

TOP NOTCH

3

THIRD EDITION

TEACHER'S EDITION and LESSON PLANNER

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LEARNING OBJECTIVES

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
UNIT 1 Make Small Talk PAGE 2	<ul style="list-style-type: none"> • Make small talk • Describe a busy schedule • Develop your cultural awareness • Discuss how culture changes over time 	<ul style="list-style-type: none"> • Asking about proper address • Intensifiers • Manners and etiquette 	<ul style="list-style-type: none"> • Tag questions: use, form, and common errors • The past perfect: Statements GRAMMAR BOOSTER <ul style="list-style-type: none"> • Tag questions: short answers • Verb usage: present and past: overview
UNIT 2 Health Matters PAGE 14	<ul style="list-style-type: none"> • Show concern and offer help • Make a medical or dental appointment • Discuss types of treatments • Talk about medications 	<ul style="list-style-type: none"> • Dental emergencies • Describing symptoms • Medical procedures • Types of medical treatments • Medications 	<ul style="list-style-type: none"> • Drawing conclusions with <u>must</u> • <u>Will be able to</u>; Modals <u>may</u> and <u>might</u> GRAMMAR BOOSTER <ul style="list-style-type: none"> • Other ways to draw conclusions: <u>probably</u> and <u>most likely</u> • Expressing possibility with <u>maybe</u>
UNIT 3 Getting Things Done PAGE 26	<ul style="list-style-type: none"> • Offer a solution • Discuss how long a service will take • Evaluate the quality of service • Plan an event 	<ul style="list-style-type: none"> • Ways to indicate acceptance • Services • Planning and running an event 	<ul style="list-style-type: none"> • The causative • The passive causative GRAMMAR BOOSTER <ul style="list-style-type: none"> • Causative <u>make</u> to indicate obligation • <u>Let</u> to indicate permission • Causative <u>have</u>: common errors • The passive causative: the <u>by</u> phrase
UNIT 4 Reading for Pleasure PAGE 38	<ul style="list-style-type: none"> • Recommend a book • Ask about an article • Describe your reading habits • Discuss online reading 	<ul style="list-style-type: none"> • Genres of books • Ways to describe a book • Some ways to enjoy reading 	<ul style="list-style-type: none"> • Noun clauses: usage, form, and common errors • Noun clauses: Embedded questions <ul style="list-style-type: none"> ◦ Form and common errors GRAMMAR BOOSTER <ul style="list-style-type: none"> • Verbs that can be followed by clauses with <u>that</u> • Adjectives that can be followed by clauses with <u>that</u> • Embedded questions <ul style="list-style-type: none"> ◦ <u>with whether</u> ◦ usage and common errors ◦ punctuation
UNIT 5 Natural Disasters PAGE 50	<ul style="list-style-type: none"> • Convey a message • Tell someone about the news • Describe natural disasters • Prepare for an emergency 	<ul style="list-style-type: none"> • Severe weather and other natural disasters • Reactions to news • Adjectives of severity • Emergency preparations and supplies 	<ul style="list-style-type: none"> • Indirect speech: Imperatives • Indirect speech: <u>Say</u> and <u>tell</u>—tense changes GRAMMAR BOOSTER <ul style="list-style-type: none"> • Direct speech: punctuation rules • Indirect speech: optional tense changes

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
<ul style="list-style-type: none"> Talk about the weather to begin a conversation with someone you don't know Use question tags to encourage someone to make small talk Ask about how someone wants to be addressed Answer a <u>Do you mind</u> question with <u>Absolutely not</u> to indicate agreement Say <u>That was nothing!</u> to indicate that something even more surprising happened Use <u>Wow!</u> to indicate that you are impressed 	Listening Skills <ul style="list-style-type: none"> Listen for main ideas Listen to summarize Confirm the correct paraphrases Pronunciation <ul style="list-style-type: none"> Intonation of tag questions 	Texts <ul style="list-style-type: none"> A business meeting e-mail and agenda An online article about formal dinner etiquette of the past A survey about culture change A photo story Skills/Strategies <ul style="list-style-type: none"> Apply prior knowledge Draw conclusions Understand from context 	Task <ul style="list-style-type: none"> Write a formal and an informal e-mail message WRITING BOOSTER <ul style="list-style-type: none"> Formal e-mail etiquette
<ul style="list-style-type: none"> Introduce disappointing information with <u>I'm sorry, but . . .</u> Show concern with <u>Is there anything wrong?</u> and <u>That must be awful</u> Begin a question of possibility with <u>I wonder if . . .</u> Use <u>Let's see . . .</u> to indicate you are checking for something Confirm an appointment with <u>I'll / We'll see you then</u> Express emphatic thanks with <u>I really appreciate it</u> 	Listening Skills <ul style="list-style-type: none"> Listen to activate vocabulary Listen for details Auditory discrimination Pronunciation <ul style="list-style-type: none"> Intonation of lists 	Texts <ul style="list-style-type: none"> A travel tips website about dental emergencies A brochure about choices in medical treatments A medicine label A patient information form A photo story Skills/Strategies <ul style="list-style-type: none"> Understand from context Relate to personal experience Draw conclusions 	Task <ul style="list-style-type: none"> Write an essay comparing two types of medical treatments WRITING BOOSTER <ul style="list-style-type: none"> Comparisons and contrasts
<ul style="list-style-type: none"> Use <u>I'm sorry, but . . .</u> and an excuse to politely turn down a request Indicate acceptance of someone's excuse with <u>No problem.</u> Suggest an alternative with <u>Maybe you could . . .</u> Soften an almost certain <u>no</u> with <u>That might be difficult</u> Use <u>Well, . . .</u> to indicate willingness to reconsider 	Listening Skills <ul style="list-style-type: none"> Listen to confirm Listen for main ideas Listen to summarize Pronunciation <ul style="list-style-type: none"> Emphatic stress to express enthusiasm 	Texts <ul style="list-style-type: none"> A survey about procrastination A business article about how to keep customers happy A photo story Skills/Strategies <ul style="list-style-type: none"> Infer point of view Activate language from a text 	Task <ul style="list-style-type: none"> Write an essay expressing a point of view about procrastination WRITING BOOSTER <ul style="list-style-type: none"> Supporting an opinion with personal examples
<ul style="list-style-type: none"> Use <u>Actually</u> to show appreciation for someone's interest in a topic Softened a question with <u>Could you tell me . . . ?</u> Indicate disappointment with <u>Too bad</u> Use <u>I'm dying to . . .</u> to indicate extreme interest Say <u>Are you sure?</u> to confirm someone's willingness to do something 	Listening Skills <ul style="list-style-type: none"> Listen to take notes Listen to infer a speaker's point of view and support your opinion Pronunciation <ul style="list-style-type: none"> Sentence stress in short answers with <u>so</u> 	Texts <ul style="list-style-type: none"> An online bookstore website A questionnaire about reading habits A magazine article about the Internet's influence on our habits A photo story Skills/Strategies <ul style="list-style-type: none"> Recognize point of view Understand meaning from context 	Task <ul style="list-style-type: none"> Write a summary and review of something you've read WRITING BOOSTER <ul style="list-style-type: none"> Summarizing
<ul style="list-style-type: none"> Use <u>I would, but . . .</u> to politely turn down an offer Say <u>Will do</u> to agree to a request for action Use <u>Well</u> to begin providing requested information Say <u>What a shame</u> to show empathy for a misfortune Introduce reassuring contrasting information with <u>But, . . .</u> Say <u>Thank goodness for that</u> to indicate relief 	Listening Skills <ul style="list-style-type: none"> Listen for main ideas Listen for details Paraphrase Listen to infer meaning Pronunciation <ul style="list-style-type: none"> Direct and indirect speech: Rhythm 	Texts <ul style="list-style-type: none"> News headlines A textbook article about earthquakes Statistical charts A photo story Skills/Strategies <ul style="list-style-type: none"> Paraphrase Confirm facts Identify cause and effect Interpret data from a chart 	Task <ul style="list-style-type: none"> Write a procedure for how to prepare for an emergency WRITING BOOSTER <ul style="list-style-type: none"> Organizing detail statements by order of importance

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
UNIT 6 Life Plans PAGE 62	<ul style="list-style-type: none"> • Explain a change of intentions and plans • Express regrets about past actions • Discuss skills, abilities, and qualifications • Discuss factors that promote success 	<ul style="list-style-type: none"> • Reasons for changing plans • Qualifications for work or study 	<ul style="list-style-type: none"> • Expressing intentions and plans that changed: <u>Was / were going to</u> and <u>would</u> • Perfect modals GRAMMAR BOOSTER <ul style="list-style-type: none"> • Expressing the future: review • The future with <u>will</u> and <u>be going to</u>: review • Regrets about the past: <ul style="list-style-type: none"> ◦ <u>Wish</u> + the past perfect ◦ <u>Should have</u> and <u>ought to have</u>
UNIT 7 Holidays and Traditions PAGE 74	<ul style="list-style-type: none"> • Wish someone a good holiday • Ask about local customs • Exchange information about holidays • Explain wedding traditions 	<ul style="list-style-type: none"> • Types of holidays • Ways to commemorate a holiday • Some ways to exchange good wishes on holidays • Getting married: events and people 	<ul style="list-style-type: none"> • Adjective clauses with subject relative pronouns <u>who</u> and <u>that</u> <ul style="list-style-type: none"> ◦ Usage, form, and common errors • Adjective clauses with object relative pronouns <u>who</u>, <u>whom</u>, and <u>that</u> <ul style="list-style-type: none"> ◦ Form and common errors GRAMMAR BOOSTER <ul style="list-style-type: none"> • Adjective clauses: common errors • Reflexive pronouns • <u>By</u> + reflexive pronouns • Reciprocal pronouns: <u>each other</u> and <u>one another</u> • Adjective clauses: <u>who</u> and <u>whom</u> in formal English
UNIT 8 Inventions and Discoveries PAGE 86	<ul style="list-style-type: none"> • Describe technology • Take responsibility for a mistake • Describe new inventions • Discuss the impact of inventions / discoveries 	<ul style="list-style-type: none"> • Describing manufactured products • Descriptive adjectives 	<ul style="list-style-type: none"> • The unreal conditional: Review and expansion • The past unreal conditional <ul style="list-style-type: none"> ◦ Usage, form, and common errors GRAMMAR BOOSTER <ul style="list-style-type: none"> • Real and unreal conditionals: review • Clauses after <u>wish</u> • <u>Unless</u> in conditional sentences • The unreal conditional: variety of forms
UNIT 9 Controversial Issues PAGE 98	<ul style="list-style-type: none"> • Talk about politics • Discuss controversial issues politely • Propose solutions to global problems • Debate the pros and cons of issues 	<ul style="list-style-type: none"> • Political terminology • A continuum of political and social beliefs • Some controversial issues • Ways to agree or disagree • How to debate an issue politely 	<ul style="list-style-type: none"> • Non-count nouns that represent abstract ideas • Verbs followed by objects and infinitives GRAMMAR BOOSTER <ul style="list-style-type: none"> • Count and non-count nouns: review and extension • Gerunds and infinitives: <ul style="list-style-type: none"> ◦ form and usage ◦ usage after certain verbs
UNIT 10 Beautiful World PAGE 110	<ul style="list-style-type: none"> • Describe a geographical location • Warn about a possible risk • Describe a natural setting • Discuss solutions to global warming 	<ul style="list-style-type: none"> • Geographical features • Compass directions • Ways to recommend or criticize a place • Ways to describe risks • Dangerous animals and insects • Geographic nouns and adjectives • Describing natural features • Energy and the environment 	<ul style="list-style-type: none"> • Prepositional phrases of geographical places • <u>Too</u> + adjective and infinitive GRAMMAR BOOSTER <ul style="list-style-type: none"> • Prepositions of place: more usage • Proper nouns: capitalization • Proper nouns: use of <u>the</u> • Infinitives with <u>enough</u>

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CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
<ul style="list-style-type: none"> Say <u>No kidding!</u> to indicate delight or surprise Say <u>How come?</u> to ask for a reason Express a regret with <u>I should have . . .</u> Use <u>You never know . . .</u> to reassure someone Accept another's reassurance with <u>True</u> 	Listening Skills <ul style="list-style-type: none"> Listen for details Listen to classify information Listen to infer a speaker's motives Pronunciation <ul style="list-style-type: none"> Reduction of <u>have</u> in perfect modals 	Texts <ul style="list-style-type: none"> Career and skills inventories A magazine article with tips for effective work habits A photo story Skills/Strategies <ul style="list-style-type: none"> Understand from context Confirm content 	Task <ul style="list-style-type: none"> Write a short autobiography WRITING BOOSTER <ul style="list-style-type: none"> Dividing an essay into topics
<ul style="list-style-type: none"> Show friendliness by wishing someone a good holiday Reciprocate good wishes with <u>Thanks! Same to you!</u> Preface a potentially sensitive question with <u>Do you mind if I ask you . . .</u> Ask about socially appropriate behavior in order to avoid embarrassment Express appreciation with <u>Thanks. That's really helpful</u> 	Listening Skills <ul style="list-style-type: none"> Listen for main ideas Listen for details Infer information Pronunciation <ul style="list-style-type: none"> "Thought groups" 	Texts <ul style="list-style-type: none"> Factoids on holidays A magazine article about holidays around the world Proverbs about weddings A photo story Skills/Strategies <ul style="list-style-type: none"> Scan for facts Compare and contrast Relate to personal experience 	Task <ul style="list-style-type: none"> Write a detailed description of two holidays WRITING BOOSTER <ul style="list-style-type: none"> Descriptive details
<ul style="list-style-type: none"> Congratulate someone for a major new purchase Apologize for lateness and provide an explanation Indicate regret for a mistake by beginning an explanation with <u>I'm ashamed to say . . .</u> Reduce another's self-blame with <u>That can happen to anyone and No harm done</u> 	Listening Skills <ul style="list-style-type: none"> Listen to draw conclusions Listen to summarize Listen to infer meaning Infer the correct adjective Pronunciation <ul style="list-style-type: none"> Contractions with <u>'d</u> in spoken English 	Texts <ul style="list-style-type: none"> Case studies of poor purchasing decisions A book excerpt about antibiotics Factoids on famous inventions A photo story Skills/Strategies <ul style="list-style-type: none"> Find supporting details Understand from context 	Task <ul style="list-style-type: none"> Write an essay about the historical impact of an important invention or discovery WRITING BOOSTER <ul style="list-style-type: none"> Summary statements
<ul style="list-style-type: none"> Ask for permission when bringing up a topic that might be controversial Use <u>So . . .</u> to begin a question clarifying someone's statement Politely indicate unwillingness with <u>No offense, but . . .</u> Apologize for refusing with <u>I hope you don't mind</u> Use <u>How do you feel about . . .</u> to invite someone's opinion Offer an explanation for one's opinion. Use <u>Actually, . . .</u> to introduce a different point of view 	Listening Skills <ul style="list-style-type: none"> Infer a speaker's political and social beliefs Infer a speaker's point of view Listen to summarize Auditory discrimination Pronunciation <ul style="list-style-type: none"> Stress to emphasize meaning 	Texts <ul style="list-style-type: none"> A self-test of political literacy A textbook introduction to global problems A photo story Skills/Strategies <ul style="list-style-type: none"> Activate language from a text Critical thinking 	Task <ul style="list-style-type: none"> Write an essay presenting the two sides of a controversial issue WRITING BOOSTER <ul style="list-style-type: none"> Contrasting ideas
<ul style="list-style-type: none"> Show interest in someone's plans by asking follow-up questions Indicate possible intention with <u>I've been thinking about it</u> Qualify a positive response with <u>Sure, but . . .</u> Elaborate further information using <u>Well, . . .</u> Express gratitude for a warning 	Listening Skills <ul style="list-style-type: none"> Listen for main ideas Listen to summarize Listen for details Infer a speaker's point of view Pronunciation <ul style="list-style-type: none"> Voiced and voiceless <u>th</u> 	Texts <ul style="list-style-type: none"> Maps An online article about ways to curb global warming A photo story Skills/Strategies <ul style="list-style-type: none"> Interpret maps Understand from context Critical thinking Summarize 	Task <ul style="list-style-type: none"> Write a geographic description of your country, state, or province WRITING BOOSTER <ul style="list-style-type: none"> Organizing by spatial relations

Writing Booster page 146

Top Notch Pop Lyrics page 154

TO THE TEACHER

What is *Top Notch*? *Top Notch* is a four-level communicative course that prepares adults and young adults to interact successfully and confidently with both native and non-native speakers of English.



The goal of ***Top Notch*** is to make English unforgettable through:

- Multiple exposures to new language
- Numerous opportunities to practice it
- Deliberate and intensive recycling

The ***Top Notch*** course has two beginning levels—***Top Notch Fundamentals*** for true beginners and ***Top Notch 1*** for false beginners. ***Top Notch*** is benchmarked to the Global Scale of English and is tightly correlated to the Can-do Statements of the Common European Framework of Reference.

Each full level of ***Top Notch*** contains material for 60–90 hours of classroom instruction.

NEW This third edition of ***Top Notch*** includes these new features: Extra Grammar Exercises, digital full-color Vocabulary Flash Cards, Conversation Activator videos, and Pronunciation Coach videos.

Award-Winning Instructional Design*

Daily confirmation of progress

Each easy-to-follow two-page lesson begins with a clearly stated practical communication goal closely aligned to the Common European Framework's Can-do Statements. All activities are integrated with the goal, giving vocabulary and grammar meaning and purpose. *Now You Can* activities ensure that students achieve each goal and confirm their progress in every class session.

Explicit vocabulary and grammar

Clear captioned picture-dictionary illustrations with accompanying audio take the guesswork out of meaning and pronunciation. Grammar presentations containing both rules and examples clarify form, meaning, and use. The unique *Recycle this Language* feature continually puts known words and grammar in front of students' eyes as they communicate, to make sure language remains active.

High-frequency social language

Twenty memorable conversation models provide appealing natural social language that students can carry "in their pockets" for use in real life. Rigorous controlled and free discussion activities systematically stimulate recycling of social language, ensuring that it's not forgotten.

Linguistic and cultural fluency

Top Notch equips students to interact with people from different language backgrounds by including authentic accents on the audio. Conversation Models, Photo Stories, and cultural fluency activities prepare students for social interactions in English with people from unfamiliar cultures.

Active listening syllabus

All Vocabulary presentations, Pronunciation presentations, Conversation Models, Photo Stories, Listening Comprehension exercises, and Readings are recorded on the audio to help students develop good pronunciation, intonation, and auditory memory. In addition, approximately fifty carefully developed listening tasks at each level of ***Top Notch*** develop crucial listening comprehension skills such as listen for details, listen for main ideas, listen to activate vocabulary, listen to activate grammar, and listen to confirm information.

*We wish you and your students enjoyment
and success with ***Top Notch 3***.
We wrote it for you.*

Joan Saslow and Allen Ascher

* ***Top Notch*** is the recipient of the Association of Educational Publishers' *Distinguished Achievement Award*.



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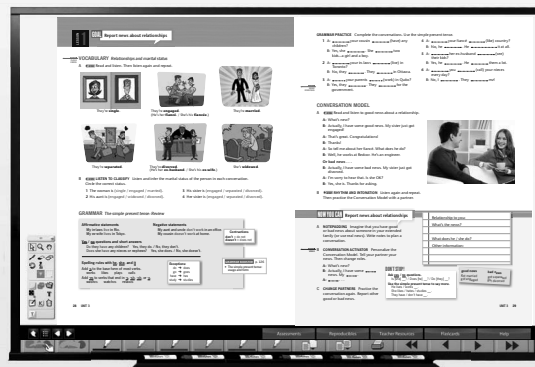
Maximize the impact of your **Top Notch** lessons. This digital tool provides an interactive classroom experience that can be used with or without an interactive whiteboard (IWB). It includes a full array of digital and printable features.

For class presentation . . .

-  **NEW** Conversation Activator videos: increase students' confidence in oral communication
-  **NEW** Pronunciation Coach videos: facilitate clear and fluent oral expression
-  **NEW** Extra Grammar Exercises: ensure mastery of grammar
-  **NEW** Digital Full-Color Vocabulary Flash Cards: accelerate retention of new vocabulary

PLUS

-  Clickable Audio: instant access to the complete classroom audio program
-  **Top Notch Pop Songs and Karaoke:** original songs for additional language practice



For planning . . .

- *A Methods Handbook* for a communicative classroom
- Detailed timed lesson plans for each two-page lesson
- Complete answer keys, audio scripts, and video scripts

For extra support . . .

- Hundreds of extra printable activities, with teaching notes
- *Top Notch Pop* language exercises

For assessment . . .

- Ready-made unit and review achievement tests with options to edit, add, or delete items.

Workbook

Lesson-by-lesson written exercises to accompany the Student's Book

Full-Course Placement Tests

Teacher's Edition and Lesson Planner

- Detailed interleaved lesson plans, language and culture notes, answer keys, and more
- Also accessible in digital form in the ActiveTeach

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Wells, *The War of the Worlds*, Atria Books, 2012, (short stories) Paul Negri, *Great Short Short Stories*, Dover Publications, 2005, (biographies) Donna Faulkner, *Mandela*, New Word City, Inc., 2014, (autobiographies) Nelson Mandela, *Long Walk to Freedom*, Abacus, 1995, (travel) Bill Bryson, *Notes from a Small Island*, William Morrow Paperbacks, 2001, (self-help) Eric R. 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USING YOUR *TOP NOTCH* TEACHER'S EDITION AND LESSON PLANNER

The **Teacher's Edition and Lesson Planner** provides detailed notes for planning and presenting your lessons, plus ideas for extending them. You will find additional support in *ActiveTeach*, a digital tool that goes hand in hand with the Teacher's Edition. *ActiveTeach* provides an interactive classroom experience with or without an interactive whiteboard (IWB).

The instructions here will guide you as you use the teaching suggestions in the Lesson Plans, and explain the printable and digital resources in *ActiveTeach*.

In addition, the authors recommend you consult the **Methods Handbook** for support in developing effective techniques for teaching in a communicative classroom and for teaching tips for achieving the best results with the *Top Notch* course.

Overview

Starting with Unit 1, each two-page lesson is designed for a period of 45 to 60 minutes. To plan a class of approximately 45 minutes, use the shorter estimated teaching times as a guide when a range is shown. To plan a class of at least 60 minutes, use the longer estimated times. Your actual teaching time may vary according to your students' needs, your program schedule, and your teaching style. Write your actual teaching time in the space provided for future reference.

Activities labeled *Option* include suggested teaching times that should be added to the lesson.

In addition, these optional digital activities referenced throughout this Teacher's Edition are available in *ActiveTeach* to enrich your lesson.

Vocabulary Flash Card Player

By clicking on the icon, you will have instant access to digital full-color vocabulary flash cards for dynamic presentation, practice, or review.

More Exercises

Additional exercises are provided for each grammar presentation and each reading. The Extra Grammar Exercises can be printed out and distributed as handouts. The Extra Reading Comprehension Exercises can also be presented in the classroom, to be done in class as an oral activity, or they can be printed out as handouts for written responses.

Conversation Activator Video

This extra speaking support is provided to encourage students to change, personalize, and extend the Conversation Models. This exciting video tool accompanies the Conversation Activator activities in each unit.

The Conversation Activator has two scenes. In Scene 1, actors demonstrate how to change and personalize the Conversation Model. In Scene 2, the actors extend their conversation, saying as much as they can.


Pronunciation Coach Video

This extra pronunciation support features a coach who models and expands the pronunciation topic. The video provides animated examples to further clarify the topic and offers further spoken practice.

Top Notch Pop Song Video and Karaoke Video

Designed to provide targeted practice of unit language and improve students' pronunciation, the *Top Notch Pop* songs are accessible in two video formats: first, with a vocalist, and then karaoke-style, without the vocalist. Both videos feature the song lyrics with a "bouncing ball," enabling students to sing or "rap" the songs. Both formats are also available in audio only by clicking the audio icons on the *Top Notch Pop* Lyrics page at the end of the Student's Book. *Top Notch Pop* song activities are available for each unit's song. The activities provide practice of the unit grammar and vocabulary in the songs as well as comprehension exercises of the lyrics. Access the activities from the "Top Notch Pop Songs" menu in *ActiveTeach*.

Open Printable extension activities and other resources in ActiveTeach

A multitude of additional activities and resources can be viewed and printed from the *ActiveTeach*. Throughout the Lesson Plan notes, the following printable extension activities and resources are referenced with the print icon  at the suggested point of use in the lesson: Conversation Activator Pair Work Cards, Conversation Activator Video Script, Speaking Activities, “Find Someone Who” Activities, Graphic Organizers, Inductive Grammar Charts, Learning Strategies, Pronunciation Activities, Writing Process Worksheets, Extra Grammar Exercises, Extra Reading Comprehension Exercises. Other available resources, listed at the end of each unit, include Unit Study Guides, Supplementary Pronunciation Lessons, “Just for Fun” Activities, and Oral Progress Assessment Charts.

Other Supplements

In addition to the digital and printable extras listed, *Top Notch 3* offers even more supplements. The **EXTRAS** icon throughout the Lesson Plan pages lists additional supplementary components and materials available to support the lesson or individual units.

Supplementary components include:














Workbook Lesson-by-lesson written exercises.

Assessment Ready-made unit and review achievement tests, with options to edit, add, or delete items.

Full Course Placement Tests Accurately place your students into *Top Notch*. Includes detailed instructions for administering the test, and guidelines for scoring and placement.

Student’s Book icons and ActiveTeach icons

The icons used in the Student’s Book and *ActiveTeach* are different. Here are the corresponding icons:

	Student’s Book icon	ActiveTeach icon
Vocabulary Flash Card Player		
Extra Grammar Exercises		
Extra Reading Comprehension Exercises		
Conversation Activator Video		
Pronunciation Coach Video		
Top Notch Pop Song Video and Karaoke Video	 	

Grammar Readiness

SELF-CHECK

The Grammar Readiness Self-Check is optional. Complete the exercises to confirm that you know this grammar previously taught in *Top Notch*.

QUANTIFIERS FOR INDEFINITE QUANTITIES AND AMOUNTS

A PRACTICE Circle the correct quantifiers.

- 1 There isn't (much) / many / some) milk in the fridge.
- 2 There are (much / (many) / any) beautiful figures in the Gold Museum.
- 3 We need to go shopping. We don't have (much) / many / some) shampoo for the trip.
- 4 She doesn't use (many / (a lot of) / some) toothpaste when she brushes her teeth.
- 5 I'm on a diet. I just want to have (much / any / (some)) soup for lunch.
- 6 There aren't (much / (many) / some) calories in a salad.

B USE THE GRAMMAR Complete each statement with real information. Use an affirmative or negative form of there is / there are and the quantifiers some, any, a lot of, many, or much. Answers will vary.

- 1 In my bathroom, right now, but
- 2 In my fridge, right now, but

THE REAL CONDITIONAL

A PRACTICE Complete the statements and questions with the simple present tense or the future with will.

- 1 If you call me tomorrow morning, I will give / I'll give you the information you need.
you / call I / give
- 2 Will the hotel gift shop be open if I arrive after 6:00 P.M.?
the hotel gift shop / be I / arrive
- 3 If you do not hurry / you don't hurry , the fitness center won't be / will not be open.
you / not / hurry the fitness center / not / be
- 4 Will we miss the express train if we arrive at the station after 4:00?
we / miss we / arrive
- 5 If you click on the scroll bar, the screen will move up and down.
you / click the screen / move

B USE THE GRAMMAR Complete each statement, using the real conditional. Answers will vary.

- 1 If I go on a trip to New York, I
- 2 I if it rains tomorrow.

THE UNREAL CONDITIONAL

A PRACTICE Choose the correct way to complete each unreal conditional sentence.

- 1 If you something in a store, would you pay for it?
a would break (b broke) c break
- 2 What if your computer crashed?
(a would you do) b were you doing c did you do

- 3 If I found someone's wallet in a restaurant, I the server.
 a would tell b will tell c told
- 4 I would go to Sam's Electronics if I to get a great deal on a new tablet.
 a would want b want c wanted
- 5 How if your husband got cosmetic surgery?
 a do you feel b would you feel c will you feel
- 6 If I to New York, I would go to the top of the Empire State Building.
 a go b went c would go

B USE THE GRAMMAR Complete these unreal conditional statements in your own words. Answers will vary.

- 1 If I had a lot of money,
- 2 I would stop studying English if

COMPARISON WITH AS . . . AS

A PRACTICE Combine each pair of statements, using comparisons with as . . . as and the adverb in parentheses.

