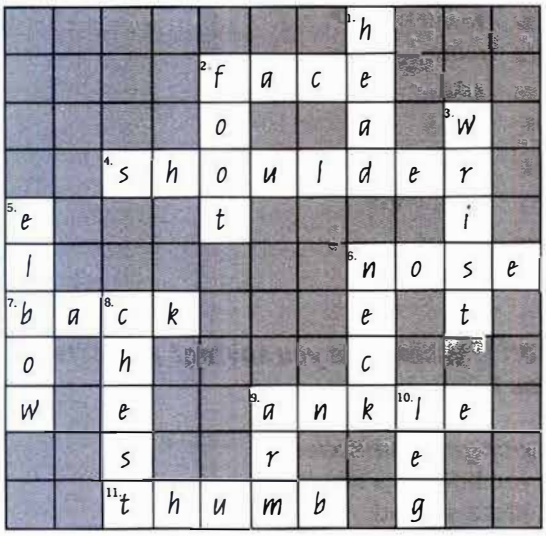
Exercise 3
Answers will vary. Possible answers may include:
1. A guy was having his lunch in the park. He was reading, and he wasn't paying attention to his sandwich. Suddenly a big dog came along and ate the guy's sandwich.
2. A guy was riding his bike in the park when he saw a pretty girl. She was 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



B

1. b. back
2. b. leg
3. c. face
4. a. wrist
5. c. toe
6. a. eye
7. a. elbow
8. c. hand
9. b. neck
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

A
1. A journalist / columnist.
2. A young man.
3. In a cab.
4. A bag of donuts.

B
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

A
1. when; while / when; When
2. while / when; when; When; when

B
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

B

1. slower
2. more / less expensive
3. easier
4. more / less convenient
5. nicer
6. worse
7. more / less important
8. better

C

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:

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

B

1. call me back
2. breaking up
3. leave a message
4. had the wrong number
5. get cut off
6. hold on
7. has another call

Exercise 2

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

Exercise 3

1. *Nancy* more
   Bill fewer
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

A

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?

B

1. 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.
2. 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.

Exercise 3

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

A

A large group of volunteers completing a task together.

B

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

B

Answers will vary.

Unit 11 Appearances

Lesson A ***Family traits*** *pp. 82–83*

Exercise 1

Answers will vary. Possible answers may include:

1. 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.
2. 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.

Lesson B ***Features*** *pp. 84–85*

Exercise 1

A

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

B

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.
6. I don't know anyone with a shaved head. I know one person with a beard and two people with mustaches.
7. Some of my friends have spiked hair. None of my friends are bald.

Exercise 2

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?
   e
3. Oh, you mean the Black Eyed Peas. / Do you mean the Black Eyed Peas?
   b
4. Oh, you mean Michelle Wie. / Do you mean Michelle Wie?
   a
5. Oh, you mean Johnny Depp. / Do you mean Johnny Depp?
   c

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

A

70s, 50s, 60s/70s, 80s, 2000s, 90s

B

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

B

Answers will vary.

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
7. study abroad
8. travel around

Exercise 2

're going to move
'll be
are going to take
are going to visit

won't
won't make
won't come
will take
'll be
will
won't

Exercise 3

1. She's going to study for a master's degree.
   She's not going to look for a job.
2. 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.
3. They're going to retire in Arizona.
   They're not going to retire in New Mexico.
4. 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.
6. 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
2. architect
3. firefighter
4. carpenter
5. computer specialist
6. dentist
7. doctor
8. journalist
9. electrician
10. business executive
11. letter carrier
12. nurse
13. lawyer
14. plumber
15. paramedic
16. receptionist
17. sales representative
18. police officer

Exercise 2

1. *Beth* 'll be, get
   Emily graduate, 'll earn
   Beth 'll be, get
   Beth don't, I'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.
2. *Kevin* I'll wake up.
   Kevin I'll lend you one.
   Jerry I'll call you at 5:30, just in case.

B

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

A

The Future of 3-D Printing

B

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

A

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.

B

Answers will vary.

Audio CD/CD-ROM contents

- Print-ready written and oral quizzes and tests in PDF format
- Customizable versions of the written and oral quizzes and tests in Microsoft Word
- Usage instructions, answer keys, and audio scripts for all tests and quizzes
- Audio for all the listening activities in the written quizzes and tests

Audio CD tracks

Track 01	Copyright
Track 02	Written Quiz: Unit 1
Track 03	Written Quiz: Unit 2
Track 04	Written Quiz: Unit 3
Track 05	Written Quiz: Unit 4
Track 06	Written Quiz: Unit 5
Track 07	Written Quiz: Unit 6
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
Track 15	Written Test 1, Part B
Track 16	Written Test 2, Part A
Track 17	Written Test 2, Part B
Track 18	Written Test 3, Part A
Track 19	Written Test 3, Part B

Accessing the quizzes and tests

Windows XP, Vista, 7

- Insert the disc into a CD-ROM drive on your computer.
- If Autorun is enabled, the software will start automatically.
- If Autorun is disabled, open My Computer. Right-click the CD-ROM icon and then select "Open" or "Explore."

Mac OS X

- Insert the disc into a CD-ROM drive on your computer.
- Double-click the CD-ROM icon on the desktop.
- Double-click on the Cambridge University Press icon.

Playing the audio on a conventional CD player

Place the disc in any standard CD player and press play.

Playing the audio on a computer

Windows XP, Vista, 7

- Insert the disc into a CD-ROM drive on your computer.
- If Autorun is enabled, click on the option to play the audio files in the pop-up window.
- If Autorun is disabled, open your computer's media player and then click the CD icon in the left navigation menu.

Mac OS X

- Insert the disc into a CD-ROM drive on your computer.
- If iTunes does not open automatically, double-click the Audio CD icon on the desktop. Click the CD icon in the left navigation menu of iTunes.

System requirements

- Sound card
- Speakers or headphones
- Media player
- PDF reader
- Word processor

Windows XP, Vista, 7

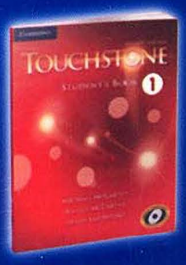
- 400 MHz processor speed
- 128 MB RAM

Mac OS X

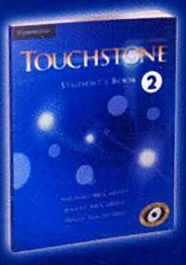
- 300 MHz processor speed
- 64 MB RAM

Support

If you experience difficulties with this audio CD / CD-ROM, please visit:
www.cambridge.org/esl/support



Beginning



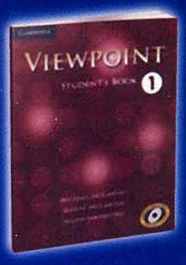
High Beginning



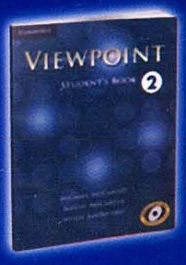
Low Intermediate



Intermediate



High Intermediate



Advanced

SECOND EDITION

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CEFR	
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A2	TOUCHSTONE 2
B1	TOUCHSTONE 3
	TOUCHSTONE 4
B2	VIEWPOINT 1
C1	VIEWPOINT 2

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