- 1 London is exciting. Rome is exciting too.
 (just) London is just as exciting as Rome. / Rome is just as exciting as London.
- 2 The ceramic vase is beautiful. The glass vase is much more beautiful.
 (not / nearly) The ceramic vase is not nearly as beautiful as the glass vase.
- 3 I'm very rebellious. My sister is much more rebellious.
 (not / quite) I'm not quite as rebellious as my sister.
- 4 The Green Hotel is expensive. The Chelton Hotel is a little more expensive.
 (almost) The Green Hotel is almost as expensive as the Chelton Hotel.
- 5 The movie *Kill Bill* was violent. *War of the Worlds* was violent too.
 (just) The movie *Kill Bill* was just as violent as *War of the Worlds*. / The movie *War of the Worlds* was just as violent as *Kill Bill*.

B USE THE GRAMMAR Write statements with comparisons with as . . . as. Answers will vary.

- 1 Compare two people in your family.

- 2 Compare two products, such as cars or electronics.

GERUNDS AND INFINITIVES

A PRACTICE Complete the advice by choosing a gerund or infinitive form of each verb.

Are you an introvert? Are you afraid of (1 speaking / to speak) in front of a group of people? Are you tired of (2 worrying / to worry) about what other people think? Let me give you some tips for (3 changing / to change) how you feel. First of all, enjoy (4 being / to be) who you are. There's nothing wrong with (5 getting / to get) nervous in social situations. If you want (6 feeling / to feel) comfortable in those situations, you can learn how. Finally, learn (7 accepting / to accept) that you have unique strengths.

B USE THE GRAMMAR Complete each personal statement with a gerund or infinitive phrase. Answers will vary.

1 After I finish my English studies, I hope

2 I dislike, but I really don't mind

THE PASSIVE VOICE

A PRACTICE Change each sentence from active voice to passive voice. Use a by-phrase if it is important to mention who performs the action.

1 Gabriel García Márquez wrote *One Hundred Years of Solitude* in 1967.

One Hundred Years of Solitude was written by Gabriel García Márquez in 1967.....

2 People eat fried cheese balls for lunch or snacks.

Fried cheese balls are eaten for lunch or snacks.....

3 The Spanish artist Diego Velázquez painted *Las Meninas* in 1656.

Las Meninas was painted by the Spanish artist Diego Velázquez in 1656.....

4 People turn down the beds every night at the Gates Hotel.

The beds are turned down every night at the Gates Hotel.....

5 They grow mangos in many countries around the world.

Mangos are grown in many countries around the world.....

B USE THE GRAMMAR Write two facts about your city or country, using the passive voice. For example: *In my country, fish is usually served with rice.* Answers will vary.

1

2

THE PAST CONTINUOUS

A PRACTICE Complete the paragraph with the past continuous or the simple past tense.

I^{had}_{1 have} a problem yesterday. While I^{was looking up}_{2 look up} some information on the Internet, I^{found}_{3 find} a great website with some cool applications. So I^{decided}_{4 decide} to download one of

them. While I⁵ was doing do that, my computer⁶ crashed crash I⁷ tried try restarting, but nothing happened. While I⁸ was trying try to solve the problem, the phone⁹ rang ring It was my friend Mark. He¹⁰ said say that the website I found had a virus.

B USE THE GRAMMAR Complete the statements, using the past continuous or the simple past tense. *Answers will vary.*

- 1 While I was leaving home for class today,
- 2 Someone called me while

USE TO / USED TO

A PRACTICE Complete each sentence with the correct affirmative or negative form of use to or used to.

- 1 I (like)¹ didn't use to like to eat seafood, but now I do.
- 2 My school (be)² used to be near the mall, but it moved to another location.
- 3³ Did you (go)⁴ use to go to the beach a lot when you were a kid?
- 4 I (be)⁵ used to be kind of an introvert, but now I like being with lots of people.
- 5 There (be)⁶ didn't use to be so many hotels on Bliss Street, but now there are lots of them.

B USE THE GRAMMAR Complete the statements with real information. *Answers will vary.*

- 1 There didn't use to be in our city.
- 2 I used to when I was a kid.
- 3 I didn't use to like , but now I do.

THE PRESENT PERFECT

A PRACTICE Choose the present perfect or simple past tense verb phrase to complete each conversation.

- 1 **A:** I'm worried we're going to be late. Has Tom taken a shower yet?
B: No. Actually, he (hasn't gotten up) / didn't get up) yet!
- 2 **A:** Did you get Mr. Bland's message this morning?
B: Yes, I did. But I (didn't have / haven't had) time to respond yet.
- 3 **A:** Have you seen DiCaprio's new movie?
B: Actually, I (saw) / have seen) it last night. It wasn't great.
- 4 **A:** Have you stayed at the Greenvale Hotel before?
B: Not at the Greenvale. But I (stayed / 've stayed) at the Huntington next door twice.

B USE THE GRAMMAR Complete the statements about yourself. *Answers will vary.*

- 1 I haven't yet, but I'd like to.
- 2 I've more than three times.
- 3 I've since
- 4 I haven't for

UNIT

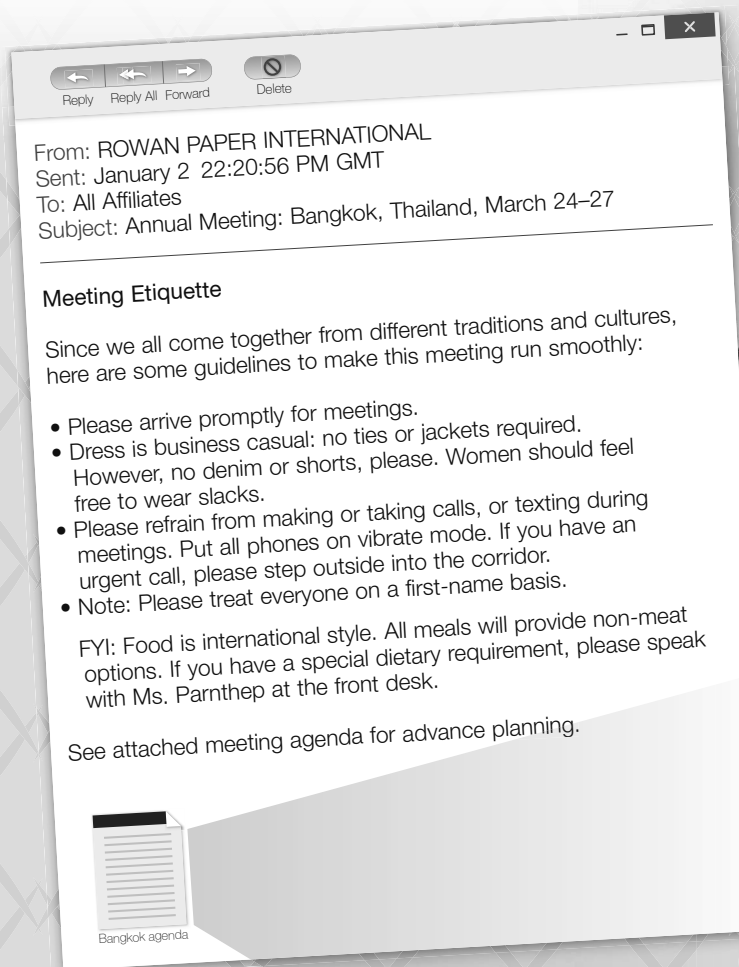
1

Make Small Talk

PREVIEW

COMMUNICATION GOALS

- 1 Make small talk.
- 2 Describe a busy schedule.
- 3 Develop your cultural awareness.
- 4 Discuss how culture changes over time.

ROWAN PAPER
INTERNATIONAL

Agenda-March 24

8:30	Breakfast buffet	Salon Bangkok
9:15	Welcome and opening remarks Philippe Martin, President and CEO	Ballroom
9:45	Fourth quarter results and discussion Angela de Groot, CFO	Ballroom
10:30	Coffee break	
11:00	International outlook and integrated marketing plans Sergio Montenegro	Ballroom
12:00	Luncheon	Gallery
2:00	Regional marketing plans	
	• U.S. and Canada Group	Salon A
	• Mexico and Central America Group	Salon B
	• Caribbean Group	Salon C
	• South America (Southern Cone and Andes) Group	Salon D
	• Brazil	Salon E

- A** Read and summarize the etiquette guidelines for an international business meeting. Write four statements beginning with Don't.
See page T2 for answers.
- B DISCUSSION** Why do you think Rowan Paper International feels it's necessary to tell participants about the meeting etiquette? What could happen if the company didn't clarify expectations?

Make Small Talk

PREVIEW

Before Exercise A, give students a few minutes of silent time to observe the e-mail and agenda.

- After students observe the e-mail, check comprehension of key information by asking *What is this e-mail about?* (Meeting etiquette.) Then ask:
Who is it addressed to? (Participants of an international business meeting.)
Where and when will the meeting take place? (In Thailand in March.)
Who has organized the meeting? (Rowan Paper International.)
- To personalize, ask students if they know anyone who has ever been to an international meeting. Encourage students to briefly talk about it by saying where and when the meeting took place.

A Read and summarize . . .

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- To model the activity, write the first guideline from the e-mail on the board: *Please arrive promptly for meetings*. Ask students if they know what the word *promptly* means. (On time.) Then have students restate the guideline starting with the word *Don't*. (Don't arrive late for meetings.)
- Tell students to choose any four guidelines and rewrite them with *Don't*. Encourage students to use information in the text to help them figure out the meaning of words they don't know. Students may need help with the following words: *affiliate* (A small company that is related or controlled by a larger one.); *run smoothly* (If an event runs smoothly, there are no problems to spoil it.); *refrain from [doing something]*. (To not do something that you want to do.)
- To review, have students compare statements with a partner. Then ask volunteers to say one of their statements aloud.

Answers for Exercise A

Answers will vary, but may include the following:

Don't be late for meetings.
 Don't wear denim or shorts.
 Don't make or take calls, or text during meetings.
 Don't have your phone on ring.
 Don't take calls in the meeting room.
 Don't use last names.

B Discussion

Suggested teaching time:	8–13 minutes	Your actual teaching time:	
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- Form groups of three. Encourage students to write two or three reasons why it is necessary to provide etiquette guidelines. (Possible answers: Because customs vary from country to country. Because levels of formality differ from country to country. Because what is appropriate in one culture might not be appropriate in another culture.)
- Ask several groups to say their reasons. Then write them on the board.
- To wrap up, have volunteers from different groups describe what could happen if a person didn't know a country's etiquette guidelines.

Option: (+10 minutes) To extend the activity, have students think of useful etiquette guidelines for an international meeting in their country. Form small groups. Ask different groups to report their ideas to the class. You may want to list a few on the board.

FYI: All recorded material is indicated with the following icon ▶ 1:02. CD track numbers for all recorded material appear in this icon. For example, 1:02 indicates that the recording is located on CD 1, track 2.

C ▶ 1:02 Photo story

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- As a warm-up, ask students to cover the conversations and look at the pictures. Have students predict answers to this question and write their answers on the board. *What are the people in the photos doing?* (Possible answers: Clapping, greeting each other, praying.)
- Ask students to answer the same question after they have read and listened. Then compare the answer with their predictions. (They are greeting each other.)
- Have students read and listen again. To check comprehension, ask:
 - Does Surat introduce himself first?* (No, Teresa introduces herself first.)
 - What does Teresa want to know?* (If Thais use their first names to address each other.)
 - When does Surat say it's OK to use first names?* (At company meetings held in English.)
- Tell students that the *wai* is the name of the gesture Thais use to greet each other. Point out that men and women say the greeting a bit differently. (See the *Language and culture* box.)
- Ask students to describe common formal and informal greetings in their country and greetings they are familiar with from other countries; for example, *In English-speaking countries people often shake hands in formal and informal situations. In Japan, people usually bow to each other in formal situations.*

ENGLISH FOR TODAY'S WORLD

The box at the top of this page, titled “English for Today’s World,” indicates that one or both of the speakers in the Photo Story is not a “native speaker” of English. Remind students that in today’s world, they must learn to understand both a variety of standard and regional spoken “native” accents as well as “non-native” accents, because most English speakers in the world are not native speakers of the language. Language backgrounds are also shown in the box so you can point them out to students.

FYI: The subtitle of the *Top Notch* series is *English for Today's World*. This is in recognition of the fact that English is a language for communication between people from a variety of language backgrounds.

Language and culture

FYI: Language and culture notes are provided to offer students enrichment or more information about language and/or culture. Their use is optional.

- Mm-hmm* is an informal way of saying *yes*.
- In Thailand, people greet each other with the *wai* (putting their hands together as in the photo), nodding slightly. A woman says *Sawatdee-Kaa* and a man says *Sawatdee-Khrab*. The *wai* hand position is also used when making an apology and when expressing thanks.

- You know what they say* is almost always used to introduce a common expression, proverb, or piece of information that the listener probably already knows.
- The quote, *When in Rome, do as the Romans do* is so universally known that just the first half of it is said.
- From the Longman Corpus:** Two people can *be on a first-name basis* or a person can *be on a first-name basis with [someone]*. Each has about the same level of frequency in American English.

D Think and explain

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Have students discuss the questions in pairs.
- If students need help with item 4, ask *What should you do in a foreign country—follow the local customs or do things the way you do them in your country?*

Answers for Exercise D

Answers will vary, but may include the following:

- He was surprised because she is Chilean, but greeted him with the *wai*. He asked her where she learned it.
- Because she knew Surat was from Thailand.
- She meant that Surat didn’t need to call her “Ms. Segovia.”
- It means when you are in a new place, you should follow the local customs.

SPEAKING

A Personalization

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Explain to students who checked the column *In some situations* that they need to identify the specific business or pleasure trip situations where they may want to be addressed differently.

Language and culture

- A nickname is a shorter version of your name. It can also be a silly name or an endearing name usually used by your friends or family.
- In English-speaking countries, the order for names is first name (also known as your *given name*), middle name, and then last name (also known as your *surname* or *family name*). In the U.S., people usually call each other by their first names. In business situations, someone will often introduce a colleague with his or her full name and title, but then use the person’s first name.

B Discussion

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Form groups of three. Ask students to share their opinions about each question. Point out that there are no correct or incorrect answers.

EXTRAS

Workbook

C ▶ 1:02 **PHOTO STORY** Read and listen to a conversation between two participants at the meeting in Bangkok.



Teresa: Allow me to introduce myself. I am Teresa Segovia from the Santiago office. *Sawatdee-Kaa*.

Surat: Where did you learn the *wai*? You're Chilean, aren't you?

Teresa: Yes, I am. But I have a friend in Chile from Thailand.



Surat: Well, *Sawatdee-Khrab*. Nice to meet you, Ms. Segovia. I'm Surat Leekpai.

Teresa: No need to be so formal. Please call me Terri.

Surat: And please call me Surat.

Teresa: OK. Surat, do you mind my asking you a question about that, though?

Surat: Not at all.



Teresa: Is it customary in Thailand for people to be on a first-name basis?

Surat: Well, at company meetings in English, always. In other situations, though, people tend to be a little more formal. It's probably best to watch what others do. You know what they say: "When in Rome . . ."

Teresa: Mm-hmm . . . , "do as the Romans do!"

*Thais greet each other with a gesture called the *wai* and by saying "*Sawatdee-Kaa*" (women) / "*Sawatdee-Khrab*" (men).

D THINK AND EXPLAIN Answer the questions. See page T3 for answers.

- 1 Why was Surat surprised about the way Teresa greeted him? How do you know he was surprised?
- 2 Why do you think Teresa decided to say "*Sawatdee-Kaa*"?
- 3 What did Teresa mean when she said, "No need to be so formal"?
- 4 What do you think the saying "When in Rome, do as the Romans do" means?

SPEAKING

A PERSONALIZATION If you took a business or pleasure trip to another country, how would you like to be addressed? Complete the chart. Then discuss and explain your reasons to a partner.

I'd like to be called . . .	Always	In some situations	Never
by my title and my family name.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
by my first name.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
by my nickname.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'd prefer to follow the local customs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B DISCUSSION Talk about the questions.

- 1 In your opinion, is it inappropriate for two people of very different status (such as a CEO and an assistant) to be on a first-name basis? Explain.
- 2 In general, when do you think people should use first names with each other? When should they use titles and last names? Explain your reasons.

CONVERSATION MODEL

- A** ▶ 1:03 Read and listen to two people meeting and making small talk.

A: Good morning. Beautiful day, isn't it?

B: It really is. By the way, I'm Kazuko Toshinaga.

A: I'm Jane Quitt. Nice to meet you.

B: Nice to meet you, too.

A: Do you mind if I call you Kazuko?

B: Absolutely not. Please do.

A: And please call me Jane.

▶ 1:05 **Asking about proper address**

Do you mind if I call you [Kazuko]?
Would it be rude to call you [Kazuko]?
What would you like to be called?
How do you prefer to be addressed?
Do you use Ms. or Mrs.?

- B** ▶ 1:04 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

**GRAMMAR** Tag questions: Use and form

Use tag questions to confirm information you already think is true or to encourage someone to make small talk with you.

It's a beautiful day, **isn't it?**

When the statement is affirmative, the tag is negative. When the statement is negative, the tag is affirmative. Use the same verb tense or modal in the tag question as in the main statement.

affirmative statements

You're Lee,	aren't you?
She speaks Thai,	doesn't she?
He's going to drive,	isn't he?
They'll be here later,	won't they?
There are a lot of rules,	aren't there?
There isn't any sugar,	is there?
You were there,	weren't you?
They left,	didn't they?
It's been a great day,	hasn't it?
Ann would like Quito,	wouldn't she?
They can hear me,	can't they?

negative statements

You're not Amy,	are you?
I don't know you,	do I?
We're not going to eat here,	are we?
It won't be long,	will it?
He wasn't driving,	was he?
We didn't know,	did we?
She hasn't been here long,	has she?
You wouldn't do that,	would you?
He can't speak Japanese,	can he?

Be careful!

Use **aren't I** for negative tag questions after **I am**.

I'm on time, **aren't I?** BUT I'm not late, **am I?**

Use **pronouns, not names or other nouns, in tag questions.**

Bangkok is in Thailand, **isn't it?**
NOT isn't Bangkok?

GRAMMAR BOOSTER p. 127

• Tag questions: short answers

- A FIND THE GRAMMAR** Find and underline a tag question in the Photo Story on page 3.

You're Chilean, **aren't you?**

- B GRAMMAR PRACTICE** Complete each statement with the correct tag question.

- | | |
|--|--|
| 1 Rob is your manager, isn't he ? | 7 The agenda can't be printed in the business center before 8:00 A.M., can it ? |
| 2 I turned off the projector, didn't I ? | 8 They were explaining the meeting etiquette, weren't they ? |
| 3 Tim is going to present next, isn't he ? | 9 She wants to be addressed by her first name, doesn't she ? |
| 4 She won't be at the meeting before 2:00, will she ? | 10 There was no one here from China, was there ? |
| 5 We haven't forgotten anything, have we ? | |
| 6 It was a great day, wasn't it ? | |

CONVERSATION MODEL

A ▶ 1:03 Read and listen . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- Talk about the weather to begin a conversation with someone you don't know.
- Use question tags to encourage someone to make small talk.
- Ask about how someone wants to be addressed.
- Answer a "Do you mind" question with "Absolutely not" to indicate agreement.
- Before students read and listen, have them look at the picture and ask *What gesture are the women using to greet each other?* (Shaking hands.)
- After students read and listen, check comprehension by asking *What are the women's first names?* (Kazuko and Jane.) *How do they prefer to be addressed—by their family names or first names?* (By their first names.)
- To introduce the topic of small talk, ask *How does Jane start the conversation?* (She says *Good morning* and talks about the weather.) Tell students that talking about the weather helps Jane engage in an informal conversation with a stranger. This is small talk.

Language and culture

- Appropriate topics for small talk vary from country to country. In many English-speaking countries, appropriate topics are the weather, the food you are eating, the place you are visiting, sports, popular movies, and music.

▶ 1:05 Asking about proper address

- Have students listen and then repeat the questions in the box. Tell students that the questions are transferable to other situations.

B ▶ 1:04 Rhythm and intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Have students repeat each line chorally. Make sure students:
 - use rising intonation for *isn't it?* and *Do you mind if I call you Kazuko?*
 - link the *t* and *y* in *meet you* to form *ch*.

GRAMMAR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- To focus students' attention, have them read the first explanation and study the example. Ask students to identify the tag question. (*Isn't it?*) Point out that a tag question comes after a statement.
- Direct attention to the second explanation and have students study the examples. Point out the tag questions in blue. Explain that the auxiliary or verb in the tag question is the same as the verb in the statement.

- Have students look at example 1 in both the affirmative column and the negative column. The verb *be* is used in the statement, so *be* is needed in the tag question. Have students look at example 2 in both columns. The verb in the statement is in the present tense, but it is not *be*, so the tag question needs the auxiliary *do*.
- Have students read the explanations in the *Be careful!* box. To check comprehension, write the following questions and have students complete the sentences:
I'm not going to pass this class, ___? aren't I? / am I?
Jane went shopping yesterday, ___? didn't Jane? / didn't she?

Language and culture

- In British English, it is possible to use an affirmative tag question after an affirmative statement to confirm information; for example, *You're here on business, are you?*
- **From the Longman Corpus:** It is common for many learners to get confused when forming tag questions with sentences using the possessive *your*; for example, *Your favorite sport is baseball, aren't you?* rather than *Your favorite sport is baseball, isn't it?*

Option: **GRAMMAR BOOSTER** (Teaching notes p. T127)

**Inductive Grammar Charts**

A Find the grammar

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- To clarify how to reply to tag questions, point out that when responding to a tag question, the listener should agree or disagree with the information in the statement, not in the tag question. To exemplify, address a student and say *You're [student's correct name], aren't you?* The student should say *Yes, I am*. Address another student and say *You're [student's incorrect name], aren't you?* The student should say *No, I'm not*.

Language and culture

- If a speaker asks a tag question someone agrees with, for example, *It's a great concert, isn't it?* the response can be *Yes, it (really) is. / Yes. / It sure (ly) is. / I agree*. If someone doesn't agree, it is polite to give an opinion or a reason why; for example, *Well, I think the music is too loud. / No, it really isn't. / I don't like this kind of music*.

B Grammar practice

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- To model the activity, complete the first item with the class. Clarify that the correct answer is *isn't he* by pointing out that the statement uses *is* in the affirmative form, so the tag question requires *is* in the negative form. Also, the pronoun *he* is needed, not the person's name (Rob) which should not be repeated.
- Encourage students to underline the verb in each statement before writing the tag questions.

**Extra Grammar Exercises**

PRONUNCIATION

A 1:06 Rising intonation . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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Pronunciation Coach Video

- First listening: Have students listen. To check understanding, ask *Does intonation rise or fall at the end of each question? (It rises.) Are the speakers sure about the answers to their questions? (No.)*
- Second listening: Stop at the end of each tag question and have students repeat. Make sure students use rising intonation.

B 1:07 Falling intonation . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- First listening: Have students listen and ask if they notice a difference in intonation. To check understanding, ask *Does intonation rise or fall at the end of each question? (It falls.) Does the speaker expect the listener to agree or disagree? (To agree.)*
- Second listening: Stop at the end of each question and have students repeat. Make sure students use falling intonation.

Option: (+3 minutes) To extend the activity, have students practice saying a question twice—first using rising intonation and then using falling intonation.

C Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To prepare students for the activity, you may want to read aloud a few examples from the grammar chart on page 4, using either rising or falling intonation, and then have students identify which kind of intonation you are using.

FYI: Reassure students that the difference is very subtle and if incorrectly intoned will not lead to a breakdown in communication. This pattern can be different from the pattern used by some speakers of British English.



Pronunciation Activities

NOW YOU CAN Make small talk

A Conversation activator

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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Conversation Activator Video

- **Note:** You can print the script or you can view a running transcript on the video player on the ActiveTeach. The script also appears on page 185 of this Teacher's Edition.
- To prepare students for the activity, have them read the Conversation Model on page 4 again. You may also want to have students listen to the model.

- Review the *Ideas for tag questions* in the box. Ask several students to provide new options for the words in brackets and to complete the tag questions. For example:

Great weather, isn't it?
Nice day, isn't it?
Great book, isn't it?
Delicious food, isn't it?
The food is really good, isn't it?

Option: (+3 minutes) Point out to students that in the first four examples, the subject and verb are only implied and unstated. To check understanding, ask students to restate the four examples, using full statements; for example, *The weather is awful, . . .* or *It's awful weather, . . .* etc.

DON'T STOP! Extend the conversation. Review the ideas in the box. Explain that these are tips for keeping the conversation going. Have students give examples of questions they could ask. You may want to write some of the questions on the board:

Are you from [Japan]?
You are [Japanese], aren't you?
Are you here on vacation / on business?
How do you like it here?
When did you start studying English?
You've taken English before, haven't you?

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students how the model has been changed by the actors.
- To model the activity, role-play and extend the conversation with a more confident student.
- Encourage students to use the correct rhythm and intonation and to continue their conversations by asking follow-up questions. Then tell students to change partners.



Conversation Activator Video Script; Conversation Activator Pair Work Cards; Learning Strategies

B Extension

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Review the written model with the class. Then read aloud the question in the speech balloon.
- Ask students to provide other possible tag questions; for example, *You grew up here, didn't you? You started studying English long ago, didn't you?*
- Tell students to write at least five or six facts about themselves and their families. Point out that they should include present and past information. Remind students that they will ask tag questions to confirm their partner's information.
- Encourage students to use falling intonation in their tag questions because they are confirming information they know.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 1, Activity 1

PRONUNCIATION *Intonation of tag questions*

A ▶ 1:06 Rising intonation usually indicates that the speaker is confirming the correctness of information. Read and listen. Then listen again and repeat.

- 1 People use first names here, *don't they?*
- 2 That meeting was great, *wasn't it?*
- 3 It's a beautiful day for a walk, *isn't it?*

B ▶ 1:07 Falling intonation usually indicates that the speaker expects the listener to agree. Read and listen. Then listen again and repeat.

- 1 People use first names here, *don't they?*
- 2 That meeting was great, *wasn't it?*
- 3 It's a beautiful day for a walk, *isn't it?*

C PAIR WORK. Take turns reading the examples of tag questions in the Grammar chart on page 4. Read each with both rising and falling intonation. Listen to tracks 1:06 and 1:07 to check your intonation.

NOW YOU CAN **Make small talk**

A CONVERSATION ACTIVATOR With a partner, personalize the Conversation Model to greet a classmate. Make small talk. Ask each other about how you would like to be addressed. Then change partners.

A: Good , isn't it?

B: It really is. By the way, I'm

A: I'm

DON'T STOP!

- Continue making small talk.
- Get to know your new classmates.
- Ask about families, jobs, travel, etc.

Ideas for tag questions

[Awful] weather, ...
Nice [afternoon], ...
Great [English class], ...
[Good] food, ...
The food is [terrible], ...



B EXTENSION Write your name and a few facts about yourself on a sheet of paper and put it on a table. Choose another classmate's paper, read it quickly, and put it back on the table. Then meet that person and confirm the information you read, using tag questions.

	Maria Carbone
	I grew up here, but my parents are from
	Italy. I started studying English when I was
	in primary school.



Maria, hi! I'm Deborah.
Your parents are from Italy,
aren't they?



GRAMMAR *The past perfect: Statements*

Use the past perfect to describe an action that occurred before a specific time in the past. Look at the timeline to see the order of the actions. Form the past perfect with **had** + a past participle.

11:00 12:00

 The meeting ended at 11:00. We arrived. = The meeting **had ended** before we arrived.

Time markers **by**, **already**, and **yet** are often used with the past perfect.

By four o'clock the tour **had begun**.

They **had already eaten** when their friends called.

When the flight took off, the storm **hadn't started yet** (OR **hadn't yet started**).

Use the past perfect with the simple past tense or the past of **be** to clarify which of two past actions occurred first.

The meeting **had begun** late, so we **didn't have** lunch until 2:00.

(First the meeting began; then we had lunch.)

By the time the tour **was over**, Ann **had already met** Kazuko.

(First Ann and Kazuko met; then the tour was over.)

Note: In informal speech, you can use the simple past instead of the past perfect when the words **by**, **before**, and **after** make the order of events clear.

By April he **started** his new job.

Before I got married, I **studied**

marketing.

After she **made** the presentation, they promoted her.

GRAMMAR BOOSTER p. 128

- Verb usage: present and past (overview)

A GRAMMAR PRACTICE Choose the correct meaning for each statement.

1 "Before they decided to have the meeting in Bangkok, I had already decided to take my vacation there."

☐ First they decided to have the meeting in Bangkok. Then I decided to take my vacation there.

☒ First I decided to take my vacation in Bangkok. Then they decided to have the meeting there.

2 "By the time she got to the meeting, she had already reviewed the agenda."

☒ First she reviewed the agenda. Then she got to the meeting.

☐ First she got to the meeting. Then she reviewed the agenda.

3 "They had already asked us to turn off our cell phones when the CEO began her presentation."

☒ First they asked us to turn off our cell phones. Then the CEO began her presentation.

☐ First the CEO began her presentation. Then they asked us to turn off our cell phones.

B It's now 7:00 P.M. Read Meg's to-do list and complete the statements, using the past perfect, **already**, and **yet**.

Accept answers with or without contractions (unless specified in the directions.)

1 At 8:30 Meg had already dropped off her laundry, but she hadn't yet taken the cat to her mom's house.

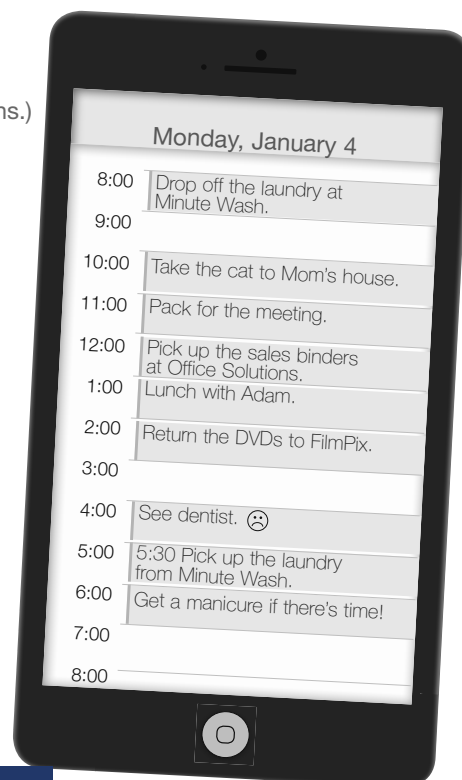
2 By 10:45 she had already taken the cat to her mom's house, but she hadn't yet packed for the meeting.

3 By 12:15 she had already picked up the sales binders at Office Solutions, but she hadn't yet had / eaten lunch with Adam.

4 At 1:30 she had already had / eaten lunch with Adam, but she hadn't yet returned the DVDs to FilmPix.

5 By 2:15 she had already returned the DVDs to FilmPix, but she hadn't yet seen the dentist.

6 At 5:55 she had already seen the dentist, but she hadn't yet gotten a manicure.



CONVERSATION MODEL

A ▶ 1:08 Read and listen . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- Say “That was nothing!” to indicate that something even more surprising happened.
- Use “Wow!” to indicate that you are impressed.

- After students read and listen, check comprehension and reinforce the past perfect by asking *What had the man already done before 9:00?* (He had already taken the placement test, registered for class, and bought his books.) *What else had he done before 1:00?* (He had been across town for a meeting and arrived back at school for class.) *Had he eaten lunch when he got to class?* (No, he hadn’t.)

▶ 1:10 Intensifiers

- Have students listen, study, and then repeat the *Intensifiers* in the box.
- To practice, ask several students *So how was your day?* Encourage them to answer with an intensifier and the word *busy* or an adjective of their choice. (Possible answers: Incredibly long. Really interesting. So tiring. Pretty boring.)
- Point out that Speaker A shows interest in Speaker B by asking questions and making relevant comments. Ask students to find examples in the conversation. (Possible answers: So how was your day? That’s a lot to do before 9:00! What did you do about lunch? I’ll bet you’re pretty hungry by now!)
- Tell students they can do the same when they engage in real conversations to show interest and friendliness.

Language and culture

- *Yet* can come between *had not* and the past participle or at the end of the statement, as it appears in the Conversation Model *I hadn’t eaten yet*.

B ▶ 1:09 Rhythm and intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure students:
 - use falling intonation for *So how was your day?*
 - put extra stress on *Unbelievably* and *busy*.
 - use falling intonation for *What did you do about lunch?*

NOW YOU CAN Describe a busy schedule

A Conversation activator

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
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Conversation Activator Video

- *Note:* You can print the script or you can view a running transcript on the video player on the ActiveTeach. The script also appears on page 185 of this Teacher’s Edition.
- Remind students they should use the past perfect to express what they had already done by a particular time.
- Be sure to reinforce the use of the conversation strategies. Remind students to show enthusiasm when saying “Wow!” to indicate that they are impressed.

DON’T STOP! Extend the conversation. Review the ideas in the box. Explain that these are tips for keeping the conversation going. Have students write three questions to ask. For example:

Did you get there by bus?
How did the meeting go?
Were you able to find a parking space?

- To model the activity, role-play and extend the conversation with a more confident student.
- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students how the model has been changed by the actors.

Conversation Activator Video Script; Conversation Activator Pair Work Cards

B Change partners

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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- Encourage students to play a different role.
- Remind students to use other times and activities. To add variety to the exercise, ask students to be creative and talk about an imaginary day.

EXTRAS

Workbook or MyEnglishLab

Speaking Activities: Unit 1, Activity 2

CONVERSATION MODEL

A ▶ 1:08 Read and listen to someone describing a busy schedule.

A: So how was your day?

B: Unbelievably busy. By 9:00 I had taken the placement test, registered for class, and bought my books.

A: That's a lot to do before 9:00!

B: That was nothing! At 10:00, I had a meeting across town, but by 1:00 I had already arrived back at school for my class.

A: What did you do about lunch?

B: Well, when I got to class, I hadn't eaten yet, so I just got a snack.

A: Wow! I'll bet you're pretty hungry now!

▶ 1:10 Intensifiers

unbelievably

incredibly

really

so

pretty



B ▶ 1:09 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

NOW YOU CAN Describe a busy schedule

DIGITAL VIDEO

A **CONVERSATION ACTIVATOR** With a partner, change the Conversation Model to describe a busy day, morning, afternoon, evening, week, or any other period of time in the past. Use the past perfect. Then change roles.

A: So how was your ?

B: busy. By I

A: That's a lot to do before !

B: That was nothing!

A: What did you do about ?

B: Well,

A: Wow! I'll bet you !

DON'T STOP!

- Ask more questions about your partner's activities.
- Provide more details about the activities.

B **CHANGE PARTNERS** Practice the conversation again. Ask other classmates to describe their busy schedules.



BEFORE YOU LISTEN

DIGITAL
FLASH
CARDSA ► 1:11 VOCABULARY • *Manners and etiquette* Read and listen. Then listen again and repeat.**etiquette** rules for polite behavior in society or in a particular group**cultural literacy** knowing about and respecting the culture of others**table manners** rules for polite behavior when eating with other people**punctuality** the habit of being on time**impolite** not polite, rude**offensive** extremely rude or impolite**customary** usual or traditional in a particular culture**taboo** not allowed because of very strong cultural or religious rules

B Complete each sentence with the correct word or phrase from the Vocabulary.

- 1 It's (taboo) / impolite) to eat pork in some religions. No one would ever do it.
- 2 Many people believe that (cultural literacy / (punctuality)) is important and that being late is impolite.
- 3 In some cultures, it's (offensive) / customary) to take pictures of people without permission, so few people do that.
- 4 Some people think that talking with a mouth full of food is an example of bad (cultural literacy / (table manners)).
- 5 In some cultures, it's (customary) / offensive) to name children after a living relative, and most people observe that tradition.
- 6 Each culture has rules of (cultural literacy / (etiquette)) that are important for visitors to that country to know.
- 7 In more conservative cultures, it's slightly (impolite) / taboo) to call someone by his or her first name without being invited to, but it isn't truly offensive.
- 8 The most successful global travelers today have developed their (punctuality / (cultural literacy)) so they are aware of differences in etiquette from culture to culture.



C DISCUSSION Discuss your opinions, using the Vocabulary.

- 1 What are some good ways to teach children etiquette? Give examples.
- 2 Do you know of any differences in etiquette between your culture and others? Give examples.
- 3 Why are table manners important in almost all cultures? How would people behave if there were no rules?

LISTENING COMPREHENSION

A ► 1:12 LISTEN FOR MAIN IDEAS Look at the subjects on the chart. Listen to three calls from a radio show. Check the subjects that are discussed during each call.

B ► 1:13 LISTEN TO SUMMARIZE Listen again. On a separate sheet of paper, take notes about the calls. Then, with a partner, write a summary of each call. Use the Vocabulary.

Subjects	1 Arturo / Jettrin	2 Hiroko / Nadia	3 Javier / Sujeet
table manners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
greetings	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dress and clothing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
male / female behavior	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
taboos	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
offensive behavior	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

BEFORE YOU LISTEN

A ▶ 1:11 Vocabulary

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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V Vocabulary Flash Card Player

- Point out the photographs of the fork and chopstick on page 9. Ask students *In what countries do people eat with a fork, a hand, or chopsticks?* (Possible answers: fork—Canada, Italy, Argentina; hand—India, Nepal, Ethiopia; chopsticks—China, Japan, Korea, Thailand.)
- To check comprehension, ask the following questions and encourage students to give examples.
 - What are some basic rules of etiquette in this country?*
 - Is punctuality considered important here?*
 - What is considered offensive in this country?*
 - Are handshakes customary here?*

Language and culture

- From the Longman Corpus: *Impolite* is more commonly used in the phrase *impolite to [do something]* than *impolite to [someone]*. However, it is more common to say *offensive to [someone]* than *offensive to [do something]*.

Learning Strategies

B Complete each sentence . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Complete the first item with the class. Then have students compare answers with a partner.

C Discussion

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Form small groups. Encourage students to take notes as they discuss each question and to use as many of the vocabulary words as they can.
- Ask a few groups to answer each question.

LISTENING COMPREHENSION

A ▶ 1:12 Listen for main ideas

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- To familiarize students with the format and purpose of the radio show, first have them listen to the radio announcer introducing the show and the guests. Ask students to listen for the answers to these questions: *How many guests are there in the studio?* (Three.) *Where are they from?* (Thailand, Dubai, and Nepal.) If there is a map in the room, point out the countries.
- Then have students listen to Call 1 and check the boxes in the first column of the chart. Ask them to compare answers with a partner.

- Review the answers with the class. Then have students listen to Calls 2 and 3.

FYI: You may want to tell students there is one distracter—one item on the list of subjects that is not talked about in any conversation. (Punctuality.)

AUDIOSCRIPT

CALL 1 ARTURO AND JETTRIN [F1 = British English, M1 = Thai, F2 = Arabic, M2 = Indian, M3 = Spanish]

- F1:** Good morning, world. This is Millicent McKay in Brussels with today's worldwide Cultural Literacy Update. If you're new to the program, here's the format: In the studio three people take your phone calls and answer your questions about etiquette in their countries. Today's guests are Jettrin from Thailand, Nadia from Dubai in the United Arab Emirates, and Sujeet from Nepal. We're all first-name here, so let me welcome Jettrin, Nadia, and Sujeet.
- M1:** Sawatdee Khrab, Millicent. Good morning! I'm Jettrin from Thailand.
- F2:** Hello. It's nice to be with you. I'm Nadia from Dubai.
- M2:** And good morning, Millicent, Jettrin, and Nadia. Sujeet here from Nepal.
- F1:** OK. Let's get started. I see our first caller is on the line. Hello, Arturo from Montevideo. You're on the air.
- M3:** Good morning—actually, good evening. It's 10:30 at night here in Montevideo. But here's my question: I'm traveling on business to Thailand next month, and I'll be working with Thai business managers from my company. What should I know?
- M1:** Hello, Arturo. Jettrin here. Just a couple of things: First, a taboo: —Don't touch anyone's head, not even a child's.
- M3:** Hmm? Well, I don't ordinarily touch people's heads, but if you don't mind my asking, what's wrong with touching someone's head?
- M1:** Well, we believe the head is where the person's soul lives. So it's very disrespectful and offensive to touch a person's head.

AUDIOSCRIPT continues on page T9.

B ▶ 1:13 Listen to summarize

Suggested teaching time:	12–14 minutes	Your actual teaching time:	
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- To help students focus on key information as they listen, write the following questions on the board:
 - Where is Jettrin from? What two taboos does he talk about? What does he say about the wai?*
 - Where is Nadia from? What does she say about clothing and taking pictures?*
 - Where is Sujeet from? What are some taboos and behaviors to know about when in Nepal?*
- Have students listen for the answers to the questions and take notes about them. (1. Thailand. Visitors should not touch people's heads or show the bottom of their feet. Thais appreciate it when foreigners do the *wai*, even if they don't do it right. 2. Dubai / The United Arab Emirates. Visitors should dress modestly. They should not take pictures of Muslim women, and they need to ask a man for permission to take his picture. 3. Nepal. People eat with their right hands; visitors can use a fork. People from Nepal don't eat beef. When visiting a temple, visitors should ask if they are allowed to enter, take off their shoes or wear open sandals, and ask before using a camera. They should not take leather things near a temple.)

Learning Strategies

NOW YOU CAN Develop your cultural awareness

A Frame your ideas

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Encourage students to write brief notes for each item on the notepad.

B Discussion

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- As students share their answers, encourage them to use the Vocabulary whenever possible; for example, *In our culture it's customary to shake hands.*
- Identify the items students did not agree on with a check mark or other symbol. Encourage a friendly discussion.

C Group work

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- To prepare students for the activity, review the speech balloons with the class.
- Remind students to use language that they learned in Lesson 1; for example, making small talk, using tag questions, and ways to meet and greet people.
- To model the activity, role-play a conversation with a more confident student.
- Encourage students to keep the conversation going by asking questions or making relevant comments about what is customary in their cultures; for example, *In this country, the woman should extend her hand first.*
- To review, ask a few groups to role-play one of their conversations to the class.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 1, Activity 3

AUDIOSCRIPT Continued from page T8 (A Listen for main ideas)

M3: Any other tips?

M1: Well, when you are seated, be sure not to cross your legs in such a way that others can see the bottom of your foot.

M3: Actually, I knew that. But don't worry. It's good to be reminded. I do have one more specific question before I hang up.

M1: Sure. What's that?

M3: In Uruguay it's customary to shake hands, and I know Thai people greet each other with the *wai*. Will it seem impolite for a foreigner to do the *wai*?—and what happens if I don't do it right? Will that be offensive?

M1: Absolutely not! Just put the palms of your hands together on your chest and bow slightly. Say "Sawatdee— khrab." For the women listening, you say "Sawatdee kaa." You will warm our hearts with that. Don't worry if you don't do it exactly the way Thais do it. And don't worry about the pronunciation. Have a wonderful trip to Thailand. Try to do some sightseeing. And taste our wonderful food!

M3: Thanks so much.

F1: Thank YOU, Jettrin and Arturo, for a good lesson in cultural literacy. Let's take a break and then another call.

CALL 2 HIROKO AND NADIA [F3 = Japanese]

F1: Welcome back, listeners. This is Millicent McKay with a worldwide town meeting, answering all your questions about do's and taboos around the world. Let's say hello to Hiroko from Osaka, Japan. Hiroko, you're on the air.

F3: Thank you, Millicent. My husband and I are going to Dubai. He's a banker and has business there, but I'm going with him as a tourist. I'm very interested in all kinds of culture, and I understand Dubai is very different from Japan. I have three questions.

F2: Hello, Hiroko. Nadia on the line.

F3: Thanks, Nadia. If I'm alone, can I walk on the street or drive a car? When we went to Saudi Arabia, women were not permitted to go out alone or drive.

F2: Absolutely. As a woman traveler, you will have no difficulty getting around, even if you are alone. You can drive, and as long as you dress modestly, you can wear whatever you like.

F3: Second question: I don't speak any Arabic.

F2: Again, no problem. As you know, Arabic is the official language of Dubai, but English is commonly used in tourism and commerce.

F3: You speak very good English, Nadia. Where did you learn it?

F2: I actually am an English teacher. I learned my English in the United States, at the University of Wisconsin.

F3: And my last question: I'm an amateur photographer. Will I be able to take pictures in Dubai?

F2: Well, yes, but you should know that it is considered offensive to take pictures of Muslim women here.

F3: Oh. I'm glad I asked. What about pictures of men?

F2: Well, yes, just be sure to ask permission.

F3: I don't know how to thank you. I'm really looking forward to the trip!

F1: We'll be right back with our final call.

CALL 3 JAVIER AND SUJEET [M4 = Spanish]

F1: I think we have time for one more caller. Javier from Mexico City! Welcome to the show. How can we help you?

M4: I'm going to Nepal next month on an international trek. I will be staying with a Nepalese family for a weekend, and I want to be sure I don't offend anyone. Mexico is very different from Nepal.

F1: Well . . . let's ask Sujeeet to comment.

M2: Hi, Javier. Let's talk about table manners. First of all, Nepalese don't usually use spoons, forks, or knives.

M4: No? So how do the people eat? How will I eat?

M2: Well, your hosts will eat with their right hand, never the left hand. But I'm sure they'll provide you with spoons and forks. If they are welcoming foreigners into their home, they'll want you to be comfortable. But remember one important taboo: Beef is strictly forbidden as a food in both Hindu and Buddhist homes. Our typical food, however, is wonderful and very flavorful and healthy.

M4: That's great, because I'm Mexican, and we have great food in Mexico, too. I love good food when I travel. Sujeeet, I'm very interested in culture, but I don't know much about Hinduism and Buddhism. What can you tell me?

M2: Well, if you visit a Hindu temple or a Buddhist shrine, you must remove your shoes. Or, if you prefer, you can wear open sandals. Check first; in some Hindu temples, non-Hindus can't enter. And, very important, don't take leather things near the temple. And if you want to take a picture, be sure to ask before using your camera.

M4: Thanks so much. I feel very prepared now.

M2: My pleasure.

F1: Well, that's all we have time for today. Until next time, this is Millicent McKay in Brussels, reminding you that in today's world, cultural literacy is an essential survival skill.

NOW YOU CAN Develop your cultural awareness

A FRAME YOUR IDEAS With a partner, look at the questions about your culture on the notepad. Discuss each question and write answers.

How do people greet each other when they meet for the first time?

How do they greet each other when they already know each other?

Are greeting customs different for men and women? How?

When and how do you address people formally?

When and how do you address people informally?

What are some do's and don'ts for table manners?

Are certain foods or beverages taboo?

What are some taboo conversation topics?

What are the customs about punctuality?

What is a customary gift to bring on a visit to someone's home?

Are there any gift taboos (kinds of flowers, etc.)?

Are there places where certain clothes would be inappropriate?

Is there an important aspect of your culture that's not on this list?

Some people eat with chopsticks, and some eat with a spoon, a fork, and a knife.

C GROUP WORK Role-play a conversation with a visitor to your country. Tell the visitor about your culture. Use the answers to the questions on the notepad.

“ It's bad table manners to pick up a soup bowl and drink soup from it. You have to use a spoon. ”

“ It's not customary for a man to extend his hand to shake hands with a woman. He should wait for the woman to do that. ”

B DISCUSSION Combine classmates' notes on the board for the class to share. Does everyone agree? Discuss your differences of opinion.

BEFORE YOU READ

APPLY PRIOR KNOWLEDGE In what ways do you think table manners have changed since the days when your grandparents were children?

READING ▶ 1:14

Global Culture

www.globalculture/profiles_places/interviews

Global Culture

Radio Archive Favorites About Us Store FAQ

GC: Today, Global Culture is interviewing Eugenia Hartley of Jackson, Mississippi, in the U.S. about changes to culture. Ms. Hartley, culture has changed a bit since you were growing up in the forties, hasn't it?

Hartley: Oh, definitely, and maybe more so for me than for others because Jackson is in the South, which was pretty socially conservative when I was a young girl.

GC: Please tell us about some of the changes you have personally experienced.

Hartley: My heavens! Well, the new South is so different from the old South in a lot of good ways, as everyone knows. But since you ask me personally, it would probably be technology, the way young people talk to their elders, table manners . . .

GC: OK. How have those things changed?

Hartley: Well, for example, when I was growing up, the family dinner hour was the one time in the day when the family sat down together, and it was a special time. Today, that's changed. In many families, there is no dinner hour. Kids eat snacks or fast food all day, moms are out in the workforce and don't have time to make a proper meal, and there are so many activities that it seems like no one has time. In my day, children were more respectful and quiet at the table—we spoke when we were spoken to, we didn't put our elbows on the table, and we dressed nicely. No one came to the dinner table in shorts or jeans the way they do today.

GC: That is different, isn't it? You mentioned technology. How has that changed?

Hartley: How hasn't it changed! Well, today, I see boys and girls staring at screens for hours. I didn't see a television until I was sixteen. Very few people had one. And when I finally saw one, watching it was always a family occasion. I wasn't allowed to watch it on my own. The whole family gathered to watch sports or news. Oh. And the Internet didn't exist! If I wanted to get some information, I went to the library and found a book, or I asked someone. I guess it's easier to study now, but back then we had to be a bit more social and go outside and talk to people. But we couldn't be out too late! I had a curfew, and if I wasn't home by 11:00 I was grounded – for at least a month.

GC: And you mentioned the way young people addressed their elders. How has that changed?

Hartley: Well, today you hear teens, even children, calling adults by their first names. We had to address adults as "sir" or "ma'am." And we always used Mr. and Mrs. I suppose that sounds a little old-fashioned today, doesn't it?

GC: Maybe so! Thanks so much, Ms. Hartley, for an interesting interview.



Eugenia Hartley



Mississippi is in the southern U.S.

A DRAW CONCLUSIONS Answer the questions, based on the Reading. Explain the reasoning behind each of your answers. See page T10 for answers.

- 1 How old do you estimate Ms. Hartley to be today?
- 2 Does Ms. Hartley prefer the culture of the past or the culture of the present?
- 3 What is Ms. Hartley's opinion of the change in the role of mothers?
- 4 Does Ms. Hartley approve of the differences in child and teen behavior that have taken place?

BEFORE YOU READ

Apply prior knowledge

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- To prompt students, ask the following questions and have selected students answer them:
Which meal did the family always sit down together for?
Who always fixed the meals?
Could children speak whenever they wanted when sitting at a table with adults?
Was there a dress code for meals?
- Write students' ideas on the board (Possible answers: Dinner. The mother. No, children had to be spoken to first. Nice, clean clothes were required.)
- Ask students what other kinds of cultural changes their grandparents have seen in their lifetime. Write their ideas on the board.

1:14 READING

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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- To help students focus on the Reading, ask them to look for interesting information. It can be something they consider funny, strange, unusual, surprising, etc.
- After students read, have volunteers share information that interested them. Encourage them to explain why.
- To wrap up, have students compare their ideas on the board with the information in the article. Were their ideas the same?

Learning Strategies

A Draw conclusions

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Tell students to scan the article to find the answers to the questions. You may want to ask students to underline relevant information.
- Have students compare answers with a partner. Then review with the class.

Language and culture

- Ms. Hartley speaks about the old South and the new South and how culture has changed. She limits her remarks to her personal experiences and doesn't touch on the subject of racial segregation, which was a significant part of the past.

Option: (+10 minutes) For a different approach, draw the following chart on the board (without the answers) or print out this graphic organizer for each student. Ask students to read the statements and then have them quickly read the article to decide if they are true or false. Correct the false statements. (The blue text in the chart represents examples of possible answers.)

Statements	True	False	Corrections
"The forties" refers to the 1940s.	X		
Ms. Hartley's upbringing was liberal.		X	<i>Ms. Hartley's upbringing was traditional / strict.</i>
The family enforced table manners and etiquette for interacting with adults.	X		
Ms. Hartley's parents believed in disciplining their children if they broke rules.	X		
Ms. Hartley didn't watch television as a teenager.		X	<i>Ms. Hartley watched television as a teenager.</i>
The interviewer doesn't think Ms. Hartley sounds a little old-fashioned.		X	<i>The interviewer agrees that Ms. Hartley sounds a little old-fashioned.</i>

Graphic Organizers

Answers for Exercise A

Answers will vary, but may include the following:

- In her 80s.
- The present. She says the present is different "in a lot of good ways."
- She thinks it's unfortunate that "they don't have time to make a proper meal."
- No. She wishes that families still sat down together for meals, and that kids didn't eat so many snacks and so much fast food. She implies that children don't follow table etiquette anymore. She thinks boys and girls spend too much time staring at screens. She also doesn't like how children and teens call adults by their first names.

B Understand from context

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- After students have found the words in the Reading, ask volunteers to read aloud the sentences in which the words were found.
- Elicit synonyms for each word and write students' ideas on the board. Have students plug the synonyms into the original sentence to determine if the synonyms make sense. Students can use the synonyms to write their definitions.
- After students have written definitions, ask students to share their definitions with the class. (Possible answers: *Elders*: people who are older than you. *Workforce*: all the people in a country who work. *Technology*: televisions, phones, and all electronic devices and software. *Curfew*: the time when a child must be home in the evening. *Grounded*: not allowed to go out as a punishment for doing something wrong.)
- Ask volunteers to make a new sentence with each word.



Extra Reading Comprehension Exercises

NOW YOU CAN Discuss how culture changes over time

A Frame your ideas

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Direct attention to *Are you a dinosaur . . .* on the right and have students read it.
- To check comprehension, ask *Why do you think the dinosaur is used to describe someone who doesn't like change?* (Because it's an animal that no longer exists because it couldn't adapt to change.) *Why is the chameleon used to describe someone who adapts to change?* (Because this animal can change its color to match the colors around it to survive.)
- Tell students to fill in the survey, count the number of yes answers, and then find the information that describes how they feel about change.

Option: (+5 minutes) Form small groups. To challenge students, write on the board: *Do you feel the description is true? Not true? Why?* Elicit students' opinions of the results of their survey. Have them compare which description—dinosaur or chameleon—their scores earned and discuss the questions on the board.

Language and culture

- The expression *If it isn't broken, don't fix it!* means if something is working OK, then don't change anything. Often the slang version is used: *If it ain't broke, don't fix it!*
- The expression *Easy does it!* is usually used to tell someone to slow down and/or be careful.
- The expression *Out with the old, in with the new!* means someone looks forward to and makes changes easily.

B Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To help students prepare for the activity, review the speech balloon with the class.
- Remind students that they should give examples to support why they think each of the cultural items has changed a little or a lot; for example, *I think table manners have changed a lot. Young people don't seem to have any.*
- Remind students to use the past perfect if they can; for example, *When my grandmother was young, women didn't work outside the home. By the time my mother was my age, women had already started working at certain types of jobs. Now women do a lot of different jobs.*

C Discussion

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Have pairs of students combine to form groups of four.
- Point out the Recycle box and review the expressions. You may want to have students repeat them before starting the discussion.
- Encourage students to give examples and to ask each other follow-up questions.
- To wrap up, ask a few groups to say if they agreed with each other or not and to explain why.

Text-mining: Have students share their Text-mining examples and use them to create new statements with a partner. *For example:

[] is very conservative. [] is an example of a
I [] snacks. double standard.
She didn't have time to My school has strict [].
prepare proper []. [] are old-fashioned.

*Follow the same procedure with students' Text-mining examples in other units.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 1, Activity 4; "Find Someone Who . . ." Activity

- B UNDERSTAND FROM CONTEXT** Find and underline each of the following words in the Reading. Then use your understanding of the words to write definitions.

elders

workforce

technology

curfew

grounded


DIGITAL
MORE
EXERCISES

NOW YOU CAN Discuss how culture changes over time

- A FRAME YOUR IDEAS** Think about how culture has changed since your parents or grandparents were your age. If necessary, ask your parents or grandparents for information. Complete the survey.

Culture Survey	have changed a little	have changed a lot	Is the change for the better?	
			YES	NO
1. Table manners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Musical tastes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Clothing customs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Rules about formal behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Rules about punctuality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Forms of address	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Male / female roles in the workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Male / female roles in the home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
			Total YES answers: ____	

Are you a dinosaur or a chameleon?



How many times did you check YES in the third column?

0-3 = Definitely a dinosaur.
You prefer to stick with tradition. Your motto: "If it isn't broken, don't fix it!"

4-6 = A little of both. You're willing to adapt to change, but not too fast.
Your motto: "Easy does it!"

7-9 = Definitely a chameleon.
You adapt to change easily. Your motto: "Out with the old, in with the new!"

- B PAIR WORK** Compare and discuss your answers. Provide specific examples of changes for each answer. Use the past perfect if you can.

- C DISCUSSION** Talk about how culture has changed. Include these topics in your discussion:

- Which changes do you think are good? Which changes are not good? Explain your reasons.
- How do you think older people feel about these changes?
- Do you think men and women differ in their feelings about cultural change? If so, how?

“ I think clothing customs have become less strict. My mother wore a uniform to school. But by the time I started school, girls had stopped wearing them. Now girls can go to school in jeans! ”

Text-mining (optional)

Find and underline three words or phrases in the Reading that were new to you. Use them in your Discussion.
For example: "elders."



RECYCLE THIS LANGUAGE.

Formality

be on a first-name basis
prefer to be addressed by ____
It's impolite to ____.
It's offensive to ____.
It's customary to ____.
It isn't customary to ____.

Tag questions

[People don't ____] as much, do they?
[Customs] used to be ____, didn't they?

Agreement / Disagreement

I agree.
I think you're right.
I disagree.
Actually, I don't agree because ____.
Really? I think ____.

REVIEW

A ▶ 1:15 Listen to the conversations between people introducing themselves. Check the statement that correctly paraphrases the main idea.

- 1 ☐ She'd like to be addressed by her title and family name.
☒ She'd like to be addressed by her first name.
- 2 ☐ She'd prefer to be called by her first name.
☒ She'd prefer to be called by her title and last name.
- 3 ☒ It's customary to call people by their first name there.
☐ It's not customary to call people by their first name there.
- 4 ☒ He's comfortable with the policy about names.
☐ He's not comfortable with the policy about names.
- 5 ☐ She prefers to use the title "Mrs."
☒ She prefers to use the title "Dr."

B Complete each sentence with a tag question.

- 1 You're not from around here,are you..... ?
- 2 You were in this class last year,weren't you..... ?
- 3 They haven't been here since yesterday,have they..... ?
- 4 Before the class, she hadn't yet told them how she wanted to be addressed,had she..... ?
- 5 I can bring flowers as a gift for the hosts,can't I..... ?
- 6 You won't be back in time for dinner,will you..... ?
- 7 I met you on the tour in Nepal,didn't I..... ?
- 8 We'll have a chance to discuss this tomorrow,won't we..... ?
- 9 They were going to dinner,weren't they..... ?
- 10 My friends are going to be surprised to see you,aren't they..... ?

C Complete each statement with a word from the Vocabulary on page 8.

- 1 Offending other people when eating a meal is an example of badtable manners..... .
- 2 Each country has customs and traditions about how to behave in social situations.
The rules are sometimes calledetiquette..... .
- 3 Each culture has its own sense ofpunctuality..... . It's important to understand people's ideas about lateness.

WRITING

Write two e-mail messages—one formal and one informal—telling someone about the cultural traditions in your country. Review the questionnaire about cultural traditions on page 9 for information to select from.

- For the formal e-mail, imagine you are writing to a businessperson who is coming to your country on a business trip.
- For the informal e-mail, imagine you are writing to a friend who is visiting your country as a tourist.

WRITING BOOSTER p. 146

- Formal e-mail etiquette
- Guidance for this writing exercise

A 1:15 Listen to the conversations . . .

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- To prepare students for listening, have them read the statements.
- To help students focus their attention, ask *What do you think the conversations are about?* (People's names and ways to be addressed.)
- Have students compare answers with a partner. Then review with the class.

Option: (+5 minutes) To extend the activity, have students listen to the recording and write the information that supports each answer. (1. Please call me *Ana*. 2. *Mrs. Denman* would be fine. 3. *Martin's* right over there. . . . And while you're at it, feel free to call me *Ramona*. . . . And please call me *Sofia*. 4. Not at all. *Robert's* fine with me. 5. I use *doctor*.)

AUDIOSCRIPT

CONVERSATION 1 [F = Spanish]

F: Good morning. I'm Dr. Ana Montoya.
M: Good morning, Dr. Montoya.
F: Please call me Ana.

CONVERSATION 2 [F = British English]

M: Hi. I'm Larry Lockhart.
F: Hi. I'm Winnie Denman. Nice to meet you.
M: Nice to meet you, too. By the way, how would you prefer to be addressed?
F: "Mrs. Denman" would be fine.

CONVERSATION 3 [F1 = Portuguese]

F1: Excuse me. I'm Sofia Peres. I'm looking for Martin Page.
F2: Certainly, Ms. Peres. I'm Ramona Wright. Martin's right over there. Come. I'll introduce you.
F1: Thanks. And would it be rude if I called him Martin?
F2: No, that's fine. And while you're at it, feel free to call me Ramona.
F1: And please call me Sofia.

CONVERSATION 4

M: Hi. I'm Robert Morse, the new English instructor.
F: Oh, hello, Dr. Morse. I'm Laura Lane, the department secretary. I'll take you to your class. By the way, how would you like to be introduced to the class?
M: Well, what's the custom here?
F: We're pretty informal. The policy is generally first name. We think it makes for a more conversational English class. Do you mind?
M: Not at all. "Robert's" fine with me!

CONVERSATION 5 [F1 = Japanese]

F1: Hello. I'm Mayumi Sato. I'm pre-registered for the conference.
F2: Certainly. Let me make up your name badge. Do you prefer Ms. or Mrs.?
F1: Actually, neither. I use "doctor."
F2: Of course, Dr. Sato. Here you go.
F1: Thanks!

B Complete each sentence . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Before students complete the sentences, review tag questions on page 4.

- Ask volunteers to read their sentences aloud.

Option: (+5 minutes) To extend the activity, write true and false information about yourself on the board; for example, I live in a house / an apartment. I'm going to [the mall] / [the beach] this weekend. Ask students to make tag questions to check which information is true. Remind students that falling intonation means the speaker is confirming information he or she knows, and rising intonation means the speaker doesn't know and wants the correct information. For example:

Student A: *You live in a house, don't you?* [falling intonation]

Teacher: *Actually, I don't. I live in an apartment.*

Student B: *You're going to the beach this weekend, aren't you?* [rising intonation]

Teacher: *Why yes, I am.*

C Complete each statement . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Before students complete the sentences, review the Vocabulary on page 8.

Option: (+5 minutes) To challenge students, call out key phrases and ask students to say the matching words from the Vocabulary on page 8. Say *Arriving on time* (Punctuality.); *Insulting someone* (Offensive.); *Chewing with your mouth open* (Bad table manners.); *Rules of polite behavior* (Etiquette.); *Not saying Thank you* (Impolite.); *Eating beef in India* (Taboo.); *Saying Good morning* (Customary.)

WRITING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Before students write, list the following topics on the board:

Greetings
Addressing people
Food and table manners
Conversation topics
Punctuality
Gifts
Clothing

- Ask students to choose three or four topics that they would like to write about and then look at the questionnaire on page 9 and review their notes. Encourage students to think about which topics would be useful for a businessperson and which ones would be useful for a friend.

*Option: **WRITING BOOSTER** (Teaching notes p. T146)*



Writing Process Worksheets

ORAL REVIEW

Before the first activity, give students a few minutes of silent time to explore the pictures and become familiar with them.

Tell a story

Suggested teaching time:	10–13 minutes	Your actual teaching time:	
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- Have students identify the Itos and the Garzas in the pictures and then read the itineraries.
- Before students tell the story in pairs, encourage them to use the information in the itineraries as well as their imaginations. Encourage students to add information about tours, dining experiences, etc.
- To wrap up, have selected students share their stories.

Language and culture

- Machu Picchu, the remains of an ancient city of the Inca Empire, is situated in the Andes Mountains in Peru. The site is believed to have been built in the mid-1400s. The ruins are located about 2,400 meters (8,000 feet) above sea level and cover about 13 square kilometers (5 square miles). It was rediscovered by archeologists in 1911 and has become a popular tourist destination.

Pair work 1

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To help students prepare for the activity, have them describe what the people are doing in the pictures. (Possible answers: In the first picture they are greeting each other. In the second picture they are making small talk. In the third picture they are sharing photos.)
- Before students create the conversations, you may want to model the conversation with a more confident student.

Possible responses . . . *

A: Beautiful place, isn't it? **B:** Yes. It's great. By the way, I'm Haru Ito.
A: I'm Antonio Garza. Nice to meet you. **B:** Nice to meet you, too.
 Can I call you Antonio? **A:** Of course. **B:** And please call me Haru.

*Here and throughout this Teacher's Edition, possible responses provide a sample of the quantity and quality of response students have been prepared for. Actual responses will vary.

Pair work 2

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Model this activity. Remind students that the women are making small talk.

Possible responses . . .

A: This place is fantastic, isn't it? **B:** It really is. You know, you look familiar. You're staying at the Hanaq Pacha Hotel, aren't you? **A:** Oh, yes, I am. Are you staying there, too? **B:** Yes. Great hotel, isn't it?
A: It really is.

Pair work 3

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Model this activity. Suggest that students refer to the itineraries on this page. Remind them to use the past perfect when possible.

Possible responses . . .

A: How long have you been in Peru? **B:** For about two weeks.
A: Have you visited many places? **B:** Oh, yes. By the end of our first week here, we had already been to Lima, Puno, and Cusco. **A:** Wow! That's a lot!

Option: (+5 minutes) To challenge students, have pairs talk about the places they had already visited at different times in their lives. Ask students to use the past perfect.

Option: Oral Progress Assessment

Use the photographs on page 13. Encourage students to use the language practiced in this unit and previous units.

- Tell the student to ask you four questions about the photographs using tag questions. Encourage him or her to practice using rising and falling intonation; for example, **S:** *This is Machu Picchu, isn't it?* **T:** *Yes, it is.*
- Point to one of the pictures of people talking and tell the student that together you are going to role-play a conversation. Tell him or her you will start with small talk and he or she should continue; for example, **T:** *Hi. Nice place, isn't it?* **S:** *Yes, it is. I'm [Thomas] [Martin].*
- Tell the student you will ask questions about the Itos using the past perfect. Tell him or her to answer in complete sentences. Ask *What cities had the Itos visited by May 31?*
- Evaluate the student on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



Oral Progress Assessment Charts

Option: Top Notch Project

Have students work in small groups and create a cultural literacy guidebook.

Idea: With the class, brainstorm topics that could be included in a cultural literacy guidebook. Encourage students to assign tasks; for example, researching, writing and editing, finding photographs and illustrations, and putting together the guidebook. Have groups present their guidebooks to the class.

EXTRAS

Additional printable resources on the ActiveTeach:

- Assessment
- Just for Fun
- Supplementary Pronunciation Lessons
- Conversation Activator Video Scripts
- Audioscripts and Answer keys
- Unit Study Guides

ORAL REVIEW

TELL A STORY First, look at the pictures and tell the story of the Garzas and the Itos on June 10. Then look at the itineraries below and use the past perfect to talk about what they had done by June 6. Start like this:

By June 5, the Itos had been to . . .

PAIR WORK Create conversations.

- 1 Create a conversation for the two men in the first picture. Each man tells the other how he'd like to be addressed.
- 2 Create a conversation for the two women in the second picture. The women are making small talk.
- 3 Create a conversation for the people in the third picture. Ask and answer questions about their trips to Peru. Use the past perfect when possible.

JUNE 10, 10:00 A.M.



LATER THAT DAY



GetAway Travel, Inc.

**María and Antonio Garza—
Peru itinerary**

May 30
Lima: **María Angola Hotel**
La Paz 610, Miraflores

June 3
Arequipa: **Tierra Sur Hotel**
Consuelo 210

June 6
Nasca: **Brabant Hostel**
Calle Juan Matta 978

June 9
Machu Picchu: **Hanaq Pacha Hotel**
(Aguas Calientes)

GLOBAL ADVENTURES, INC.

Haru and Kimi Ito—Peru Itinerary

May 29
Lima: **María Angola Hotel**
La Paz 610, Miraflores

May 31
Puno: **Casa Andina Classic**
Independencia 185, Plaza de Armas

June 4
Cusco: **Novotel**
San Agustín 239

June 9
Machu Picchu: **Hanaq Pacha Hotel**
(Aguas Calientes)

NOW I CAN

- ☐ Make small talk.
- ☐ Describe a busy schedule.
- ☐ Develop your cultural awareness.
- ☐ Discuss how culture changes over time.

COMMUNICATION GOALS

- 1 Show concern and offer help.
- 2 Make a medical or dental appointment.
- 3 Discuss types of treatments.
- 4 Talk about medications.

PREVIEW

International Dental Services (IDS) HOME | DENTAL SERVICES | LOCATIONS | PATIENT INFO | CONTACT

Your dentist away from home...

Whether you are having a dental emergency away from home, or you just want to save some money on dental care, schedule an appointment online or ask your hotel to help. You'll be surprised at our low prices! IDS has offices in 16 major cities around the world.

[► SCHEDULE AN APPOINTMENT](#)

Red or swollen gums
Don't wait to get back home if you have tooth pain or your gums are swollen.

"I was on vacation in Japan and had a problem with my gums. It was pretty scary, but your dentist gave me something to stop the swelling so I was able to continue my vacation in comfort."

—JUNE C.
CANBERRA, AUSTRALIA

A broken tooth
If you break a tooth, see a dentist right away—especially if there is any pain.

"I was eating dinner with my colleagues from the Korea office, and I bit down on something hard and broke a tooth! Your clinic provided a temporary solution until I could see my own dentist."

—PIETRO A.
MILAN, ITALY

A loose tooth
If your tooth moves when you touch it, make an appointment. Our dentists can determine if you need emergency treatment.

"I woke up and discovered that one of my teeth was loose! Your clinic took me in the same day, recommended a treatment, and even sent X-rays to my dentist back home."

—KIKI M.
PUEBLA, MEXICO

Fillings
Whether you need a new filling or need to fix an old one, we can help.

"I was in Istanbul on business and ate something really chewy. One of my fillings came out! Your clinic got me an appointment the same day. Thank you!"

—BILL J.
TORONTO, CANADA

A DISCUSSION Discuss each of the dental emergencies described on the website. What would you do if you were far from home? Consider these questions:

Would you . . .

- ignore the problem and just not do anything?
- make an appointment to see a local dentist right away?
- call or e-mail your own dentist for advice?

PREVIEW

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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Before Exercise A, give students a few minutes of silent time to observe the website.

- After students observe the website, check comprehension of key information by asking *What's the name of the website?* (International Dental Services) *What kind of tips does it give?* (What you should do if you have dental problems.) *Who are the tips for?* (International travelers.)
- Ask students to quickly read the text to find the four dental problems for which tips are given. (You have red or swollen gums. You have a broken tooth. You have a loose tooth. You need a filling.) As students say the problems, write them on the board. Clarify any confusion students may have about the vocabulary.
- Have students scan the website for a tip to solve each problem. Encourage students to use the text to help them figure out the meaning of words they don't know. Students may need help with the following words: *swollen* (bigger than usual because of injury or infection); *treatment* (care or cure for an illness); *filling* (small piece of metal to a fill hole in a tooth).
- Ask several students to read a tip aloud.

A Discussion

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Ask students if they have ever had the problems described on the website during a trip (or if they know someone who has). Have them briefly talk about their experiences by saying what the problem was and where they were.

Option: (+5 minutes) To extend the activity, ask students to tell about other emergencies that happen on trips or kinds of medical care that people go away to get; for example, *emergencies: breaking a [leg], needing an operation, losing a passport, having your rented car break down on a back road; medical care: cosmetic surgery, special operation.*

- Have students spend a few minutes thinking about the options.
- To help students with the language they will need during the discussion (and to review unreal conditional sentences), write on the board:

If	I lost a filling, my gums were swollen, my tooth came loose, I broke a tooth, I had a toothache,	I would ...
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- Have students work in pairs. Walk around the room and provide help as needed. Ask several students to say what they would do in one of the situations.

Option: (+10 minutes) To challenge students, brainstorm with the class and write on the board a list of things to do to prepare for an international trip; for example, *booking a hotel, making airline reservations, collecting / preparing necessary travel documents, packing your suitcase(s), finding out about local customs and etiquette, finding out about the local currency.* Ask students to work in pairs and write a few tips about a task. Have pairs combine with other pairs to share their tips. For example:

Booking a hotel: Check where the hotel is located before you make your reservation.

Book in advance. Reconfirm your reservation a week before you leave.

Bring a copy of your reservation with you.

Travel documents: Make sure you have a valid passport.

Find out if you need a visa.

Pack a WHO (World Health Organization) card, or a similar card, which lists your medical history and any allergies.

Get an international driver's license.

B 1:18 Photo story

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- As a warm-up, have students cover the conversations and look at the pictures. Ask them to make predictions for the following questions: *Where are the people in the first picture? Who do you think they are? What do you think they are talking about?* (Possible answers: At the front desk in a hotel. A hotel guest and a hotel clerk. The guest is asking for something / maybe he has a problem.) *Who is the woman in the other two pictures and where is she?* (Possible answers: A dentist. In a dentist's office. In a hospital.) *What kind of problem do you think the man has?* (Possible answers: He lost a filling. He has a toothache.)
- After reading and listening to the conversation, ask students the same questions and have them compare their answers with their predictions.
- Write on the board:
 - What does the guest ask the clerk to recommend?*
 - Who calls the dentist?*
 - How is the guest able to get an appointment?*
- To check comprehension, ask students to read and listen again and then answer the questions. (1. A dentist who speaks English; 2. the hotel clerk; 3. another patient canceled / didn't come.)

Language and culture

- From the Longman Corpus**
- Could you recommend...* is much more common than *I was wondering if you might be able to recommend...* However, the latter is considered much more polite.
- In the expression *I hear [noun clause]*, the word *that* is frequently deleted. For example, *I hear that you are from overseas.*

C Focus on language

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Encourage students to identify who says the expressions and to use the context of the conversation to help figure out the meaning. (1 Patient; 2 Clerk; 3 Patient; 4 Patient; 5 Dentist)

SPEAKING

A Have you...

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Ask students to use the chart to help them organize their ideas about an emergency they had. Alternatively, students can write about events that happened to someone they know.
- Encourage students to use a dictionary if necessary. Walk around the room to provide help as needed.

B Tell your classmates...

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Model the activity by role-playing with a student. Ask the student to read aloud the model in the speech bubble and then ask him or her a follow-up question; for example, *Did you stay in the hospital?* or *What did the doctor do?*
- Ask several students to give a brief summary of their emergency experiences to the class. Ask them to use their notes as a guide to talk about their experiences. Encourage the rest of the class to ask follow-up questions.

EXTRAS

Workbook

ENGLISH FOR TODAY'S WORLD

Understand English speakers from different language backgrounds.

Guest / Patient = Spanish speaker
Clerk and Dentist = Russian speakers

B **1:18 PHOTO STORY** Read and listen to someone with a dental emergency during a trip.



Guest: I need to see a dentist as soon as possible. I think it's an emergency. I was wondering if you might be able to recommend someone who speaks English.

Clerk: Let me check. Actually, there is one not far from here. Would you like me to make an appointment for you?

Guest: If you could. Thanks. I'm in a lot of pain.

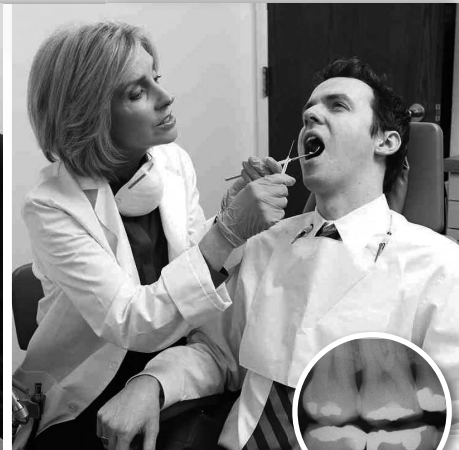


Dentist: So I hear you're from overseas.

Patient: From Ecuador. Thanks for fitting me in.

Dentist: Luckily, I had a cancellation. So what brings you in today?

Patient: Well, this tooth is killing me.



Dentist: When did it first begin to hurt?

Patient: It's been bothering me since last night.

Dentist: Let's have a look. Open wide.

Patient: Ah . . .

Dentist: Well, let's take an X-ray and see what's going on.

C FOCUS ON LANGUAGE Find the following expressions in the Photo Story. Use the context to help you match the expressions and their meaning.

...e... 1 I'll do it as soon as possible.

...c... 2 I'll make an appointment.

...b... 3 Thanks for fitting me in.

...a... 4 It's killing me.

...d... 5 Let's see what's going on.

a causing a lot of pain

b making time for an appointment

c arrange a time to come

d what the problem is

e right away

SPEAKING

A Have you—or someone you know—ever had an emergency that required dental or medical attention? Complete the chart.

Where did it happen?	When did it happen?	What happened?

B Tell your classmates about the emergency.

“ Last year, I went skiing, and I broke my arm. I had to go to the emergency room at the hospital. ”

GOAL Show concern and offer helpDIGITAL
FLASH
CARDS**VOCABULARY** Describing symptoms**A** ▶ 1:19 Read and listen. Then listen again and repeat.

I feel ...



dizzy



nauseous

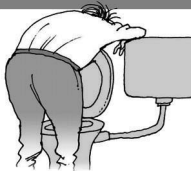


weak



short of breath

I've been ...



vomiting



coughing



sneezing



wheezing

I have pain ...



in my chest



in my hip



in my ribs



in my stomach

B PAIR WORK Discuss what you would suggest to someone with some of the symptoms from the Vocabulary.

“ If you feel dizzy, you should lie down. ”

C ▶ 1:20 **LISTEN TO ACTIVATE VOCABULARY** Listen and check the symptoms each patient describes. Then listen again. If the patient has pain, write where it is.

	dizziness	nausea	weakness	vomiting	coughing	sneezing	wheezing	pain	If pain, where?
1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	shoulder
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	back of neck
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	back
4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	hip

DIGITAL
VIDEO
COACH**PRONUNCIATION** Intonation of lists**A** ▶ 1:21 Use rising intonation on each item before the last item in a list. Use falling intonation on the last item. Read and listen. Then listen again and repeat.

- 1 I feel weak and dizzy.
- 2 I've been sneezing, coughing, and wheezing.
- 3 I have pain in my neck, my shoulders, my back, and my hip.

VOCABULARY

A 1:19 Read and listen . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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Vocabulary Flash Card Player

- To prepare students for the activity, ask them to listen and study the words and pictures. Then have students listen and repeat chorally.



Learning Strategies

B Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To help students generate ideas, as a class brainstorm things people usually do / don't do when they have some kind of health problem. Write students' ideas in two columns on the board. For example:

Do's	Don'ts
<i>drink some tea</i>	<i>go out</i>
<i>go to bed</i>	<i>do exercise</i>
<i>stay at home</i>	<i>go to work</i>
<i>see a doctor</i>	<i>lift heavy objects</i>
<i>take some medication</i>	<i>drink coffee</i>

- Read the speech balloon aloud. Encourage students to discuss suggestions for all of the symptoms. Remind them that they can use ideas from the board.

Language and culture

- In the sentence *If you feel dizzy, you should lie down*, you is used impersonally to give general advice.

C 1:20 Listen to activate vocabulary

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
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- To prepare students for listening, have them study the chart. Point out that the first three column heads in the chart use the noun forms of the symptoms. Ask students to provide the adjective forms. (Dizzy, nauseous, weak.)

FYI: *Nausea* and *nauseousness* are both noun forms.

- Pause after each conversation to allow students time to check the columns and write about the pain.

AUDIOSCRIPT

CONVERSATION 1

- M:** What seems to be the problem today, Mrs. Gilles?
- F:** Well, I've been feeling pretty dizzy for the last few days. I have to lie down all the time. I feel really weak, and I have so little energy—I can't even make myself lunch or dinner.
- M:** I'm sorry to hear that.
- F:** And I can hardly walk up stairs. I'm so short of breath whenever I try.
- M:** Any pain?
- F:** Funny you should ask. I have pain in my shoulder, too.

CONVERSATION 2 [F = Chinese]

- F:** Is there anything bothering you today, Mr. Baker?
- M:** Well, when I woke up this morning I felt terrible. I had this pain in the back of my neck, and I thought I'd better get in to see the doctor right away.
- F:** Have you been coughing?
- M:** A lot, actually. I've had a bad cold for over a week now.
- F:** That might explain the pain you've been feeling in your neck. I'm going to give you something for that cold.

CONVERSATION 3 [M = Australian English]

- M:** The doctor will be right with you, Ms. Rice. Have you not been feeling well?
- F:** Not great, actually. And I've been sneezing like crazy.
- M:** Oh, that's too bad.
- F:** Anyway, today my back is killing me. So I thought, that's it, I'd better come in.
- M:** Come. I'll take you in to see the doctor.

CONVERSATION 4

- F:** You're here to see Dr. Fox?
- M:** Yes, I am. I've been really sick.
- F:** Oh, I'm sorry to hear that. Have you been nauseous?
- M:** Oh, yeah.
- F:** Any vomiting?
- M:** Yes. I'm afraid I've been throwing up everything I eat.
- F:** Any dizziness?
- M:** Not really. Just nauseousness.
- F:** Well, Dr. Fox will be with you in a moment.

CONVERSATION 5

- M:** You're Ms. Pearlman?
- F:** Yes, I am.
- M:** The doctor will be with you soon. Can I ask you a few questions?
- F:** OK.
- M:** What brings you in today?
- F:** Well, I've been wheezing a lot since yesterday. I don't know what's wrong. It's really annoying.
- M:** Are you allergic to anything?
- F:** Not that I can think of.
- M:** Any other symptoms?
- F:** Not really.

CONVERSATION 6 [M = Arabic]

- F:** Mr. Rashid?
- M:** That's me.
- F:** Hello, Mr. Rashid. The doctor will see you in just a moment. Are you in a lot of pain?
- M:** Well, my hip has been bothering me a lot for the past two days. It hurts all the time.
- F:** Hmm. Did you fall or have an accident?
- M:** Not that I can remember.
- F:** Any pain anywhere else? In your knees? Your elbows?
- M:** No.

PRONUNCIATION

A 1:21 Use rising intonation . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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Pronunciation Coach Video

- Make sure students identify the difference in intonation between the first item(s) and the last item. To check understanding, ask *Does rising intonation show that the list is complete or incomplete? (Incomplete.) What does falling intonation at the end of a list show? (That the list is complete.)*

B Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Tell students they can be dramatic.
- If necessary, have students write their sentences first before reading them aloud.



Pronunciation Activities

GRAMMAR

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Direct attention to the chart and have students read the explanation and examples. To help students understand, write two column heads on the board: *Situation / Conclusion*. Then have students identify the situation and the conclusion in each example. (Example 1: Situation: I broke a tooth. Conclusion: That must hurt. Example 2: Situation: The doctor said I should come in next week. Conclusion: It must not be an emergency.) List students' answers under each column head on the board.
- To help clarify, say *Use must when you are not 100% certain, but you are almost sure that something is true.* Point out that the negative is *must not*.

Language and culture

- The contraction of *must not* (*mustn't*) is only used for prohibiting, not for drawing a conclusion.

Option: **GRAMMAR BOOSTER** (Teaching notes p. T129)



Inductive Grammar Charts

Grammar practice

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- To model the activity, complete the first item with the class.
- Have students compare answers with a partner. Then review with the class.



Extra Grammar Exercises

CONVERSATION MODEL

A 1:22 Read and listen . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- Introduce disappointing information with "I'm sorry, but. . ."
- Show concern with "Is there anything wrong?" and "That must be awful."

- Have students look at the photograph and describe what is happening. Ask *What is the woman on the left doing?* (Holding her head.) *What is the woman on the right doing?* (Talking to the woman on the left. She looks worried.)

- After students read and listen, check comprehension by asking *What problem does the woman on the left have?* (She's not feeling well. She's been coughing since last night and feels a little short of breath.) *What does the colleague suggest?* (She offers to call a doctor, and she asks the sick woman to call her later to let her know how she's feeling.)

B 1:23 Rhythm and intonation

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure students:
 - use rising intonation for *Is there anything wrong?*
 - put extra stress on *awful* in *That must be awful*.
 - use rising intonation for *OK?*

NOW YOU CAN Show concern and offer help

A Conversation activator

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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Conversation Activator Video

- *Note:* You can print the script or you can view a running transcript on the video player on the ActiveTeach. The script also appears on page 185 of this Teacher's Edition.
- If necessary, review the Vocabulary for symptoms by having students act out problems and guess symptoms.
- Be sure to reinforce the use of the conversation strategies. Have students brainstorm ways they can use *I'm sorry, but . . .* to introduce disappointing information.

DON'T STOP! Extend the conversation. Review the language in the Recycle box. Give students a few minutes to skim the *wordposts* (language in the Recycle box). For more information on wordposting, see the Actively Developing Free Expression section of the Introduction.

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students how the model has been changed by the actors.
- To model the activity, role-play and extend the conversation with a more confident student.



Conversation Activator Video Scripts; Conversation Activator Pair Work Cards; Learning Strategies

B Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Assign students new partners. Remind them to substitute other situations.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 2, Activity 1

- B PAIR WORK** Take turns using the Vocabulary to make lists of symptoms. Practice correct intonation for lists.

“ I feel dizzy, weak, and short of breath. ”

GRAMMAR *Drawing conclusions with must*

Use the modal must + the base form of a verb to draw a conclusion and indicate that you think something is probably true.

A: I think I just broke my tooth!

B: Oh, no. That must hurt.

A: The doctor said I should come in next week.

B: That's good. It must not be an emergency.

Remember: Can, could, should, will, and must are modals. Modals don't change form. Always follow modals with a base form.

GRAMMAR BOOSTER p. 129

- Drawing conclusions with probably and most likely

GRAMMAR PRACTICE Complete the statements by drawing conclusions, using must or must not.

- 1 You look awful! You must be in a lot of pain.
- 2 If your daughter feels nauseous, she must not want to eat anything.
- 3 The doctor said you're in perfect health! You must feel really good.
- 4 If Gary has a headache, he must want to take a nap.
- 5 I called the dentist's office, but no one answered. She must not be in today.
- 6 Ana must not feel sick anymore if she's gone back to work.

DIGITAL
MORE
EXERCISES

CONVERSATION MODEL

A ▶ 1:22 Read and listen to someone showing concern and offering help.

A: I'm sorry, but I don't think I can come to the meeting this morning.

B: Really? Is there anything wrong?

A: Well, actually, I don't feel very well. I've been coughing since last night, and I feel a little short of breath.

B: Oh, no. That must be awful. Would you like me to call a doctor?

A: That's really nice of you, but I'm sure I'll be fine.

B: Then call me later and let me know how you feel, OK?

A: I will. Thanks.

B ▶ 1:23 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Show concern and offer help

A CONVERSATION ACTIVATOR With a partner, change the Conversation Model to describe other symptoms. Then change roles.

A: I'm sorry, but I don't think I can

B: Really? Is there anything wrong?

A: Well, actually, I don't feel very well. I

B: That must be Would you like me to ?

A: That's really nice of you, but I'm sure I'll be fine.

B: Then call me later and let me know how you feel, OK?

A:

B CHANGE PARTNERS Change the conversation again, using a different event or activity.

Other ways to offer to help

- make a doctor's appointment for someone
- drive someone to a hospital or a clinic
- pick up something from a pharmacy
- bring someone some soup or tea



RECYCLE THIS LANGUAGE.

Show concern

Oh, no. / I'm sorry to hear that.

That's [too bad / terrible / a shame].

You must feel [awful / terrible / horrible / pretty bad].

DON'T STOP!

- Describe more symptoms.
- Make other offers to help.

GRAMMAR *Will be able to; Modals may and might***Will (or won't) be able to + base form: future ability**

The doctor **will be able to** see you tomorrow. (= The doctor can see you tomorrow.)

She **won't be able to** come to work this week. (= She can't come to work this week.)

May / might (or may not / might not) + base form: possibility

The dentist **may (or might)** arrive at the office a little late this morning.

You **may not (or might not)** need to come in right away.

Note: You can use **be able to** with **may** and **might** for possibility or with **must** for drawing conclusions.

The doctor **may be able to** see you today.

I **might not be able to** get there till 6:00.

We **must be able to** park here. See the sign?

They **must not be able to** cancel the appointment.

GRAMMAR BOOSTER p. 130

- Expressing possibility with maybe

GRAMMAR PRACTICE Complete each conversation. Use might, might not, might be able to, or must not be able to and the base form.

1 A: I'd like to see a dentist right away. I think it's an emergency.

B: Well, I ... might be able to get ... you an appointment at 2:00. Would that be OK?

2 A: Is Dr. Lindt in this morning? I'm not feeling very well.

B: She is, but she doesn't have any openings. However, she ... might have ... time to see you this afternoon.

3 A: I think I ... might be ... a little sick this morning. I feel nauseous, and I've been vomiting.

B: Then you should see Dr. Anders. But he ... might not have ... any openings today.

4 A: I've been calling Mr. Reis for an hour. I know he's home, but no one's answering.

B: That's strange. He must not be able to hear the phone.

DIGITAL
MORE
EXERCISES

DIGITAL
FLASH
CARDS

VOCABULARY *Medical procedures*

A ▶ 1:24 Read and listen. Then listen again and repeat.



a checkup /
an examination



a shot /
an injection



an EKG /
an
electrocardiogram



an X-ray



a blood test

GRAMMAR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Direct attention to the chart and have students read the first explanation and study the examples. To help clarify, tell students that *be able to* and *can* have the same meaning. Point out that *can* is not used with *will*.
- To check comprehension, ask several students to say what they will or won't be able to do later today, tomorrow, etc.; for example, *I'll be able to leave work early today. We won't be able to get tickets tonight for the concert tomorrow.*
- Have students read the second explanation and study the examples. To help clarify, write on the board:
Kevin *may / might* come tomorrow.
It's possible Kevin *will* come tomorrow.
- Tell students that both sentences mean we're not sure if Kevin will come tomorrow.
- To check comprehension, write on the board: *Saturday morning, go shopping / Sunday afternoon, go to the movies.* Form pairs and ask students to write sentences using *may* and *might* with the information on the board. Encourage students to add information about who else is going, why they are going, etc. To review, ask several students to say one sentence about each day. Make necessary corrections.
- Tell students that the negatives of *may* and *might* are *may not* and *might not*. Write on the board: *The dentist may / might not have a cancellation.* The negative of *will be able to* is *will not be able to*. Add to the board: *He will not be able to see you tomorrow.* The contraction for *will not be able to* is *won't be able to*. *May not* and *might not* cannot be contracted.
- Have students read the Note and study the examples. Point out that *may*, *might*, and *must* come before *be able to*. Also point out that *be able to* is followed by a base form.
- To check understanding, say *It's possible I can see her today* and ask students to restate the sentence using *may* or *might* and *be able to*. (I *may / might* be able to see her today.) Then say *She probably can't hear the phone* and have students restate the sentence using *must* and *be able to*. (She *must not* be able to hear the phone.)

Option: (+5 minutes) To challenge students, ask them to write a list of four things they would ideally like to do this weekend; for example, *Go away for the weekend. Go out for dinner.* Then ask volunteers to say what they think they *may / might* be able to do. (Possible answers: I won't be able to go away for the weekend, but I might be able to go out for dinner.) Make necessary corrections.

Option: GRAMMAR BOOSTER (Teaching notes p. T130)



Inductive Grammar Charts

Grammar practice

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- To model the activity, complete the first item with the class.
- Have students compare answers with a partner. Then review with the class.



Extra Grammar Exercises

VOCABULARY

A ▶ 1:24 Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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Vocabulary Flash Card Player

- Have students listen and study the words and pictures. Then have students repeat chorally.
- If you feel it is appropriate, ask several students questions about their own lives; for example, *Have you ever had an X-ray? When did you last get an injection?*

Option: (+3 minutes) To extend the presentation, review *verb + noun* combinations, and tell students that the medical procedures in this section are normally used with *have*. Write on the board: *have + medical procedure*. Have students work in pairs and ask questions about medical procedures. For example:

Student A: *When did you last have a checkup?*

Student B: *I had a checkup last year.*

Student B: *When did you have a shot?*

Student A: *I had an injection when I went to South Africa in April.*

B Pair work

Suggested teaching time:	5–8 minutes	Your actual teaching time:	
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- Read the speech balloon aloud. Encourage students to think of two situations that might need each medical procedure.
- Then ask several students to say a situation. For example:
You may need a checkup / an examination if you have a fever.
You might need a shot if you travel to [India].
You may need an EKG / electrocardiogram if you have pain in your chest.
You might need an X-ray if you have a car accident.
You may need a blood test if you feel weak.

CONVERSATION MODEL

A ▶ 1:25 Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- Begin a question of possibility with “I wonder if . . .”
- Use “Let’s see . . .” to indicate you are checking for something.
- Confirm an appointment with “I’ll / We’ll see you then.”
- Express emphatic thanks with “I really appreciate it.”

- Before students read and listen to the conversation, have them look at the photographs. Ask *Where is the man?* (At a hospital. In a doctor’s office.) *Where is the woman?* (At home.)
- After students read and listen, check comprehension by asking:
What does the woman need to make an appointment for? (A blood test.)
When does she want the appointment? (Early next week.)
When is the appointment? (Tuesday at 10:00.)
- It is important for students to understand that the use of these conversation strategies will help them engage in socially appropriate conversations and communicate effectively.

B ▶ 1:26 Rhythm and intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure students:
 - use falling intonation for *How about Tuesday?*
 - use rising intonation for *Could I come in the morning?* and *Would you be able to be here at 10:00?*
 - put extra stress on *really* in *I really appreciate it.*

NOW YOU CAN Make a medical or dental appointment

A Conversation activator

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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Conversation Activator Video

- *Note:* You can print the script or you can view a running transcript on the video player on the ActiveTeach. The script also appears on page 186 of this Teacher’s Edition.
- Read aloud the questions in the *Ideas* box. Then review the Vocabulary on page 18 and have students look at the medical procedures listed on the schedule.
- Be sure to reinforce the use of the conversation strategies. For example, make sure students express thanks using *I really appreciate it* emphatically.

DON’T STOP! Extend the conversation. Have students give examples of what they can say to discuss other days and times or to ask for more information. For example:

Can I get an appointment later today?
Can I have an appointment earlier than that?
Could I have your name, please?
Could I please get your phone number?

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students how the model has been changed by the actors.
- You may also want to review other questions an assistant might ask. For example:
Have you been here before?
Could I have your name, please?
Are you from out of town?
Where are you from?
- Choose a student and role-play the conversation. Then walk around the room and provide help as needed. Encourage students to use the correct rhythm and intonation and to continue their conversations by asking follow-up questions.



Conversation Activator Video Scripts; Conversation Activator Pair Work Cards

B Change partners

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- To form new pairs, have students count off, alternating A and B. Then have them find a new partner with the same letter.
- Walk around and provide help as needed. Remind students to make new appointments for different medical procedures and at different times.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 2, Activity 2

B PAIR WORK Discuss when a person might need each medical procedure from the Vocabulary.

“ If you have pain in your arm, you might need an X-ray. ”

CONVERSATION MODEL

- A** ▶ 1:25 Read and listen to someone making a medical appointment.
- A:** Hello. Doctor Star's office. Can I help you?
- B:** Hello. This is Ann Webb. I need to make an appointment for a blood test. I wonder if I might be able to come in early next week.
- A:** Let's see if I can fit you in. How about Tuesday?
- B:** Could I come in the morning?
- A:** Let me check . . . Would you be able to be here at 10:00?
- B:** That would be perfect.
- A:** We'll see you then.
- B:** Thanks! I really appreciate it.

- B** ▶ 1:26 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Make a medical or dental appointment

- DIGITAL VIDEO** **A CONVERSATION ACTIVATOR** With a partner, role-play making an appointment to see a doctor or dentist. Suggest a day and time. Write the appointment on the schedule. Then change roles.

A: Hello. Doctor 's office. Can I help you?

B: I need to make an appointment for I wonder if I might be able to come in

A: Let's see if I can fit you in. How about ?

B: Could I come in ?

A: Let me check . . . Would you be able to be here at ?

B: That would be perfect.

A: We'll see you

B: ! I really appreciate it.

DON'T STOP!

- Discuss other possible days and times.
- Ask for more information, such as name and phone number.

Ideas

- How about . . .
- tomorrow?
 - next week?
 - early next week?
 - at the end of next week?
 - the week of [the 3rd]?

- B CHANGE PARTNERS** Make another appointment.

	Patient's name	Notes
8 am	Bill Reed	blood test
9 am	Marie Petton	chest X-ray
10 am		
11 am		
12 pm		
1 pm	Angela Baker	checkup
2 pm	Victor Gains	flu shot
3 pm		
4 pm	Teresa Keyes	EKG
5 pm		
6 pm	Anna Holmes	blood test
7 pm		

BEFORE YOU READ

WARM-UP What do you do when you get sick or you're in pain? Do you treat the problem yourself or see a doctor right away?

READING ▶ 1:27

Consider the Choices ...

Conventional Medicine



Surgical techniques have greatly improved over the last century.

The beginnings of conventional medicine can be traced back to the fifth century BCE in ancient Greece. It is based on the scientific study of the human body and illness.

In the last century, there has been great progress in what doctors have been able to do with modern surgery and new medications. These scientific advances have made conventional medicine the method many people choose first when they need medical treatments.

Homeopathy

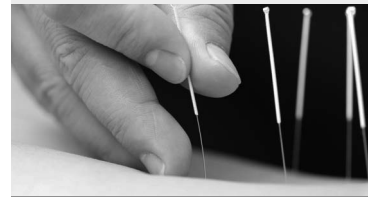


Homeopathic remedies are popular in many countries.

Homeopathy was founded in the late eighteenth century in Germany. It is a low-cost system of natural medicine used by hundreds of millions of people worldwide.

In homeopathy, a patient's symptoms are treated with remedies that cause similar symptoms. The remedy is taken in very diluted form: one part remedy to one trillion (1,000,000,000,000) parts water.

Acupuncture



An acupuncturist inserts needles at certain points on the body.

Acupuncture originated in China over 5,000 years ago. Today, it is used worldwide for a variety of problems.

Acupuncture needles are inserted at certain points on the body to relieve pain and/or restore health. Many believe acupuncture may be effective in helping people stop smoking as well.

Spiritual Healing



Many believe meditation or prayer may help heal disease.

Also known as faith healing, or "mind and body connection," various forms of spiritual healing exist around the world. This is a form of healing that uses the mind or religious faith to treat illness.

A number of conventional doctors say that when they have not been able to help a patient, spiritual healing just may work.

Herbal Therapy



Herbs are used to treat many ailments.

Herbal medicine, often taken as teas or pills, has been practiced for thousands of years in almost all cultures around the world. In fact, many conventional medicines were discovered by scientists studying traditional uses of herbs for medical purposes.

The World Health Organization claims that 80% of the world's population uses herbal therapies for their regular health care.

BEFORE YOU READ

Warm-up

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- In small groups, have students take turns saying what they do when they get sick or when they are in pain.

For example:

Student A: *When I get sick, I go to bed.*

Student B: *When I'm in pain, I usually take some medicine.*

Student C: *When I feel nauseous, I drink some cold water.*

Student D: *When I don't feel well, I see a doctor right away.*

- Encourage students to offer information about more than one situation. Ask several students to share one of their situations with the class.

▶ 1:27 READING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- To activate students' prior knowledge, have them look at the pictures and subheadings and make simple statements about what they already know about each medical treatment. For example:
I drink herbal tea when my stomach hurts.
Acupuncture uses needles.
My sister believes in meditation.
- Then draw the following graphic organizer on the board (without the answers) or print it out and distribute to students. Ask students to fill it in as they read and listen to the article. Point out that no information is given about where two of the treatments originated. (The blue text represents example answers.)

Treatment	What does it use? / What is done?	Where did it start?
Conventional medicine	<i>medications, surgery</i>	<i>Greece</i>
Homeopathy	<i>natural medicine</i>	<i>Germany</i>
Herbal therapy	<i>teas, pills</i>	<i>no information</i>
Acupuncture	<i>needles</i>	<i>China</i>
Spiritual healing	<i>the mind, religious faith</i>	<i>no information</i>

FYI: The acronym *B.C.E.* means *Before the Common Era*

- To check comprehension, have students answer the following questions about the treatments. Tell them they can look back at the article for the answers.

- When did conventional medicine begin?* (Fifth century B.C.E.)
- Which treatment uses teas and pills?* (Herbal therapy.)
- What is conventional medicine based on?* (Scientific study of the human body.)
- What is spiritual healing also known as?* (Faith healing or "mind and body connection.")
- When was homeopathy founded?* (Late eighteenth century.)
- Which treatment is said to help people stop smoking?* (Acupuncture.)

Option: (+5 minutes) For a different approach, have students work in small groups. Ask the groups to look at the photograph of each treatment and describe it. (Spiritual healing: two people meditating, sitting on the ground, looking very peaceful with their eyes closed.) Then ask each group to discuss whether they think the photograph illustrates the treatment accurately. Elicit suggestions of other photographs or illustrations that would describe the treatments.



Learning Strategies

A Understand from context

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- If students need help, tell them to find four words that are related to restoring health or treating illness.
- Have students compare answers with a partner. Then review with the class.

B Relate to personal experience

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Ask students to form groups of three or four. Have them use the Vocabulary from previous lessons, such as the symptoms on page 16, medical procedures on page 18, and the information in the reading.
- For question 1, encourage students to make a list of the treatments they or their family have tried.
- For question 2, encourage students to use their own experiences to talk about the effectiveness of treatments. To help students with the language they need, brainstorm ways to describe how treatments helped / didn't help. Write students ideas' on the board. For example:
It helped me with my [back] pain.
It stopped my [cough] right away.
It helped me feel better.
It didn't relieve my pain.
It just didn't work.
It didn't help at all.
- Then ask volunteers to share their experiences with a type of treatment and say why they think it is or it is not effective. Encourage the class to ask follow-up questions and share their own experiences with the same treatment.

C Draw conclusions

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Remind students to choose at least two types of treatment for each patient—one that the patient might / must not want to use and one that the patient might / must prefer to use. Encourage them to give reasons why they chose their particular answers.
- Have students compare answers with a partner. Then ask several students to tell the class the treatments they chose for each person.

Option: (+3 minutes) To extend the activity, have students work in pairs. Ask them to take turns saying if they agree or disagree with the opinions of the people in the pictures and explain why.



Extra Reading Comprehension Exercises

NOW YOU CAN Discuss types of treatments

A Notepadding

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Review the list of *Practitioners* in the box.
- Clarify the task: First ask students to fill in the first column with their own information. Then discuss their answers and take notes about their partner. Encourage students to explain their choices.

B Discussion

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Select several students to read the speech balloons aloud for the class.
- Form groups of four. Before students begin their discussions, review the different ways to say whether a treatment works or not. For example:
It works for me.
It helped me with [headaches].
It helped my body to heal itself.
It relieved my pain.
I felt a lot better.
- Walk around the room and provide help as needed. Then take a poll to find out which type of treatment and which kind of practitioner are the most popular in the class.

Text-mining: Have students share their Text-mining examples and use them to create new statements with a partner. *For example:

[] is a low-cost form of treatment. [] should be diluted with water.
 [] is one of the greatest scientific advances in my lifetime. My brother-in-law claims []

*Follow the same procedure with students' text-mining examples in other units.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 2, Activity 3

- A UNDERSTAND FROM CONTEXT** Four of these words have similar meanings. Cross out the four words that don't belong. Look at the Reading again for help.

medications	treatments	symptoms	remedies
uses	purposes	therapies	illnesses

- B RELATE TO PERSONAL EXPERIENCE** Discuss the questions.

- Which of the treatments in the Reading have you or your family tried?
- Which treatments do you think are the most effective? Why?

- C DRAW CONCLUSIONS** Decide which treatment or treatments each patient would probably NOT want to try and which he or she might prefer. Explain your answers, using might, might not, must, or must not. (More than one therapy might be appropriate.) Answers will vary, but may include the following:



- 1 “I definitely want to see a doctor when I have a problem. But I want to avoid taking any strong medications or having surgery.”

might not want to try: conventional medicine;
might prefer: acupuncture / homeopathy



- 2 “I believe you have to heal yourself. You can't just expect a doctor to do everything for you.”

might not want to try: conventional medicine; might prefer: homeopathy / spiritual healing



- 3 “I think it would be silly to try a health care method that isn't strongly supported by scientific research.”

might not want to try: herbal therapy / spiritual healing; might prefer: conventional medicine

DIGITAL
MORE
EXERCISES

NOW YOU CAN Discuss types of treatments

- A NOTEADDING** With a partner, discuss treatments and practitioners you prefer for each ailment. Write your views on the notebook.

	Ailment	You	Your partner
	a cold		
	a headache		
	nausea		
	back pain		
	a high fever		
	a broken finger		

Practitioners

- a conventional doctor
- a homeopathic doctor
- an acupuncturist
- an herbal therapist
- a spiritual healer

- B DISCUSSION** Compare the kinds of treatments and practitioners you and your classmates would use. Say what you learned about your partner.

Text-mining (optional)

Find and underline three words or phrases in the Reading that were new to you. Use them in your Discussion.
For example: “low-cost.”

“My partner has been to an acupuncturist a few times. It really helped for back pain.”

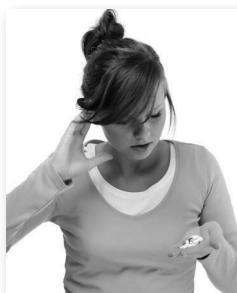
“I would never try herbal therapy. I just don't think it works. My partner agrees.”

“I see a homeopathic doctor regularly, but my partner doesn't believe in that. He prefers a conventional doctor.”

BEFORE YOU LISTEN

DIGITAL
FLASH
CARDS

- A ▶ 1:28 **VOCABULARY • Medications** Read and listen.
Then listen again and repeat.

▶ 1:29 **Medicine label information****Dosage:** Take 1 tablet by mouth every day.**Warnings:** Do not take while driving or operating machinery.**Side effects:** May cause dizziness, nausea, or vomiting.

a painkiller



cold tablets

a nasal spray /
a decongestant

eye drops



an antihistamine



cough medicine



an antibiotic



an antacid



an ointment



vitamins

- B **PAIR WORK** Discuss what you might use each medication for.

“ I might take an antacid
for a stomachache. ”

LISTENING COMPREHENSION

- A ▶ 1:30 **LISTEN TO ACTIVATE VOCABULARY** Listen to each conversation with a doctor.
Use the medications Vocabulary above and the symptoms Vocabulary from
page 16 to complete the chart for each patient.

a prescription

Name: *Didem Yılmaz*

What are the patient's symptoms?

has back pain

Is the patient currently taking any
medications? ☒ Yes ☐ NoIf so, which ones?
painkillersDid the patient get a prescription?
☒ Yes ☐ NoName: *Lucy Fernández*

What are the patient's symptoms?

has a headache, feels nauseous

Is the patient currently taking any
medications? ☒ Yes ☐ NoIf so, which ones?
antacid, painkillersDid the patient get a prescription?
☒ Yes ☐ NoName: *Mark Çoh*

What are the patient's symptoms?

has red eyes

Is the patient currently taking any
medications? ☒ Yes ☐ NoIf so, which ones?
eye dropsDid the patient get a prescription?
☒ Yes ☐ No

BEFORE YOU LISTEN

A ▶ 1:28 Vocabulary

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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V Vocabulary Flash Card Player

- Ask students which medicine they use or someone they know uses.
- Draw students' attention to the medicine label information. Tell them that a prescription is a medicine ordered by a doctor for an illness.

▶ 1:29 Medicine label information

- Have students read and listen. Then write on the board:
 1. dosage a. things you shouldn't do
 2. warnings b. symptoms a medication can cause
 3. side effects c. how much medicine to take and when to take it
- To check comprehension, ask students to match the words with the definitions. (1. c; 2. a; 3. b.)
- Have students listen and study the medications. Then have them listen and repeat chorally.

Learning Strategies

B Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To prepare students for the activity, read the speech balloon and review the Vocabulary for symptoms on page 16. Brainstorm other symptoms or illnesses and write them on the board: *flu, a cold, a fever, a sore throat, a headache, red eyes, a rash, a burn.*
- To help students with the language they will need, point out the following *verb + noun* combinations and write them on the board:

get a prescription for —
 use [a nasal spray / eye drops / an ointment]
 take [a painkiller / cold tablets / an antihistamine / cough medicine / an antibiotic / an antacid / vitamins]
- To review, have volunteers say when they would take one or more medications.

Language and culture

- In American English, the store where you buy medicine is called a *drugstore* or *pharmacy*. In British and Australian English, a pharmacy is called a *chemist's*.
- In North America, a doctor's prescription is required for many medications. Medicines that don't need a prescription are called *over-the-counter* medicines or *OTCs*. Antibiotics, for example, require a prescription and are never sold over-the-counter at a pharmacy.

LISTENING COMPREHENSION

A ▶ 1:30 Listen to activate vocabulary

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- To prepare students for listening, have them look at the charts to see what information they should listen for. Pause after each conversation so that students can complete each chart.
- To help focus attention, you may choose to have students listen each time for different information in the charts.
- To review, have students compare answers with a partner and then with the class.

AUDIOSCRIPT See page T23.

B 1:31 Listen for details

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Follow the same procedure as for Exercise A.

NOW YOU CAN Talk about medications

A Preparation

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Point out that students should complete the form with imaginary information.

B Group work

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Form groups of four. Have students read the list of *Roles* in the box and the descriptions of the three scenes.
- Point out the Recycle box and review the wordposts. As you review each expression, you may want to have students say who is likely to say it (the patient, the friend, the doctor, or the receptionist); for example, you or a student reads *I've been wheezing / coughing*. The class says: *The patient*.
- Encourage students to use as many of the expressions in the box as they can. Ask them to check off the ones they use.

C Presentation

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
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- Ask students to practice their scenes before performing them for the class.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 2, Activity 4; “Find Someone Who . . .” Activity

AUDIOSCRIPT for page T22 (A Listen to activate vocabulary)

CONVERSATION 1 [M = Korean, F = Turkish]

- M:** Ms. Yilmaz? I'm Dr. Lee. I understand you're here on business.
- F:** That's right. I'm from Turkey, actually.
- M:** And you're not feeling well?
- F:** No, I'm afraid not. My back has been killing me for several days now.
- M:** Are you taking anything?
- F:** Just some painkillers. But they're not really helping.
- M:** Let me give you a prescription for a stronger painkiller. I think you might find it very helpful.
- F:** Does it have any side effects?
- M:** Well, for very few patients it causes nausea or vomiting. But that's very rare. I really don't think you'll have to worry. Call me if you feel at all nauseous, OK?
- F:** OK. Thanks.
- M:** The dosage is one tablet in the morning, one in the evening, with food. The pharmacist will give you a full set of instructions when you pick up your prescription.
- F:** Thank you, Dr. Lee.

CONVERSATION 2 [M = Japanese, F = Spanish]

- M:** Lucy Fernández? I'm Dr. Hirano.
- F:** Thanks so much for fitting me in.
- M:** My pleasure. Where are you from?
- F:** Mexico. I'm here on business.
- M:** You're a long way from home! What can I do for you today?
- F:** Well, I've got a splitting headache, and I've been kind of nauseous since Monday.
- M:** You must feel terrible. Are you currently taking any medication?
- F:** I've been taking an antacid and a painkiller.
- M:** Are you allergic to any medications?
- F:** I think I might be allergic to penicillin. But I'm not sure.
- M:** Well, that's OK. Keep taking the painkiller for that headache. But you can stop taking the antacid. I'm going to give you a prescription for your nausea. Take it twice a day.
- F:** Will there be any side effects?
- M:** It might make you a little tired during the day. But chances are you'll be fine. Call me if you don't feel better.

CONVERSATION 3 [M = Chinese]

- M:** Dr. Benson? Hi, I'm Mark Goh.
- F:** Hello, Mr. Goh. I hear you're not from around here.
- M:** Right. I'm visiting from Hong Kong for a few weeks.
- F:** You've come a long way to see a doctor! Well, what can I do for you today?
- M:** My eyes have been really red for about a week now.
- F:** Have you been using any medication?
- M:** Well, I got some eye drops at the drugstore, but they aren't helping.
- F:** For your condition, I think you might want something stronger. I'm going to give you a prescription for an eye ointment. Use it twice a day, and wash your eyes several times a day.
- M:** OK.
- F:** It's a strong medication, but there aren't any side effects you need to worry about. If you keep your eyes clean, the ointment should do the trick.
- M:** Thanks.
- F:** Will you still be here next week? I'd like you to come back to see me.
- M:** Yes, I'll still be here.
- F:** Good. You can make an appointment at the front desk on your way out.
- M:** Thanks, Doctor.

- B** ▶ 1:31 **LISTEN FOR DETAILS** Listen again. Complete the information about each patient.

Didem Yilmaz
Dosage: One tablet twice a day
Side effects: ☒ Yes ☐ No
If so, what are they? causes nausea, vomiting

Lucy Fernández
Dosage: twice a day
Side effects: ☒ Yes ☐ No
If so, what are they? may cause tiredness

Mark Goh
Dosage: Apply ointment twice a day
Side effects: ☐ Yes ☒ No
If so, what are they? _____

NOW YOU CAN Talk about medications

- A PREPARATION** Imagine you are visiting a doctor. Complete the patient information form.
- B GROUP WORK** With three other classmates, role-play a visit to a doctor. First, choose roles. Then role-play the three scenes below. Use the patient information form.

Roles

- a patient
- a friend, colleague, classmate, or relative
- a receptionist
- a doctor

Scene 1: The friend, colleague, classmate, or relative recommends a doctor.

Scene 2: The patient calls the receptionist to make an appointment.

Scene 3: The doctor asks the patient about the symptoms and recommends medication, etc.

Patient Information Form			
Last name		First name	
1. What are your symptoms?			
<input type="checkbox"/> dizziness	<input type="checkbox"/> coughing	<input type="checkbox"/> nausea	<input type="checkbox"/> weakness
<input type="checkbox"/> sneezing	<input type="checkbox"/> vomiting	<input type="checkbox"/> shortness of breath	
<input type="checkbox"/> wheezing	<input type="checkbox"/> pain (where?)		
<input type="checkbox"/> other:			
2. How long have you had these symptoms?			
3. Are you currently taking any medications? <input type="checkbox"/> Yes <input type="checkbox"/> No If so, which ones?			
4. Are you allergic to any medications? <input type="checkbox"/> Yes <input type="checkbox"/> No If so, which ones?			

RECYCLE THIS LANGUAGE.

Scene 1

I've been [wheezing / coughing].
I feel [dizzy / nauseous].
I have pain in my [chest / ribs].

I think you should try ____.
Why don't you ____?
You may have to ____.
I hope you feel better soon.

Scene 2

I need to make an appointment for ____.
I wonder if I might be able to ____.
I really appreciate it.

Let me check.
Let's see if I can fit you in.
Would you be able to come [on / at] ____?

Scene 3

Thanks for fitting me in.
Are there any side effects?

Luckily, I had a cancellation.
Let's have a look.
Are you taking any medications?
Are you allergic to any medications?
Call me tomorrow and let me know how you feel.


- C PRESENTATION** Perform your role play for the class.

REVIEW

A ▶ 1:32 Listen to each conversation and complete the statements. Then listen again to check your answers.

- 1 The patient lost a filling when she was eating candy
- 2 The patient has been sneezing all day She needs to take an antihistamine
- 3 The patient needs an x-ray of his leg
- 4 The patient would like to try acupuncture for pain in her back

B Suggest a medication for each person. (Answers will vary.) Answers will vary, but may include the following:

 <p>1 a painkiller</p>	 <p>2 an antihistamine</p>	 <p>3 an antacid</p>	 <p>4 eye drops</p>	 <p>5 cold tablets</p>
---	---	---	---	---

C Complete each conversation by drawing your own conclusion with must.

Answers will vary, but may include the following:

- 1 A: I feel really nauseous. I've been vomiting all morning.
B: You must feel terrible
- 2 A: My dentist can't fit me in till next month.
B: Your dentist must be busy
- 3 A: My daughter was sick, but it wasn't anything serious, thank goodness.
B: You must be happy
- 4 A: My husband fell down and broke his ankle.
B: He must be in pain

D Rewrite each statement, using may (OR might) and be able to. Answers will vary, but may include the following.
Accept answers with may or might.

- 1 It's possible that the doctor can see you tomorrow.

1. The doctor might be able to see you tomorrow.

- 2 It's possible that an acupuncturist can help you.

An acupuncturist may be able to help you.

- 3 It's possible that the hotel can recommend a good dentist.

The hotel might be able to recommend a good dentist.

- 4 It's possible that she can't come to the office before 6:00.

She may not be able to come to the office before 6:00.

- 5 It's possible that you can buy an antihistamine in the hotel gift shop.

You might be able to buy an antihistamine in the hotel gift shop.

WRITING

Compare two types of medical treatments. Use the Reading on page 20 and your own experiences and ideas. Consider the following questions:

- How are the two medical treatments similar or different?
- Which treatment do you think is more effective?
- Why might people choose each treatment?
- Which treatments do you—or people you now—use? Why?

WRITING BOOSTER p. 146

- Comparisons and contrasts
- Guidance for this writing exercise

A 1:32 Listen to each conversation . . .

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- First listening: To prepare students for the activity, have them identify which problem each patient has. (First patient: She has some pain in her tooth. Second patient: She's been sneezing all day. Third patient: His leg hurts. Fourth patient: Her back has been killing her.)
- Second listening: Have students read the incomplete statements and then listen again to complete them.
- Ask students to compare answers with a partner. Then review with the class.

Option: (+5 minutes) To extend the activity, tell students that the cause or reason for the problem is given for three of the patients. Have them listen to the conversations again and write the cause or reason. (1. Eating candy / something hard; 2. allergies; 3. skiing fast and falling down; 4. not known.)

AUDIOSCRIPT

CONVERSATION 1

- M:** So, what's bothering you today?
F: Well, I've had some pain in my tooth. Here, on the right side.
M: Let's have a look. Hmm . . . Looks like you lost a filling.
F: Really? My regular dentist just put that in a month ago!
M: Have you eaten anything hard or chewy or crunchy lately?
F: Uh-oh. I think that's it. It was probably that candy I ate two days ago.
M: Well, how about we take care of that right now, OK?
F: Thanks.

CONVERSATION 2

- F:** Thanks for fitting me in. I've been sneezing like crazy all day. I thought I'd better come in and get something.
M: Allergies?
F: Mm-hmm. I get them every spring at this time. I don't know if it's the trees or the flowers or what. But my eyes get red. I sneeze.
M: Well, I can give you a prescription to take care of that. ClearAid is a very good antihistamine.
F: Thanks. I'd really appreciate that.

CONVERSATION 3

- F:** You must be in a lot of pain.
M: I am. My leg really hurts a lot.
F: You said you were skiing?
M: Yes. I guess I went a little too fast.
F: Well, don't worry about that now. Let's get you into radiology and then we'll know if you've broken anything or not. Have you ever been X-rayed before?
M: Just for my teeth.

CONVERSATION 4

- M:** You look like you're in a lot of pain.
F: Yes. My back's been killing me for several days now. I've been taking painkillers several times a day.
M: And that hasn't helped?
F: Not really. I still can't sit. I can't stand. All I can do is lie down.
M: Well, I could write you a prescription for a stronger medication if you like. That might help.
F: I don't know. Everyone says acupuncture is good for pain. Do you think I should try that?
M: Sometimes it helps. I could give you a referral if you like.
F: I'd like that. I need to try something else.

B Suggest a medication for . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- To review, ask students to use complete sentences to say what the problem is and which medication the person should take; for example, *She has a headache. She needs a painkiller. He has allergies. He needs an antihistamine.*

Option: (+5 minutes) To extend the activity, write the following ailments and medications in two columns on the board. Ask students to match them. Have students compare answers with a partner and review with the class. (1. b; 2. d or a; 3. a or d; 4. f; 5. e; 6. c.)

- | | |
|--------------------------------------|-------------------------------|
| 1. a burn | a. antihistamine |
| 2. a stuffy nose | b. ointment |
| 3. an allergy | c. cold tablets |
| 4. a burning feeling in your stomach | d. nasal spray / decongestant |
| 5. a headache | e. painkiller |
| 6. a cold | f. antacid |

C Complete each conversation . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- First review the example.
- Then have pairs of students read the sentences aloud to each other in order to complete them.

Option: (+2 minutes) To extend the activity, ask students to take turns role-playing the completed conversations.

D Rewrite each statement, . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- First review the example. Then restate the example using *may*: *The doctor may be able to see you tomorrow.* Remind students that *may* and *might* usually have the same meaning.
- Ask students to compare answers with a partner. Call on several students to read their answers aloud.

WRITING

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Before students begin, ask them to name the different medical treatments they have discussed in this unit. (Conventional medicine, homeopathy, herbal therapy, acupuncture, spiritual healing.)
- Have students choose two treatments to compare and answer the questions. Walk around the room as students write and provide help as needed.

*Option: **WRITING BOOSTER** (Teaching notes p. T146)*



Writing Process Worksheets

ORAL REVIEW

Before the first activity, give students a few minutes of silent time to explore the pictures and become familiar with them.

Pair work 1

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- To help students prepare for the activity, ask *Where are the women?* (They are in a business setting.) *What seems to be the problem?* (The woman on the left has a headache.)
- Have pairs of students choose roles. Remind them that the person who is sick should explain what is wrong. His or her colleague should show sympathy and make a suggestion.
- Before students create the conversations, you may want to model one with a student.

Possible responses . . .

A: I'm sorry, but I'm going to have to go home early today. **B:** Really? Is there anything wrong? **A:** I have a cold / a high fever. I've been coughing all day. **B:** That must be terrible. Would you like me to call a doctor? **A:** That's nice of you, but I'll be fine. **B:** Well, call me later, OK? **A:** I will. Thanks.

Pair work 2

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Choose a student and role-play the conversation.
- Walk around the room monitoring students' work. Make sure each student plays both roles. Then ask one or two pairs to role-play their conversations for the class.

Possible responses . . .

A: Hello. Can I help you? **B:** I wonder if I might be able to get an appointment for a checkup today. **A:** Are you in pain? **B:** Yes, actually, I am. [My stomach really hurts. I've been vomiting a lot.] **A:** Well, don't worry. I'm sure Dr. [Jones] can help you. Could you be here at [3:00]? **B:** Yes. That would be fine. Thanks for fitting me in.

A: Hello. Can I help you? **B:** I wonder if I might be able to get an appointment for [a blood test / a chest X-ray / a flu shot / an EKG]. **A:** Well, let me check. Would you be able to be here at 5:00? **B:** That would be perfect. **A:** We'll see you then. **B:** Thanks.

Game

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Before students create the conversation, ask *Where are these people?* (At a medical office / at a clinic.)
- Have students work in groups and take turns describing a patient and drawing a conclusion.

Possible responses . . .

The man is going to have an X-ray. He may have pain in his chest. The woman is having a blood test. She might feel weak. The man is getting a shot. He might be going on a trip. The man is coughing. He must have a cold. The woman is touching her hip. She must be in pain.

Option: (+5 minutes) To extend the activity, tell students to create a new conversation to make a dental appointment. Explain that the receptionist should ask what is wrong and the patient should describe the problem. Remind students of the vocabulary they practiced on page 14.

Option: (+5 minutes) To challenge students, ask them to create conversations for the people in the different medical examination rooms. For example (first room):

Student A: Hello, [Mr. Black]. Tell me what happened.

Student B: Well, I was [washing the car]. I slipped and fell down and now I have pain in my [back].

Student A: I understand. Are you in a lot of pain now?

Student B: It isn't too bad.

Student A: Well, we'd better take an X-ray.

Option: Oral Progress Assessment

Use the images on page 25. Encourage students to use the language practiced in this unit and previous units.

- Tell the student you are going to role-play a conversation between the women in the first picture. The student should play the woman who is sick. Tell him or her to start by saying *I'm sorry, but I'm not going to be able to come in today.*
- Tell the student you are going to ask questions about several people in the waiting area and have him or her make a statement of deduction using *may*, *might*, or *must*; for example, **T:** *Why does the man on the telephone need an appointment?* **S:** *He might be on a business trip, and he feels weak and nauseous.*
- Evaluate the student on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



Oral Progress Assessment Charts

Option: Top Notch Project

Have students prepare a presentation on a world health problem such as AIDs, malaria, or tuberculosis.

Idea: Encourage students to include visual aids such as photographs and drawings to help illustrate the ideas. Have students keep a list of new medical vocabulary and look up their definitions. Ask them to copy and hand out the list before giving the presentation.

EXTRAS

Additional printable resources on the ActiveTeach:

- Assessment
- Just for Fun
- Supplementary Pronunciation Lessons
- Conversation Activator Video Scripts
- Audioscripts and Answer keys
- Unit Study Guides



ORAL REVIEW

PAIR WORK

- 1 Create a conversation for the women in the photo. Start like this:

I'm sorry, but I don't think I can ...

- 2 Create a conversation between the receptionist in the doctor's office and the man on the phone in the pictures below. Make an appointment. Start like this:

A: Hello. Can I help you?

B: I wonder if I might be able to ...

GAME Take turns with your classmates. Describe the doctor's office and draw conclusions, using must or may and might. (If a student can't say anything, he or she is out.) For example:

He's touching his arm. He must be in a lot of pain.



NOW I CAN

- ☐ Show concern and offer help.
- ☐ Make a medical or dental appointment.
- ☐ Discuss types of treatments.
- ☐ Talk about medications.

Getting Things Done

PREVIEW

COMMUNICATION GOALS

- 1 Offer a solution.
- 2 Discuss how long a service will take.
- 3 Evaluate the quality of service.
- 4 Plan an event.

Are you a PROCRASTINATOR?

Take the survey.

1 At the beginning of every week, you ____.

- ☐ a. always make to-do lists for your calendar
- ☐ b. sometimes make to-do lists, but you often forget
- ☐ c. don't bother with planning and just let things happen

2 When you need to buy someone a gift, you ____.

- ☐ a. get something right away
- ☐ b. buy something a few days before you have to give it
- ☐ c. pick something up on the day you have to give it

3 When you have something that's broken, you ____.

- ☐ a. immediately take it in to be repaired
- ☐ b. wait for a convenient time to take it in
- ☐ c. never get around to taking it in

4 When you have a lot of things you need to do, you do ____.

- ☐ a. the hardest things first
- ☐ b. the easiest things first
- ☐ c. anything but what you need to do

5 When you need to get something done in a short amount of time, you ____.

- ☐ a. feel motivated to work even harder
- ☐ b. feel a little nervous, but you get to work
- ☐ c. have a hard time doing it

6 You ____ feel bad when there are things you haven't gotten done yet.

- ☐ a. always
- ☐ b. sometimes
- ☐ c. rarely

Your results

If you answered "c" four or more times:

You are a classic procrastinator! You tend to put things off.

If you answered "b" four or more times:

You are a bit of a procrastinator, but you try to get things done on time.

If you answered "a" four or more times:

You are organized and self-motivated. You never put off what you can get done now.



A PAIR WORK Compare responses on the survey with a partner. Does your score accurately describe the kind of person you are? Explain, using examples.

B DISCUSSION Based on the survey questions, what is a procrastinator? What do you think it means to be an "organized and self-motivated" person? What do you think are the advantages of being that type of person?

Getting Things Done

PREVIEW

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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Before Exercise A, give students a few minutes of silent time to observe the survey.

- Direct students' attention to the title and ask *What will you find out by completing this survey?* (If you're a procrastinator.)

FYI: Do not clarify the meaning of *procrastinator*. Instead tell students that the survey will help them figure out its meaning. Students will be discussing what a procrastinator is in Exercise B.

- Write two column heads on the board:
Things I try to do right away
Things I tend to put off
- Ask students to read both heads and guess what "put off" means. Ask *What's the opposite of doing things right away?*
- To help students prepare for the survey, ask them to list examples of things they tend to put off and things they do right away. Then ask students to fill in the survey, count the number of "a," "b," and "c" answers, and then look at the results. Have students use examples from their lists to explain if their scores accurately describe the kind of people they are.

A Pair work

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
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- After pairs compare their responses on the survey, have volunteers tell the class why they agree or don't agree with the results.

Option: [+5 minutes] To extend the activity, have students form small groups and choose a question from the survey. Then ask each group to give an example to back up the answer they chose; for example, *I usually buy gifts on the day I have to give them. It was my brother's birthday last week. I remember I was late for his dinner party because I had to go to the mall to pick up a gift.*

B Discussion

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
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- To reinforce the concept of what a procrastinator is, write the following statements on the board and have students choose the correct words to complete them.

A procrastinator...

a. puts / ~~doesn't put~~ things off.

b. does / ~~doesn't do~~ things right away.

c. is / ~~is not~~ organized.

d. is / ~~is not~~ self-motivated.

(a. puts; b. doesn't do; c. is not; d. is not.)

- To help students explain what an organized and self-motivated person is, have them choose examples from the survey; for example, *An organized person always makes to-do lists. A self-motivated person does the hardest things first.*
- To check students' understanding, ask volunteers to answer one of the discussion questions.

C ▶ 2:02 Photo story

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To help students prepare, have them cover the conversations and look at the pictures. Ask *Where are the people?* (Two of the people are in a copy shop. A third man is somewhere else.) *Is it a quiet day or a busy day in the shop?* (A busy day.) *Why?* (Possible answer: There is a customer in the shop and another customer is calling the shop.)
- After reading and listening, check comprehension by having students summarize the conversations using the questions as a guide. For example:
 - Conversation 1: Ms. Krauss needs 300 copies of a document by 11:00. The manager is very busy, but agrees to do the work because she is a good customer.
 - Conversation 2: Mr. Li needs fifty sales binders for tomorrow morning. The manager says he can do the work.
- Point out that *a.s.a.p.* is said with the four letters A-S-A-P.

Option: (+5 minutes) For an initial presentation based on listening, follow the discussion of the pictures by writing the following questions on the board:

What does each customer need?
When does he or she need it by?
How is each situation resolved?

Ask students to listen for the answers to these questions.

Language and culture

- The omission of words that are not necessary for understanding the message is common in rapid, spoken English. The full forms of *Any chance I could* and *No need for that* are *Is there any chance I could get them done by first thing tomorrow morning?* and *There is no need for that.*
- **From the Longman Corpus:** The acronym *a.s.a.p.* is used frequently in spoken English and informal writing, such as in e-mails. The use of *first thing* as an adverb is especially common in spoken and informal English.

D Focus on language

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Write on the board the underlined expressions from the Photo Story. Ask volunteers to put the expressions in their own words. Point out the context of the expression to clarify meaning.
- Have students compare answers with a partner. Then review with the class.

Answers for Exercise D

1. it's really urgent
2. you've got a lot on your plate
3. I know this is last minute
4. No sweat
5. I owe you one / You're a lifesaver
6. I won't keep you any longer

SPEAKING

Suggested teaching time:	9–13 minutes	Your actual teaching time:	
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- To help students generate ideas to complete the chart ask:
 - Who makes to-do lists?* (Mr. Li.)
 - Who needs to get a job done right away?* (Ms. Krauss.)
 - Who needs to get a job done for the next day?* (Mr. Li.)
 - Who is busy, but feels motivated to work hard?* (Sam, the manager.)
- To describe the characters, ask students to use the chart to help them organize their ideas. Walk around the room to provide help as needed. Then ask three volunteers to describe a character.

Option: (+5 minutes) To extend the activity, have students form small groups and share their own experiences. Ask them to think of a day when they needed to do something right away. Then have them explain what they needed and if they managed to do it on time. Encourage students to ask follow-up questions.

EXTRAS

Workbook

ENGLISH FOR TODAY'S WORLD

Understand English speakers from different language backgrounds.

Customer 2 = Chinese speaker

C **2:02 PHOTO STORY** Read and listen to some customers placing orders at a copy shop.



Manager: What can I do for you today, Ms. Krauss?

Customer 1: I need to have these documents copied a.s.a.p.* Do you think you could make 300 copies by 11:00?

Manager: I'm afraid that might be difficult. I've got a lot of orders to complete this morning.

Customer 1: Sorry. I know this is last minute. But it's really urgent.

Manager: Well, you're a good customer. I'll get someone to take care of it right away.

Customer 1: Thanks a million. You're a lifesaver!



Manager: Excuse me . . . Hello. Happy Copy.

Customer 2: Hi, Sam. Ken Li here.

Manager: Hi, Mr. Li. How can I help you today?

Customer 2: Well, I'm going through my to-do list, and I just realized I need to have fifty 30-page sales binders made up for our meeting next week. Any chance I could have them first thing tomorrow morning?

Manager: Tomorrow morning? No sweat. Can you bring the documents in before noon?

Customer 2: Absolutely. I owe you one, Sam!



Manager: Sorry to keep you waiting, Ms. Krauss.

Customer 1: Well, I see you've got a lot on your plate today. I won't keep you any longer.

Manager: Don't worry, Ms. Krauss. Your order will be ready on time.

Customer 1: Should I give you a call later?

Manager: No need for that. Come in at 11:00, and I'll have your documents ready.

Customer 1: Thanks, Sam.

*a.s.a.p. = as soon as possible

D FOCUS ON LANGUAGE Find an underlined expression in the Photo Story you might use for each of these situations. (Two of the expressions can be used for the same situation.) See page T27 for answers.

- You need something a.s.a.p.
- You can see that someone is really busy.
- There isn't a lot of time to do something.
- You want to assure someone that a request is no problem for you.
- You want to express gratitude for a favor.
- You don't want to take too much of someone's time.

SPEAKING

Based on the survey on page 26, how would you describe each character in the Photo Story? Complete the chart and then compare opinions with your classmates. Which character are you the most like?

Answers will vary, but may include the following:

	Procrastinator?	Organized?	Explain
Sam	<input type="checkbox"/>	<input checked="" type="checkbox"/>	He will work hard to complete all his orders. He needs to get a lot of things done in a short amount of time, and he feels motivated to work hard.
Ms. Krauss	<input checked="" type="checkbox"/>	<input type="checkbox"/>	She waited until the last minute to order the copies.
Mr. Li	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	He waited until the last minute to order the sales binders. / He wrote a to-do list.

CONVERSATION MODEL

A ▶ 2:03 Read and listen to someone asking for a favor.

A: Do you think I could borrow your car this afternoon? Mine's at the repair shop, and I need to pick up my mom at the airport.

B: Gee, I'm sorry, but I'm going to need it. I have a doctor's appointment.

A: No problem. I'll think of something.

B: Hey, I have an idea. Maybe you could get Jack to lend you *his* car.

A: Good idea. I'll go ask him.

▶ 2:05 Ways to indicate acceptance

No problem.
I understand.
No worries.
Don't worry about it.

B ▶ 2:04 RHYTHM AND INTONATION Listen again and repeat.
Then practice the Conversation Model with a partner.

GRAMMAR *The causative*

Use the causative to express the idea that one person persuades or "causes" another person to do something.

Use **get** + an object and an infinitive.

	object	infinitive
I'll get	the waiter	to correct the check.
They got	him	to pay for dinner.
Did she get	her friends	to give money to the school?

You can also use **have** + an object and a base form as a causative. It expresses the idea that one person directs another to do something.

	object	base form
I'll have	my assistant	call your office.
We had	them	bring breakfast to our room.

GRAMMAR BOOSTER p. 130

- Causative **make** to indicate obligation
- **Let** to indicate permission
- Causative **have**: common errors

A GRAMMAR PRACTICE Complete each sentence with the causative **get**.

- (give) Why don't you **get** your assistant **to give** them a ride to the meeting?
- (buy) I might be able to **get** my brother **to buy** us tickets to the game.
- (pick up) Could you **get** your friends **to pick up** some things for the party?
- (make) You should **get** someone **to make** hotel reservations for us.
- (wash) Why don't you **get** your kids **to wash** the dishes after dinner?
- (lend) I'm sure you can **get** the restaurant **to lend** you a tie.

B Now rewrite each sentence from Exercise A, using **have**.

- Why don't you have your assistant give them a ride to the meeting?
- I might be able to have my brother buy us tickets to the game.
- Could you have your friends pick up some things for the party?
- You should have someone make hotel reservations for us.
- Why don't you have your kids wash the dishes after dinner?
- I'm sure you can have the restaurant lend you a tie.

CONVERSATION MODEL

A ▶ 2:03 Read and listen . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- Use “I’m sorry, but . . .” and an excuse to politely turn down a request.
- Indicate acceptance of someone’s excuse with “No problem.”
- Suggest an alternative with “Maybe you could . . .”.

- To introduce the activity tell students to look at the photograph. Ask *Where are the people?* (At work. In an office.)
- After students read and listen, check comprehension by asking:
Where does the first woman need to go? (To the airport.)
Can her colleague give her a ride? (No.)
Why not? (Because she has a doctor’s appointment.)
What does she suggest? (Ask Jack for his car.)

▶ 2:05 Ways to indicate acceptance

- Have students listen, study, and then repeat the *Ways to indicate acceptance* in the box. Remind students that the expressions in the box are transferable to other situations. Point out that using them in real exchanges will help students engage in polite conversations.

Option: (+5 minutes) To extend the activity, have students work in pairs and say whether they sometimes lend or borrow their car or other things to friends or family members. If necessary, clarify the difference between *borrow* and *lend*; for example, *The giver lends, the receiver borrows*. Elicit the kinds of things they lend or borrow.

Language and culture

- *I’ll go* + base form is a common way to announce intention.

B ▶ 2:04 Rhythm and intonation

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure students:
 - use falling intonation for *Do you think I could borrow your car this afternoon?*
 - pause slightly after *I’m sorry* in *I’m sorry, but I’m going to need it. I have a doctor’s appointment.*
 - put extra stress on *Jack* and *his* in *Maybe you could get Jack to lend you his car.*

GRAMMAR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Direct attention to the chart and have students read the explanation and study the examples. Write on the board: *get* + [person] + infinitive. To help clarify how to form the causative with *get*, point to the items on the board as you say *I got my sister to make the cake*.
- Write on the board: *I finally convinced my brother to help, and he mailed the invitations*. To check comprehension, ask students to rewrite the sentence starting with *I got*. (I got my brother to mail the invitations.)
- Have students read the box and study the examples. Write on the board: *have* + [person] + base form. To help clarify how to form the causative with *have*, point to the items on the board as you say *I had my sister organize my closet*.
- Write on the board: *I asked my assistant to send the announcement*. To check comprehension, ask students to rewrite the sentence starting with *I had*. (I had my assistant send the announcement.)

Option: GRAMMAR BOOSTER (Teaching notes p. T130)



Inductive Grammar Charts

A Grammar practice

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Remind students that the causative *get* needs the infinitive.
- Have students compare answers with a partner and then review with the class.

B Now rewrite each sentence . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Remind students that the structure with *have* is the not the same as with *get*: subject + *have* + object + base form.

Option: (+3 minutes) To extend the activity and reinforce the use of causatives, have students work in pairs. Ask students to take turns restating the sentences using just the first part of the sentence (*Why don’t you . . . ; I might be able to . . .*) with either *get* or *have*, and a new object and infinitive.

C Grammar practice

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Remind students that the structures are different for *get* and *have*.
- For extra support, have students underline *get* or *have* in each sentence.

D 2:06 Listen to activate grammar

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Explain that students will hear six different conversations about getting someone to do something.
- Encourage students to listen to the entire conversation before trying to complete the sentence.
- Have students read the incomplete sentences first, to provide a context and target for their listening.

AUDIOSCRIPT

CONVERSATION 1

- M:** Jody, aren't you going to the ten o'clock meeting?
F: Oh, hi Jim. Actually, I can't. I have to go to the post office.
M: The post office? Now?
F: Well, it's actually pretty urgent.
M: Look, Jody. It's nice that you're so self-motivated, but this meeting's important. The assistant can go **for** you. That's what he's here for.
F: You're right. I'll go speak with him now.

CONVERSATION 2

- M1:** Uh-oh.
M2: What's wrong, Bill?
M1: I asked the waiter for the check, but I forgot my wallet. And all these important clients are at the table . . .
M2: No problem. Susan has a company credit card. She can pay.
M1: Excellent idea. I'll ask her.

CONVERSATION 3

- F:** Good morning, Steve. How was the party last night?
M: Morning, Tina. It was pretty nice, actually. I had a good time.
F: Was Marty there?
M: He was.
F: Did he sing for everyone?
M: We asked him to sing. But he said he had a cold.
F: Too bad! He's a great singer.

CONVERSATION 4

- M:** Look at this ad. What a beauty!
F: The L10? I hear that's a great car.
M: I'd like to get one.
F: Cool! You should.
M: But I don't have the money right now.
F: Can your parents lend you the money?
M: You mean I should try to borrow some money from my parents?
F: Maybe. I mean it can't hurt to ask.
M: You're right. I'll do that.

CONVERSATION 5

- F1:** That was a great movie, wasn't it?
F2: Hilarious! I'm glad we went.
F1: Hey, let's get some coffee, OK?
F2: Oh, I can't. I need to pick up the kids from the mall.
F1: What about your husband? Can't he pick them up?
F2: You know, maybe he can. I'll give him a call right now.

CONVERSATION 6 [M2 = French]

- M1:** I can't believe we're in Paris!
F: I know. Look, there's the Eiffel Tower. Let's take a selfie!

- M1:** Actually, I have a better idea . . . Excuse me, *monsieur*. Do you speak English?
M2: Yes, I do. How can I help you?
F: Could you do us a favor and take our picture?
M2: My pleasure. In front of the Eiffel Tower? Perfect.



Extra Grammar Exercises

NOW YOU CAN Offer a solution

A Conversation activator

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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Conversation Activator Video

- *Note:* You can print the script or you can view a running transcript on the video player on the ActiveTeach. The script also appears on page 186 of this Teacher's Edition.
- Review the Ideas for requests and Some reasons to turn down a request in the box. Have students add more ideas and reasons; for example, *mail a letter for you*, *help with a project*; *You're leaving right away*. *You have to work right now*. *You have to meet your sister*.
- Remind students to use causatives whenever possible.
- Be sure to reinforce the use of the conversation strategies. Remind students that they have learned different ways to indicate acceptance of another person's excuse. (No problem. I understand. No worries. Don't worry about it.)

DON'T STOP! Extend the conversation. Review the ideas in the box. Explain that these are tips for keeping the conversation going. Ask students to write two more questions they could ask; for example, *Maybe you could have George help you?*

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students how the model has been changed by the actors.
- To model the activity, role-play and extend the conversation with a more confident student.
- Walk around the room and provide help as needed. Encourage students to use the correct rhythm and intonation and to continue their conversations by asking follow-up questions.



Conversation Activator Video Scripts; Conversation Activator Pair Work Cards

B Change partners

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Make sure students change roles and partners.
- Remind students to make other requests and offer other solutions.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 3, Activity 1

C GRAMMAR PRACTICE Choose the correct forms in these sentences with the causatives get and have.

- 1 I'll have someone at the front desk (recommend) / to recommend) a restaurant.
- 2 Will your friend get someone (go / to go) shopping for her?
- 3 Did you have the salesclerk (find) / to find) you a larger size?
- 4 I'm going to get someone (clean / to clean) up this room.
- 5 They should have the waiter (bring) / to bring) them the check.

D ▶ 2:06 LISTEN TO ACTIVATE GRAMMAR Listen to the conversations.

Complete each statement, using the causative get.

- 1 She's going to get the assistant to go to the post office.
- 2 They're going to get Susan to pay for the meal.
- 3 At the party, they tried to get him to sing for everyone.
- 4 He might try to get his parents to lend him some money.
- 5 She's going to get her husband to pick up the kids.
- 6 They get someone to take their picture.

DIGITAL
MORE
EXERCISES

NOW YOU CAN Offer a solution

DIGITAL
VIDEO

A CONVERSATION ACTIVATOR With a partner, change the Conversation Model. Change the request, the reason for turning it down, and the solution. Use the Ideas from the box or your own ideas. Then change roles.

A: Do you think ?

B: Gee, I'm sorry, but I

A: I'll think of something.

B: Hey. I have an idea. Maybe you could get to

A: Good idea. I'll go ask

DON'T STOP!

Make other suggestions.

What about ___?

Why don't you ask ___?

Ideas for requests

- lend you [their laptop / some money]
- drive you to [the airport]
- pick up [some coffee / lunch] for you
- pick up someone from [the airport / the mall]

Some reasons to turn down a request

- You're late for an appointment.
- You have a meeting in an hour.
- You're expecting an important phone call.
- Your own reason: ____



Do you think you could give me a ride to . . .



Do you think I could borrow your . . .

GRAMMAR *The passive causative*

The passive causative focuses on the object rather than the subject of the sentence. Use a form of **have** + an object and a past participle.

	object	past participle
We had	our picture	taken after the meeting. (We had someone take it.)
They plan to have	the offices	painted next week. (They'll have someone paint them.)
Can she have	her X-rays	sent this morning? (Can she have someone send them?)

Remember: In the passive voice, a **by** phrase is used when the information is important.

We had the office painted last week. It looks great. (no **by** phrase)

We're having the office painted **by** Royal Painting Services. They're the best!

You can also form the passive causative with **get**, with no change in meaning.

We **got** our picture **taken**.

GRAMMAR BOOSTER p. 131

- The passive causative: the **by** phrase

A FIND THE GRAMMAR Look at the Photo Story on page 27. Find and underline two examples of the passive causative with **have**. See page 27 for answers.

B GRAMMAR PRACTICE Write statements and questions, using the passive causative with **have**.

- I'd like to make an appointment to / my teeth / clean.
I'd like to make an appointment to have my teeth cleaned.
- could I / these two sweaters / gift-wrap?
Could I have these two sweaters gift-wrapped?
- where can I / my car / wash / in this neighborhood?
Where can I have my car washed in this neighborhood?
- I need to / my luggage / bring / to my room.
I need to have my luggage brought to my room.
- yesterday / he / his hair / cut / very short.
Yesterday he had his hair cut very short.
- we need to / these photos / upload / a.s.a.p.
We need to have these photos uploaded a.s.a.p.

DIGITAL
MORE
EXERCISES

DIGITAL
FLASH
CARDS

VOCABULARY *Services*

A ▶ 2:07 Read and listen. Then listen again and repeat.



1 dry-clean a suit



2 repair shoes



3 frame a picture



4 deliver a package



5 lengthen / shorten a skirt



6 print a sign



7 copy a report

GRAMMAR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Direct students' attention to the chart and ask them to read the first explanation and study the examples. Write on the board:
 I got my shoes repaired.
 I had my shoes repaired.
- Point out that the passive causative is formed with *have* or *get* + object (*shoes*) + past participle (*repaired*). Write on the board:
 Kim cleaned the carpet.
 Kim had the carpet cleaned.
- To check comprehension of the usage of the passive causative, ask students to identify the difference between the two sentences. (Kim cleaned the carpet herself. / Someone else cleaned Kim's carpet.)
- Direct attention to the different forms of *get* and *have* in the chart and the box. Point out that the passive causative can be used in all tenses. Write on the board:

I	had	my car repaired.
	am getting	
	will have	

- Clarify that the past participle (*repaired*) remains the same with the different tenses and modals.
- Have students read the last explanation and study the examples. Write on the board:
 Sue needs to get this report copied.
 Sue needs to get this report copied by Frank.
- Point out that in the first example, what is important to know is that Sue needs copies. In the second example, *by Frank* is included because *who's* doing the copying is important for the reader / listener.

Language and culture

- **From the Longman Corpus:** The passive causative with *get* is much more frequently used in speech than in writing. *Have* is used more frequently in written English.

Option: (+15 minutes) For a different approach, draw the following graphic organizer on the board or print out one for each student.

Activity	Me	My partner
Clean the house / apartment		
Paint the house / apartment		
Get a haircut		
Wash the car		
Wash clothes		
Other		
Other		

Have students work in pairs. First, ask students to add two more activities to the bottom of the chart. Then have them identify which activities they do themselves and which

they use services for. Combine the pairs and have students share information about themselves and their partners; for example, *I always clean my house on Fridays. Gina doesn't have time to clean, so she has it cleaned once a week.*

Option: **GRAMMAR BOOSTER** (Teaching notes p. T131)



Inductive Grammar Charts

A Find the grammar

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Remind students of the passive causative structure: *have* + object + past participle.
- Explain that words and phrases such as *need to*, *can*, *should*, and *would like to* can be added before *have*.
- If students are having trouble locating the two examples, give them clues: *The first example is under the first picture. Customer 1 / Ms. Krauss says it. ("I need to have these documents copied a.s.a.p.")* For the second example: *It's under the second picture. Customer 2 / Ken Li says it. ("Well, I'm going through my to-do list, and I just realized I need to have fifty 30-page sales binders made up for our meeting next week.")*

B Grammar practice

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Complete the first item with the class. Point out that the given punctuation will tell them if they're to write a statement or question.



Extra Grammar Exercises

VOCABULARY

A ▶ 2:07 Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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Vocabulary Flash Card Player

- Ask students to listen and study the phrases. Then have students listen and repeat chorally.

Option: (+10 minutes) To provide practice, ask students to describe the pictures without using the Vocabulary or saying to a partner which service it is. Have partners guess which service is being described. Then change roles. Point out that the student describing can talk about people or objects, and use any tense, but the person guessing only needs to say *the service*. For example:

Student A: *This service is working with clothes. Cleaning them, but not washing them in water.*

Student B: *Dry-clean.*

Student B: *This person makes a lot of the same thing. If I have one, but I want fifty, this person does this.*

Student A: *Copy. (OR Make copies.)*



Learning Strategies

B Vocabulary / grammar practice

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- To prepare students for the activity, ask them to brainstorm other nouns that can be used with the verbs. Write the nouns (without the verbs) in random order on the board; for example, *dry-clean—a jacket, a raincoat, a blouse; repair—a car, a copier; frame—a painting, a photo; deliver—a letter, a box; lengthen / shorten—pants, a dress; print—a document, a card; copy—a document, a letter.*
- Review the speech balloon. Then ask students to create sentences using the nouns on the board or their own ideas.

C ▶ 2:08 Listen to activate . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Pause after each conversation to allow students time to complete the statements.
- Review answers by having students say the complete sentences. Make sure they use passive causative correctly.

AUDIOSCRIPT See page T32

CONVERSATION MODEL

A ▶ 2:09 Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- Soften an “almost certain” no with “That might be difficult.”
- Use “Well, . . .” to indicate a willingness to reconsider.

- Before students listen, use the photograph to predict what will happen. Ask *Where does the conversation occur?* (At the dry-cleaner’s.) *What do you think is happening?* (The woman needs her jacket cleaned.)
- After students read and listen, ask *Why does the woman need her jacket cleaned so quickly?* (She needs it for a friend’s wedding on the weekend.) *When will the jacket be ready?* (Tomorrow after four o’clock.)

B ▶ 2:10 Rhythm and intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure students:
 - use rising intonation for *Could I have this jacket dry-cleaned by tomorrow?* and *Tomorrow?*
 - put extra stress on *really* in *I really appreciate it.*

NOW YOU CAN Discuss how long a service will take

A Conversation activator

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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Conversation Activator Video

- Note:* You can print the script or you can view a running transcript on the video player on the ActiveTeach. The script also appears on page 187 of this Teacher’s Edition.
- Review the *Ideas for express services* and *Ideas for why it’s urgent* in the box. Have students brainstorm other ideas.
- Be sure to reinforce the use of the conversation strategies. Make sure students say *That might be difficult* politely and then use *Well, I’ll see what I can do* to provide an option.
- Review the expressions in the Recycle box. Remind students to use the passive causative whenever possible.

DON’T STOP! Extend the conversation. Review the ideas in the box. Explain that these are tips for keeping the conversation going. Ask students to write two more questions; for example, *Could I [get them done] earlier than that? Should I give you a call later?*

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students how the model has been changed by the actors.
- To model the activity, role-play and extend the conversation with a more confident student. Encourage students to use the correct rhythm and intonation and to continue their conversations by asking follow-up questions.

Conversation Activator Video Scripts; Conversation Activator Pair Work Cards

B Change partners

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
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- Challenge students to keep the conversation going by asking for more than one service.

EXTRAS

Workbook or MyEnglishLab

Speaking Activities: Unit 3, Activity 2

B VOCABULARY / GRAMMAR PRACTICE Name other things you can get the services on page 30 for. Use the passive causative.

“ You can also get sweaters or pants dry-cleaned. ”

C ▶ 2:08 LISTEN TO ACTIVATE VOCABULARY AND GRAMMAR Listen to the conversations. Complete each statement with the item and the service. Use passive causatives.

- 1 She needs to have her pants lengthened
- 2 He needs to have the agenda copied / copies of the agenda made
- 3 She's thinking about having a photo framed
- 4 He needs to have his sweater dry-cleaned
- 5 She has to have her camera repaired
- 6 He needs to have a package picked up this morning.
- 7 He wants to have his new menu printed

CONVERSATION MODEL

A ▶ 2:09 Read and listen to someone requesting express service.

A: Could I have this jacket dry-cleaned by tomorrow?

B: Tomorrow? That might be difficult.

A: I'm sorry, but it's pretty urgent. My friend is getting married this weekend.

B: Well, I'll see what I can do. But it won't be ready until after 4:00.

A: I really appreciate it. Thanks!

B ▶ 2:10 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Discuss how long a service will take

DIGITAL VIDEO

A CONVERSATION ACTIVATOR With a partner, change the Conversation Model. Use the Ideas to request an express service and give a reason for why it's urgent. Then change roles.

A: Could I by ?

B: ? That might be difficult.

A: I'm sorry, but it's pretty urgent.

B: Well, I'll see what I can do. But it won't be ready until

A: !

DON'T STOP!

- Say you need to have the service completed earlier.
- Ask how much it will cost.

Ideas for express services

- frame [a photo / a painting / a drawing / a diploma]
- dry-clean [a suit / a dress / a sweater]
- lengthen or shorten [a dress / a skirt / pants]

Ideas for why it's urgent

- Someone is coming to visit.
- You're going on [a vacation / a business trip].
- There's going to be [a party / a meeting].
- Your own idea: _____



RECYCLE THIS LANGUAGE.

I owe you one!
Thanks a million.
You're a lifesaver!

I know this is last minute.
I won't keep you any longer.

B CHANGE PARTNERS Request other express services.

BEFORE YOU READ

WARM-UP What are the best ways for a business to keep its customers coming back? Explain your reasons.

READING ▶ 2:11



How can I help you?

They say, "The customer is always right." That may not be completely true, but a smart business treats customers as though they are. Whether you work for a business or have your own, remember this secret: customers don't really buy services and products; they buy solutions and relationships. Here's how to keep them coming back:

Don't procrastinate! Make sure you get things done on time. Don't waste your customers' valuable time by making them wait for service. Giving customers what they want *now* is key to your success, and it should be at the top of your to-do list. The business that gets the job done efficiently and fast is the one that customers will come back to.

Be really reliable. If you say you are going to do something, do it. If a problem keeps you from doing it, apologize and promise to find a solution. However, avoid making promises you won't be able to keep. Treat customers right by being honest, and they will recommend you to their colleagues, friends, and family.

Stand by your products and services. The good workmanship and attention that go into your high quality product, excellent service, or reasonable prices will be appreciated. No one wants a product that falls apart or doesn't work. If that happens, take responsibility and arrange to repair it or replace it.

Be extremely friendly and courteous, as well as a good listener. Be sure your customers feel respected and heard. Pay attention to complaints as well as praise.

Always try to be helpful. Sometimes it's difficult to answer a customer's question or fulfill a request. Instead of "I don't know," say, "I may not have the answer right now, but I'll find out." Instead of "I don't have time right now," say, "I'll make time." A "can-do" attitude, even under stress, assures customers that you will treat them professionally and that you are ready and willing to help. Above all, make your customers feel important and valued, and always thank them for their business.



A INFER POINT OF VIEW Complete each statement, according to the point of view expressed in the Reading.

- 1 If you waste your customers' time, they come back.
a will **b** won't
- 2 If you don't do what you say you will do, your customers think you are reliable.
a will **b** won't
- 3 If you aren't courteous to your customers, they complain.
a will b won't
- 4 If your customers don't feel valued, they feel important.
a will **b** won't
- 5 If you don't have a "can-do" attitude, your customers think you're willing to help.
a will **b** won't

BEFORE YOU READ

Warm-up

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- To help students generate ideas, first brainstorm kinds of businesses with students. Write their ideas on the board. Then ask students by show of hands who frequents which businesses (*Who goes to the dry-cleaner's?*) and follow with *What keeps you coming back?* Add those ideas to the board.

2:11 READING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- To practice the reading strategy of scanning, have students look at the headline, the subheads, and the photos to answer these questions: *What is the article about?* (Customer service.) *What adjectives describe a good businessperson?* (From the subheads: reliable, friendly, courteous, helpful.)

Option: (+3 minutes) After students read and listen, explore the idea of point of view with students. Ask *Does the author of this article generally agree with the statement "The customer is always right?"* (Yes.) Ask students to discuss with a partner if they agree or disagree with the author's point of view and to explain why or why not. Then call on volunteers to express their opinions.

Language and culture

- English is full of business-related expressions such as "The customer is always right." Time and money are often the focus: *Time is money. Don't waste time. Take time to make time. It takes money to make money.*



Learning Strategies

A Infer point of view

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Have students try to complete the activity without looking back at the article. Ask *How much about being a good businessperson is common sense?*
- Have students compare answers with a partner and then review with the class.

AUDIOSCRIPT for page T31

CONVERSATION 1 [F1 = Chinese]

- F1:** Look at these pants. They're way too short.
F2: You know, you can get someone to lengthen them.
F1: Do you know a good tailor?
F2: You should take them to Kisco's. They do good work there.
F1: Thanks. I'll try them.

CONVERSATION 2

- M:** Hey, Carrie. Got a second?
F: Sure, Matt. Are you guys all ready for the big meeting?
M: Almost. I still have to get someone to make two hundred copies of the agenda. Do you know a good place for that?
F: Just take them to Al's Printing. They're right across the street. And they're pretty fast. I bet they can have them done in an hour.
M: Thanks, Carrie. You're a lifesaver.

CONVERSATION 3 [F = Eastern European]

- M:** Where'd you take that photo?
F: This one? I took that last year when we were in the south of France.
M: You really should get someone to frame it. It's really nice.
F: I'm thinking about it. I like it, too.

CONVERSATION 4

- F:** Hey, that's a nice sweater.
M: Thanks. But it's got a little tomato sauce on it right here . . . Do you know a good dry-cleaner?
F: Well, you could try Downtown Cleaners. That's who I use. And I think they're pretty good.
M: Thanks for the recommendation!

CONVERSATION 5 [F = British English]

- F:** OK, smile! Say cheese!
M: Cheese!
F: Uh-oh.
M: What's the matter?
F: Well, my camera isn't working right.
M: That's too bad. You can probably have someone repair it.
F: That's what I'm thinking.
M: You can try Hoyt Camera. I've heard they're very good. You could probably have it repaired there the same day.
F: OK. I will.

CONVERSATION 6

- M:** The Mumbai office is going to need this package a.s.a.p.
F: You mean it hasn't been sent out yet?
M: No. The medications just came in yesterday.
F: Then you should use IDP Services. If they pick up the package this morning, they can get it to Mumbai really fast.
M: Good idea.

CONVERSATION 7 [M = Italian]

- F:** Hey, Lucio. How's your new restaurant doing?
M: Business is good, actually. Thanks for asking.
F: That's great. What's that?
M: This? It's my new menu. I need to get someone to print fifty of them for me. Do you know a good place for that?
F: Well, there's a place on Main Street. I think it's called Harrison's. They say it's the best.
M: Thanks!

B Activate language from a text

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Have students find the words from the word box in the text and circle them.
- Next ask students to help you write short definitions on the board, for example, *reliable*: doing what you say you're going to do; *reasonable*: agreeable; *workmanship*: the care that goes into a product; *helpful*: offering information or something needed; *professional(ly)*: formal(ly).
- Ask volunteers to give an example of each word in a business context. For example: *Give an example of an experience you had with a reliable businessperson. What happened?* or *Give an example of something you own that shows good workmanship.*

Option: (+10 minutes) Assign pairs and have students role-play a situation demonstrating the qualities of reliable, reasonable, helpful, and professional. Encourage them to liven up the exchange by using language from the text: *keep (you) coming back; your valuable time; top of my to-do list*, etc.

Extra Reading Comprehension Exercises

PRONUNCIATION

A 2:12 Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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Pronunciation Coach Video

- Have students listen and study the examples.
- Write on the board: *They're REALLY reliable.*
- Point out that the underlined word is spoken louder to make it stand out. Explain that when you say *REALLY reliable* and stress *really*, you want to give the message that the person is very, very reliable (not just reliable). Point out that stress affects the meaning of a message.

Option: (+5 minutes) To extend the activity and provide more practice, have pairs take turns asking and answering questions about services, using emphatic stress in their answers; for example, **A:** *Why do you have your clothes dry-cleaned at Brenda's?* **B:** *Because they're incredibly fast.*

Pronunciation Activities

NOW YOU CAN Evaluate the quality of service

A Frame your ideas

Suggested teaching time:	5–8 minutes	Your actual teaching time:	
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- To prepare students for the activity, review the *Reasons for choosing a business* in the box. Point out that *professionalism* refers to the qualities and skills that someone is expected to have, *reliability* means you can depend on something, and *workmanship* refers to the skill in making things.

- To help students with the vocabulary they will need, brainstorm adjectives that can be used to describe the reasons for choosing a business; for example, *fast, efficient, reliable, honest, reasonable, low-cost, professional, helpful, near, accessible*. Remind students to use some of these adjectives when they complete the chart.
- Encourage students who don't remember the name of a business to think of another way to identify it; for example, *the one on the corner, the one at the mall, the one opposite my office*.

B Discussion

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- To prepare students for the discussion, read aloud the speech balloons. Point out the causatives and remind students to use them.
- Form small groups. Ask students to use their charts as a guide to recommend a local business. Encourage them to include as many adjectives as they can.
- Walk around the room and provide help as needed. Make sure students use the causatives *have* and *get* correctly. Encourage them to keep the conversation going by asking questions or making relevant comments based on personal experiences. For example:

*What kinds of clothes do you get dry-cleaned there?
Have you ever brought in a leather jacket to be cleaned?
Are their prices reasonable?
I also have my shoes repaired there.
I have my shoes repaired at High Heels.
They are fast and reliable, too, but they are not as cheap.*

Text-mining: Have students share their Text-mining examples and use them to create new statements with a partner. *For example:

[] *to treat them right.* We recommend [].
[] *is the key to my success.* They always take
[] *is at the top of her to-do* responsibility for [].
list.

*Follow the same procedure with students' text-mining examples in other units.

EXTRAS

Workbook or MyEnglishLab

Speaking Activities: Unit 3, Activity 3

B ACTIVATE LANGUAGE FROM A TEXT

Find and underline these words in the Reading on page 32. Complete the descriptions, using the words.

reliable reasonable workmanship helpful professional

- 1 I find Portello's prices really reasonable compared to other places. I've shopped around, and I can't find another service with such low prices.
- 2 What I like about Link Copy Services is that they're so helpful Even if the job is a bit unusual, they're willing to try.
- 3 Jamco Design is extremely professional You never have to worry about their doing anything less than an excellent job.
- 4 Dom's Auto Repair is incredibly reliable If they promise to have a job ready in an hour, you can be sure that they will.
- 5 The workmanship at J&N is amazing. Their products are all hand-made, and they last for years.

DIGITAL
MORE
EXERCISES

DIGITAL
VIDEO
COACH

PRONUNCIATION *Emphatic stress to express enthusiasm*

▶ 2:12 Read and listen. Then listen again and repeat. Finally, read each statement on your own, using emphatic stress.

- 1 They're **REALLY** reliable.
- 2 They're **inCREDIbly** helpful.
- 3 They're **exTREMELY** professional.
- 4 They're **SO** reasonable.

NOW YOU CAN Evaluate the quality of service

- A FRAME YOUR IDEAS** Complete the chart with services you or someone you know uses. Write the name of the business and list the reasons why you use that business. Then compare charts with a partner.

Reasons for choosing a business

- efficiency
- helpfulness
- location
- professionalism
- reasonable prices
- reliability
- workmanship
- other: _____

Service	Name of business	Reason
laundry / dry-cleaning		
repairs		
delivery		
haircuts		
copying		
other:		

- B DISCUSSION** Recommend local businesses from your chart. Explain why you and their other customers use them. Use active and passive causatives.

“ I always get my clothes dry-cleaned at Quick Clean. They're near my home and their prices are reasonable. ”

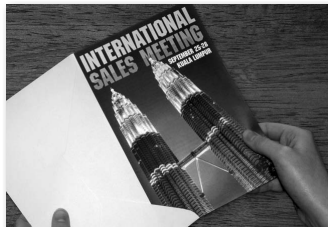
“ I rarely have my shoes repaired. But I hear that Al's Shoes is fast and reliable. ”

Text-mining (optional)

Find and underline three words or phrases in the Reading that were new to you. Use them in your Discussion.
For example: “treat them right.”

BEFORE YOU LISTEN

A ► 2:13 VOCABULARY • *Planning and running an event* Read and listen. Then listen again and repeat.



1 send out the announcements



2 set up the room



3 set up the projector



4 put up the signs



5 check the sound system

6 a microphone / a mike

7 a handheld mike

8 a lapel mike

We'll start at 9:00. This is the agenda for the morning.



9 hand out the agenda



10 a handout



11 introduce the speaker / the guest

12 a podium

B PAIR WORK Which of the activities in the Vocabulary have you done yourself or seen someone do? Which activities would you volunteer to do?

LISTENING COMPREHENSION

A ► 2:14 LISTEN TO CONFIRM Listen to the conversations and check the items and equipment they mention.

- | | | | | | |
|---|---------------------------------|---|---|--|----------------------------------|
| <input checked="" type="checkbox"/> agendas | <input type="checkbox"/> coffee | <input checked="" type="checkbox"/> hand-held mikes | <input checked="" type="checkbox"/> lapel mikes | <input checked="" type="checkbox"/> projectors | <input type="checkbox"/> snacks |
| <input checked="" type="checkbox"/> announcements | <input type="checkbox"/> desks | <input checked="" type="checkbox"/> handouts | <input checked="" type="checkbox"/> podiums | <input checked="" type="checkbox"/> signs | <input type="checkbox"/> tickets |

B ► 2:15 LISTEN FOR MAIN IDEAS Listen again. Use the Vocabulary and the causative to complete the statements.

Conversation 1

1 Brian's going to get hisbrothers..... to send out the announcements before the event.

2 Brian will also try to getsome people..... to help put up the signs the morning of the event.

Conversation 2

3 Myra's going to get hercolleagues..... to check the sound system in each room, and they'll make sure there's a choice of mikes for each speaker.

4 She's also going to get them to set up the projectors in each room.

Conversation 3

5 Lester's going to get people to set up each room with enough chairs for 30 to 40 people.

6 He's also going to get people to hand out things and get someone to stand at the podium and introduce each speaker.

BEFORE YOU LISTEN

A ▶ 2:13 Vocabulary

Suggested teaching time:	4–6 minutes	Your actual teaching time:	
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V Vocabulary Flash Card Player

- Have students listen and study the phrases. Then have them listen and repeat chorally.
- To help students understand the Vocabulary, read the first item and have students look at the photo. Ask *What are announcements?* (Something, such as a card, that tells people about an event.) *Who are announcements sent to?* (The people who are invited. / The attendees.) *What is this announcement for?* (An international sales meeting.)
- Then ask questions about the other photos. You can say:
 - set up the room: *How is he setting up the room?* (He's putting the chairs in rows and is putting information on each chair.)
 - set up the projector: *What is a projector?* (a device that shows images)
 - put up the signs: *What kinds of signs are meant here?* (Signs that direct people where to go, what to do, etc.)
 - check the sound system: *What does a sound system do?* (It enables large groups of people in a large setting to hear the main speaker.) *Why is the woman saying "Testing, testing . . . ?"* (Because sound systems need to be adjusted for the given room / space.)
 - microphone / handheld mike: *Why would someone use a mike?* (Because he or she needs to be heard by a large group of people or in a large setting.)
 - lapel mike: *Why would someone use a lapel mike?* (Because he or she wants free hands.)
 - hand out the agenda: *What is an "agenda"?* (The list of things that will be done.)
 - handout: *What kind of information is on a handout?* (Background about the speakers. Details about the meeting.)
 - introduce the speaker / the guest: *Why does someone need to introduce the speaker / guest?* (To give the audience background information about that person.) *What kinds of people are speakers / guests at events?* (Famous people. People with important or interesting information or stories.)
 - podium: *Why do speakers stand behind a podium?* (So they have somewhere to set their notes, glasses, water, etc.)

- To reinforce the Vocabulary, write the following words and draw the chart (without answers) on the board. Ask students to close their books. Then have them choose the words that go with the verbs and fill in the chart. Review with the class.

the microphone the announcements
 the room the projector the signs
 the sound system the agenda the mikes
 the speaker the handout the guest

send out . . .	set up . . .	put up . . .	check . . .	hand out . . .	introduce . . .
the announcement	the room the projector	the signs	the sound system the microphone / mikes	the agenda handouts	the speaker the guest

B Pair work

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- To help students prepare for the activity, write on the board: *What kind of event was it? When was it?*
- Have students choose two or three activities they have done or seen and write notes about them, using the questions on the board as a guide. Ask students to choose an activity they would volunteer to do and write notes to explain why.
- Form pairs. Walk around the room monitoring students' work. Then have several students tell the class about their experience with and interest in planning and running events.

LISTENING COMPREHENSION

A ▶ 2:14 Listen to confirm

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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- Tell students they are going to listen to three conversations about planning an event.
- To prepare students for listening, have them read the items and equipment so they know what information to listen for. If necessary, have students listen again to confirm their answers.

AUDIOSCRIPT See page T35.

B ▶ 2:15 Listen for main ideas

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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- First review with students the scenario: Ginny is organizing an event and calls three people for help: Brian, Myra, and Lester. Elicit from students the other, unnamed individuals who are mentioned in the calls (Brian's brother, Myra's colleagues, Lester's volunteers).
- In a 3-column chart on the board, write: *Brian / Brian's brother, Myra / Myra's colleagues, and Lester / Lester's volunteers*. Tell students to take notes about the tasks Ginny asks each to do. Explain that sometimes other people are involved and students should note that information as well; for example, Brian is going to get his brothers to help with a task.
- Review the notes together before students complete the sentences.



Learning Strategies

NOW YOU CAN Plan an event

A Group work

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Have students look at the pictures and the list of events in the *Some ideas* box. If necessary, clarify the meaning of a *karaoke* (/kæ-r-i-'ou-ki/) *show* (A party in which people sing to recorded music for fun.).
- Brainstorm and write on the board other social events the class might like to attend; for example, *a dinner, a picnic, a concert*, etc.
- Review the expressions in the Recycle box.
- Form groups of three or four. Have each group choose one social event to plan. Encourage students to include as many details for the event as possible.
- Draw students' attention to the two speech balloons. Read them aloud. Remind students to use the passive causative as they choose people to help with their event.

B Discussion

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- As groups present their plans to the class, list the groups and types of events on the board; for example, *Group 1: Top Notch Pop karaoke show*.
- Encourage the class to ask questions beyond those in the chart. For example:
Have you made a budget?
How much money will you spend?
What about food?
Will you have a caterer?
When will you send out the invitations?
- After all groups have presented their plans, have students raise their hands to vote for each of the events listed on the board. Keep a tally on the board to find out the best or most popular plan. You may want to hold the event if your students are enthusiastic about it.

Language and culture

- In the U.S., people sometimes hire “event planners” to organize and delegate all the tasks involved in planning and running a large event, such as a wedding or business conference, or even an elaborate children’s birthday party.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 3, Activity 4; “Find Someone Who . . .” Activity

AUDIOSCRIPT for page T34 (A Listen to confirm, B Listen for main ideas)

CONVERSATION 1

- F:** Hello, Brian? Ginny. How are you doing?
M: I'm good, Ginny. What's up?
F: Listen, I want to get the preparations moving for the talks at next month's event. There are a few things we need to have done.
M: Great. How can I help?
F: Well, I've asked someone to create an announcement. But we need someone to send them out. Do you think you could find someone to do that?
M: No problem. That's easy. I'll get my brothers to do it. Is there anything else you need?
F: Well, I've also asked someone to print some signs for the event. Could you ask some people to help put up the signs that morning?
M: Sure. I'll talk to some of my friends. I'm sure they'll be willing to do it.

CONVERSATION 2

- F1:** Hello, Myra? Ginny.
F2: Hey, Gin. How are ya?
F1: Great. Hey, thanks for volunteering to help with the event next month. As our tech person, there are a few things you should put on your to-do list for the morning of the event.
F2: OK.
F1: We'll need someone to check the sound system in each room before 8:30. Is that OK?
F2: Of course. I'll ask some of my colleagues to do that. They're really good.
F1: And for the talks, we'll want each speaker to be able to choose a hand-held mike or a lapel mike, OK? We don't want them to have to use a mike at the podium if they don't want to.
F2: Understood. I'll make sure they set that up in each room.
F1: And of course we'll need someone to set up the projectors in each room, too.
F2: Don't worry. They can do that, too.

CONVERSATION 3

- F:** Good morning, Lester. Ginny here.
M: Hi Ginny.
F: Lester, I understand you already have a team of people ready to help out on the day of the event.
M: That's right. I've got six volunteers already.
F: Great! We'll need to get the chairs in each room set up before 8:30. About the same time that Myra's people will be checking the sound system.
M: OK. How many people do you think there'll be in each room?
F: It would be great if you could have each room set up for about thirty to forty people.
M: Will do.
F: And we'll need someone at the front table to hand out the agendas. And someone at the door to each room to give people any handouts for the talks.
M: No problem.
F: And Lester, do you think someone can introduce each speaker as well?
M: I may need to get a few more volunteers, but that should be no problem.
F: Good. They'll have to be free to stand at the podium to do that. So it can't be the same person that's handing things out.
M: Right. We'll work that out.
F: Thanks, Lester!

NOW YOU CAN Plan an event

- A GROUP WORK** Plan an event for your class, school, or community. Fill out the form. Discuss each person's strengths and weaknesses and assign who will be responsible for each activity.

TYPE OF EVENT

LOCATION

DATE AND TIME

BEFORE EVENT

What do you need to get done before the event?

Who will get it done?

DURING EVENT

What do you need to get done at the event?

Who will get it done?



Some ideas

- a special meeting
- a talk or a speech
- an "English practice" day
- a *Top Notch Pop* karaoke show



RECYCLE THIS LANGUAGE.

Are you organized and self-motivated?
Do you procrastinate and put things off?
That might be difficult.
[I've] got a lot on [my] plate.
Gee, I'm sorry.
I'll think of something.

Let me see what I can do.
Hey, I have an idea.
How can I help?
No sweat!
Thanks a million!
I owe you one.

“ Nathan's really organized. Why don't we get him to . . . ”

“ I'm not really good with technology, but I can get people to . . . ”

- B DISCUSSION** Present your plans to your class. Be sure to use the causative with get and the passive causative with have. Then choose the best plan.

REVIEW

- A ▶ 2:16 Listen to each conversation. Then complete the statements, using the passive causative with have. Listen again if necessary.

Example: He'd like to have his shoes repaired by tomorrow morning.

- 1 She'd like to have her dress dry-cleaned by Friday
- 2 He needs to have his pants shortened (by Wednesday)
- 3 He'd like to have a sign printed (sooner than Thursday)
- 4 She'd like to have a picture framed (by 4:00)

- B Complete each question or request, using the passive causative have.

- 1 (can I / my sweaters / dry-clean) Can I have my sweaters dry-cleaned by tomorrow?
- 2 (I'd like / this skirt / lengthen) I'd like to have this skirt lengthened
- 3 (where can I / these pants / shorten) Where can I have these pants shortened ?
- 4 (could you / this document / copy) Could you have this document copied for me?
- 5 (where did she / her painting / frame) Where did she have her painting framed ?
- 6 (how much did he pay / his camera / repair) How much did he pay to have his camera repaired ?
- 7 (we'd like / some handouts / print) We'd like to have some handouts printed a.s.a.p.
- 8 (can I / this package / deliver) Can I have this package delivered by Friday?

- C Complete each causative statement in your own way, using the correct form of get.

Remember to use the infinitive form of a verb. Answers will vary, but may include the following:

- 1 After dinner last night, we got the waiter to bring the check
- 2 Last week, we got our teacher to let us leave early
- 3 When I was young, my friends always got me to go to the mall with them
- 4 When you arrive, you should get the hotel to make an appointment for you
- 5 Don't forget to get the doctor to explain the dosage
- 6 I can never get my friends to come with me

WRITING

Do you think being a procrastinator is a serious problem?
Explain your views by giving examples from personal experience.


Some possible examples

- getting things repaired
- having things cleaned
- paying bills
- making plans for a vacation
- keeping in touch with people

WRITING BOOSTER p. 148

- Supporting an opinion with personal examples
- Guidance for this writing exercise

For additional language practice ...

 **TOP NOTCH** **POP** • Lyrics p. 154
 "I'll Get Back to You"

DIGITAL
SONG

DIGITAL
KARAOKE

A 2:16 Listen to each conversation . . .

Suggested teaching time:	10 minutes	Your actual teaching time:	
--------------------------	------------	----------------------------	--

- Review the example with the class.
- Pause after each conversation to allow students time to write.
- Review by having students read the sentences aloud. Make any necessary corrections.

AUDIOSCRIPT

CONVERSATION 1

- F:** I'd like to have this dress dry-cleaned.
M: OK. It'll be ready on Monday.
F: Actually, it's kind of urgent. Any chance I could have it by Friday?
M: I'll see what I can do.

CONVERSATION 2

- M1:** I need to have these pants shortened. Can I get them back by Wednesday?
M2: I don't know . . . We're pretty busy this week.
M1: I'd really appreciate it.
M2: We'll try. But they might not be ready until Thursday. OK?

CONVERSATION 3

- F:** I'd like to have a sign printed. Does it take long to do?
M: Just one sign? Not too long. You can have it by Thursday.
F: Gee. Could I have it done a little sooner. I'm in a bit of a rush.
M: How about Wednesday? Is that OK?
F: That would be perfect. Thanks a million!

CONVERSATION 4 [F = Korean]

- F:** Can you do a rush job for me?
M: That depends. What do you need to have done?
F: I just need to have this picture framed. Can I have it by four?
M: Today? I'm sorry. That wouldn't be possible. But I could have it for you first thing in the morning.
F: OK. That would be great.

B Complete each question . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Encourage students to look at the verbs to help them decide how to complete each sentence. Have students compare answers with a partner.
- Ask several students for their information and make a list of possible answers on the board.

Option: (+5 minutes) To extend the activity, have volunteers reply to your statements with a passive causative question. *Why don't you ___?* Remind students to use the vocabulary from the unit and *have*. For example:

My pants are too long. (Why don't you have them shortened?)

The copier is broken. (Why don't you have it repaired?)

I've bought a beautiful painting. (Why don't you have it framed?)

My white jacket is stained with blue ink. (Why don't you have it dry-cleaned?)

I need fifty copies of this test a.s.a.p. (Why don't you have it copied at Quick Copy Service?)

I need a new sign for this room. (Why don't you have one printed?)

C Complete each causative . . .

Suggested teaching time:	2–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Write on the board:
I | *get* | my brother ____.
- To prepare students for the activity, ask them to create sentences; for example, *I got my brother to drive me to school*. Point out the structure: *get* + person + infinitive.
- Then have students compare statements with a partner. Review with the class.

WRITING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
--------------------------	---------------	----------------------------	--

- Review the ideas in the *Some possible examples* box. Point out that they are activities we can get done on time or put off until the last minute. Brainstorm other activities and write them on the board. For example:

buying gifts	reserving a table at a
sending holiday greetings	restaurant
buying tickets	replying to e-mails
packing before a trip	sending a thank-you card
planning parties	studying for a test
- To help students generate ideas, have them decide if they tend to do these activities right away or put them off until the last minute. Ask students to think of examples and write them down.
- Encourage students to start their writing by saying whether they think procrastinating is a serious problem or not, and then have them use their notes as a guide to give examples to support their statements. As students write, walk around the room and provide help as needed.

*Option: **WRITING BOOSTER** (Teaching notes p. T148)*



Writing Process Worksheets



Top Notch Pop Song Video and Karaoke Video

ORAL REVIEW

Before the first activity, give students a few minutes of silent time to explore the pictures and become familiar with them.

Game

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- To help students prepare for the activity, tell them that they will play a memory game. They will take turns asking and answering questions about the pictures, using the causative.
- As students study the pictures, remind them to look at the time shown on each clock.
- If necessary, review what kinds of problems the man is having. (The copier doesn't work, he needs to get a package to L.A. right away, his pants are too long, he got in a car accident / he hit something with his car.)
- Form pairs. Review the example. Have students close their books and take turns asking and answering questions. Once students are finished, ask them to open their books and confirm their answers.

Possible responses . . .

1 He needs to get something copied. 2 He needs to get a package in the mail. 3 He needs to have his pants shortened. 4 He needs to have a mechanic fix his car.

Option: (+5 minutes) For a different approach, ask students to share their own experiences in small groups. Have them describe a day in which they had to get lots of things done. Encourage students to ask questions to keep the conversation going.

Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Before students create the conversations, model a conversation with a student.
- Then have students choose roles. Finally, ask one or two pairs to role-play their conversations.

Possible responses . . .

A: Hey, Paul. What's going on? **B:** I need to have these documents copied by 9:30, but the copier isn't working! Do you think you could take a look? **A:** Gee, I'm sorry, but I'm not very good with machines. Why don't you call the help desk? **B:** Good idea. Could I borrow your phone? **A:** No problem. Here you go.

A: Could I get this package delivered to L.A. by the end of this week? **B:** That should be no problem. You can have it air expressed. **A:** When will it get there? **B:** On Friday morning. Is that OK? **A:** Thanks. You're a lifesaver!

A: Could I get these pants dry-cleaned by tomorrow? **B:** Tomorrow? That might be difficult. **A:** I'm sorry, but it's pretty urgent. I need them for a party this weekend. **B:** Well, in that case, I'll see what I can do. **A:** I really appreciate it. Thanks!

A: I need to get my car repaired a.s.a.p. **B:** What happened? **A:** Well, I hit a wall in the garage. **B:** Oh, no! What do you need to have done? **A:** I need to get a new headlight. Can you do it this week? **B:** I don't know. I'm very busy. **A:** Can you get it done next week? **B:** Yes. Next week would be fine.

Story

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Form small groups. Ask each student to contribute a sentence to the story.
- Remind students to use the causatives *have* and *get*. Then ask a group to retell the story to the class.

Option: (+5 minutes) To extend the activity, have students work in small groups and make up an ending to the story. Ask them to imagine what else happened to Paul that night. Walk around the room and provide help as needed. Then have several groups tell their story to the class.

Option: Oral Progress Assessment

Use the photographs on page 37. Encourage students to use the language practiced in this unit and prior units.

- Tell the student you are going to ask questions about the photographs and he or she should answer using the causative; for example, *What does Paul's colleague say about the copy machine? Why is Paul holding a package? What is Paul telling the tailor? Why is Paul talking on the phone?*
- Tell the student that together you are going to role-play a conversation between Paul and the employee at the dry-cleaner's. The student should play Paul. Have the student start like this: *Do you think I could have these pants shortened by Friday?* Tell the student to continue the conversation and say as much as he or she can.
- Evaluate the student on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



Oral Progress Assessment Charts

Option: Top Notch Project

Have students plan a social event for the class.

Idea: Ask students to make a list of the guests who will be invited. Form four groups and assign each group one of the following to think about and plan: food and drinks, music, invitations, and decorations. Encourage each group to take notes as they plan. Finally, have the groups report their ideas and suggestions to the class.

EXTRAS

Additional printable resources on the ActiveTeach:

- Assessment
- Just for Fun
- Top Notch Pop Song Activities
- Supplementary Pronunciation Lessons
- Conversation Activator Video Scripts
- Audioscripts and Answer keys
- Unit Study Guides

ORAL REVIEW

GAME Study the pictures for one minute, paying attention to the time in each picture. Then close your books. Ask and answer questions about the photos, using the causative. Start like this:

What does Paul need to have done at 2:00?

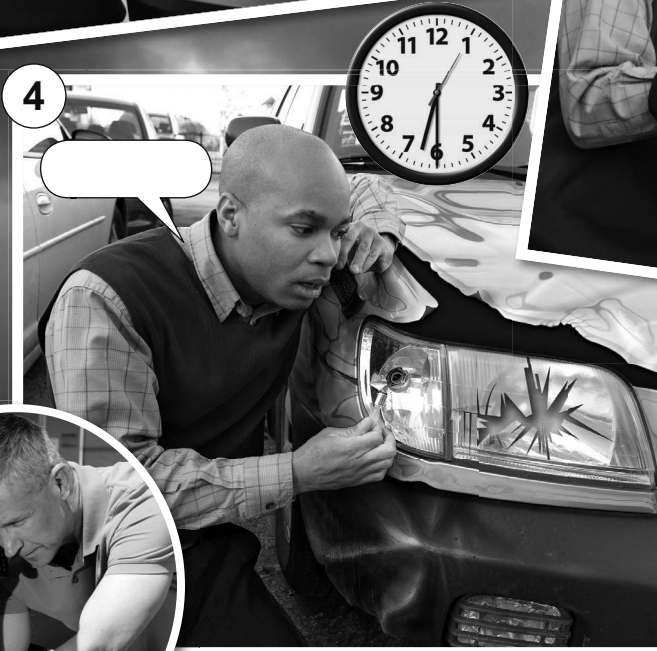
PAIR WORK Create a conversation for each situation. Start like this:

Do you think I could have this __ by __?

STORY Close your books. In a small group, tell the story of Paul's day. Start like this:

At 9:00, Paul needed to have __ ...

Paul's Difficult Day



✓ NOW I CAN

- ☐ Offer a solution.
- ☐ Discuss how long a service will take.
- ☐ Evaluate the quality of service.
- ☐ Plan an event.

Reading for Pleasure

COMMUNICATION GOALS

- 1 Recommend a book.
- 2 Ask about an article.
- 3 Describe your reading habits.
- 4 Discuss online reading.

PREVIEW

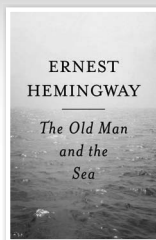


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Fiction

[see all >](#)

NOVELS



Hemingway's masterpiece about a poor fisherman and the big fish he hopes will change his life.

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MYSTERIES



Someone is killing people on Europe's most famous train. Can Inspector Poirot find the killer?

print e-book audio

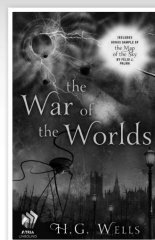
THRILLERS



A thrilling contemporary story that will have you sitting on the edge of your seat!

print e-book audio

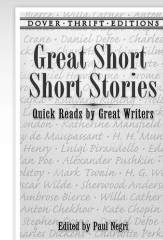
SCIENCE FICTION



Strange beings from another planet try to conquer the planet Earth. Will they win?

print e-book audio

SHORT STORIES



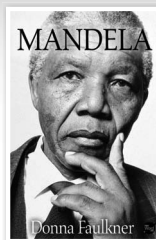
A collection of thirty short stories by some of the world's most beloved writers.

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Non-Fiction

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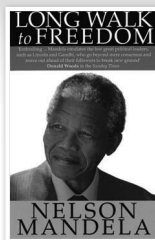
BIOGRAPHIES



The true story of Nelson Mandela, the man who inspired millions.

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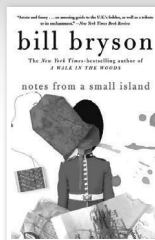
AUTOBIOGRAPHIES



In Nelson Mandela's own words—his unforgettable story.

print e-book audio

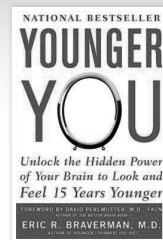
TRAVEL



A hilarious account of Bill Bryson's travels through the United Kingdom.

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SELF-HELP



Want to look and feel younger? Here are the secrets to a newer and better you!

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A ▶ 2:19 **VOCABULARY • Genres of books** Read and listen. Then listen again and repeat.

Fiction		Non-Fiction	
a novel	a science fiction book	a biography	a self-help book
a mystery	a short story	an autobiography	
a thriller		a travel book	

B DISCUSSION Do you prefer fiction or non-fiction? What genres? Have you ever read a book in English? How about a magazine or a newspaper? If not, what would you like to read? Why?

Credits appear on page 156.

Reading for Pleasure

PREVIEW

Suggested teaching time:	10 minutes	Your actual teaching time:	
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Before Exercise A, give students a few minutes of silent time to observe the website.

- Ask students to review the books listed under *Fiction* and *Non-fiction* and ask *What is the difference between fiction and non-fiction?* (Fiction: books and stories about imaginary people and events; non-fiction: books and stories about real people and actual events.)
- To personalize, have students choose a book that they are interested in, or one that attracted their attention, and ask them what they liked about it; for example, *its author, its title, the type of book, the topic, the picture on the cover*, etc. Ask several students to tell the class which book they chose and why; for example, *I picked Murder on the Orient Express. I don't know the author, but I love mysteries.*
- Take a poll to find out which books on the lists are the most popular choices in the class.

Language and culture

- *Contemporary* means modern or belonging to the present time; *on the edge of your seat* is waiting with great excitement to see what will happen next; and a *masterpiece* is a work of art, piece of writing, or music etc., that is of very high quality.

A 2:19 Vocabulary

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Have students listen and study the descriptions of fiction and non-fiction book types. Then have students listen and repeat chorally.
- To help students figure out the meaning of unknown words, ask them to look at the website and read the descriptions of the books.
- To check comprehension, use the following information to describe a type of book. Have students say the type of book:
 - *A book about life on another planet.* (Science fiction.)
 - *A book about tips to stay healthy.* (A self-help book.)
 - *A book about a person who discovers a killer.* (A mystery.)
 - *A book with many stories, not just one.* (Short stories.)

- *A book about one's own life.* (An autobiography.)
- *A book about the life of an important person.* (A biography.)
- *A book about invented people and events.* (A novel.)
- *A book about visiting a foreign country.* (A travel book.)
- *A book with an exciting story.* (A thriller.)

Language and culture

- There are many compound nouns with *book*; for example, *a travel book, a self-help book*, etc. However, do not say: *a novel book*.
- **From the Longman Corpus:** *Biography* and *autobiography* are frequently followed by the preposition *of* (a biography of Mahatma Gandhi, *The Autobiography of Nelson Mandela*).

B Discussion

Suggested teaching time:	10–13 minutes	Your actual teaching time:	
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- To help students prepare for the discussion, ask *How many students like to read books?* Then ask them to write the titles of some of their favorite books in any language and label them fiction or non-fiction. Then ask students to write the titles (or even types) of books they have read or tried to read in English. If students read English on the computer / on websites, they should include this information. Finally, ask students to write the names of the newspapers and magazines they like to read.
- Form small groups. Encourage students to give reasons for their choices and to ask each other follow-up questions. For example:
 - Student A:** *I try to read the newspaper The Herald Tribune at least once a week.*
 - Student B:** *Why only once a week?*
 - Student A:** *The vocabulary is difficult, so I use a dictionary. It takes me a week to read it.*
- To review, make a list on the board of books, magazines, and newspapers students have read or would like to read in English.

C ▶ 2:20 Photo story

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- To help students prepare for the Photo Story, have them cover the conversation and look at the pictures. Ask *Where are the women?* (In a bookstore.) *What do you think they are talking about?* (Possible answer: The types of books or magazines in the store.)
- After students read and listen, ask *What is Sophie shopping for?* (Gardening magazines for her mom.) *What has Lynn chosen?* (A biography of Helen Keller.) *What does Sophie say she's reading?* (A mystery.) *What does Lynn recommend?* (A new book by John Grisham.)
- Point out that *till the end* means *until the end*. If students have questions regarding vocabulary, tell them that the next exercise may clarify their questions.

Language and culture

- Helen Keller, who lost her sight, hearing, and speech to illness as a young child, is famous for her many achievements despite the physical challenges she faced. Born in Alabama in 1880, Keller went on to learn to read and write in Braille, graduate from college, promote special education, and write several books. She lived to be 88.
- U.S. writer John Grisham is considered a master of the legal thriller. Graduating from law school and practicing law inspired him to write his first novel, *A Time to Kill*, in 1988. Grisham's books have been translated into twenty-nine languages, and seven have been turned into Hollywood movies.
- *I can't seem to . . .* is a colloquial way to say *I'm not able to*. *I can't seem to get into . . .* could also be stated as *I can't get into . . .*

D Think and explain

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Encourage students to use the context of the conversation to figure out the meaning of the expressions.
- Have students compare answers with a partner. Then review with the class. Encourage them to use information from the story to explain their answers; for example, *I think can't get enough of means likes. Sophie is buying some gardening magazines because her mother likes them.*
- If necessary, clarify the meaning of the expressions *I can't put it down*. / *It's a real page-turner*. (I find it extremely interesting. / I can't stop reading it.) *I can't seem to get into it*. / *I can't get into it*. (I can't get interested in it.) *I can't get enough of it*. (I like it so much that I want a lot of it.) *They just aren't my thing*. (I don't like them.) *They put me to sleep*. (I am not interested, they are very boring.)

Option: (+5 minutes) To extend the activity, have students work in pairs and take turns briefly telling their partners about books or materials they have read or are reading using the expressions from the activity.

E Paraphrase

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Encourage students to identify who says each phrase and to use the context of the conversation to help figure out the meaning. (1 *Lynn*, 2 *Lynn*, 3 *Sophie*, 4 *Sophie*, 5 *Lynn*)
- To review answers, you may want to encourage students to say complete sentences. (Possible answers: 1. I've never seen / met you here before. 2. I'm just looking around. I'm not looking for anything special. 3. I'm looking for and buying some gardening magazines for my mom. 4. Do you think I could have it when you are done with it? 5. I'd be happy to give it to you for a while.)

SPEAKING

A What percentage of your . . .

Suggested teaching time:	10–13 minutes	Your actual teaching time:	
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- Ask students to write notes about what they would include in the category *other*.
- Ask students to give examples of what they are reading in each category.
- To check comprehension, take a poll. Ask students to say which reading material they assigned the highest percentage to.

B Tell a partner . . .

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Have students share their answers with a partner. Encourage them to make relevant comments and ask follow-up questions; for example, *You spend a lot of your time reading magazines. When do you read them? I also read a lot of websites. I like to read about things I can do to protect the environment.*

EXTRAS

Workbook

C **2:20 PHOTO STORY** Read and listen to a conversation between two friends at a bookstore.



Lynn: Hey, Sophie! I've never run into you here before!

Sophie: Lynn! Good to see you. Looking for anything special?

Lynn: No, I'm just browsing. How about you?

Sophie: I'm just picking up some gardening magazines for my mom. She can't get enough of them. . . . So, anything interesting?



Lynn: This one doesn't look bad. It's a biography of Helen Keller. What about you? Are you reading anything good these days?

Sophie: Well, I've got a new mystery on my night table, but I can't seem to get into it. I guess mysteries just aren't my thing.

Lynn: I know what you mean. They put me to sleep.

Sophie: Well, you're a big reader. I wonder if you could recommend something for me.



Lynn: Have you read the new John Grisham thriller?

Sophie: No, I haven't. I didn't know he had a new book out.

Lynn: Well, I can't put it down. It's a real page-turner.

Sophie: Thanks for the tip! Do you think I could borrow it when you're done with it?

Lynn: Of course. If you can wait till the end of the week, I'd be happy to lend it to you.

D THINK AND EXPLAIN Classify each of the six underlined expressions from the Photo Story by its meaning. Explain your choices.

Likes		Doesn't like	
1	can't get enough of	4	can't seem to get into it
2	can't put it down	5	just aren't my thing
3	a real page-turner	6	put me to sleep

E PARAPHRASE Say each underlined verb in your own way. Answers will vary, but may include the following:

- I've never run into you here before. seen, met
- I'm just browsing. looking around / not looking for anything special
- I'm picking up some gardening magazines for my mom. looking for and buying

- Do you think I could borrow it when you're done with it? temporarily use / have it when you're done with it
- I'd be happy to lend it to you. give for a short time / for a while

SPEAKING

- A** What percentage of your total reading time do you spend on the reading materials in the chart? (Make sure it adds up to 100%!) Compare percentages with your classmates.

magazines		fiction	
newspapers		non-fiction	
websites		other	

- B** Tell a partner about what you read the most and the least, and why.

DIGITAL
FLASH
CARDS

VOCABULARY Ways to describe a book

A ▶ 2:21 Read and listen. Then listen again and repeat.

It's a **page-turner**. *It's so interesting that you want to keep reading it.*It's a **cliff-hanger**. *It's so exciting that you can't wait to find out what happens next.*It's a **best-seller**. *It's very popular, and everyone is buying copies.*It's a **fast read**. *It's easy and enjoyable to read.*It's **hard to follow**. *It's difficult to understand.*It's **trash**. *It's very poor quality.*

Credits appear on page 156.

B PAIR WORK Discuss which types of books you find the most interesting. Use the Vocabulary from here and page 38.

“ I prefer thrillers. A thriller is usually a pretty fast read. It helps pass the time. ”

GRAMMAR Noun clauses

A noun clause functions as a noun, often as a direct object. A noun clause can be introduced by that.

	noun clause
I didn't know	that he wrote this book.
I think	that Junot Díaz's novels are fantastic.
Did you forget	that her biography was 500 pages long?

When a noun clause functions as a direct object, that may be omitted, especially in speaking.

I didn't know he wrote this book.

In short answers, use so to replace a noun clause after the verbs think, believe, guess, and hope.

A: Does Stephen King have a new book out?
 B: I think so. / I believe so. / I guess so. / I hope so.
 (so = that Stephen King has a new book out)

A noun clause can also be an adjective complement.

It's interesting (that) she wrote a new book.
 I'm surprised (that) he hasn't written a new novel yet.

Noun clauses often follow these verbs and adjectives.

agree	hear	disappointed
think	see	happy
believe	understand	sad
feel	hope	sorry
suppose	forget	sure
doubt	remember	surprised
guess	know	

Be careful!

I don't think so. / I don't believe so.
 BUT I guess not. / I hope not.
 NOT I don't guess so. / I don't hope so.

GRAMMAR BOOSTER p. 131

- More verbs and adjectives that can be followed by clauses with that

A FIND THE GRAMMAR In the Photo Story on page 39, find three examples of noun clauses that omit that.
 I guess mysteries just aren't my thing. I didn't know he had a new book out. Do you think I could borrow it when you're done with it?B GRAMMAR PRACTICE Write statements and questions with noun clauses using that.

1 I think / the author Paulo Coelho / be from / Brazil.

1. I think that the author Paulo Coelho is from Brazil.

2 I believe / the novel *Juliet* / take place / in Italy.I believe that the novel *Juliet* takes place in Italy.

3 I didn't know / U.K. author J.K. Rowling / write a new novel / in 2014.

I didn't know that U.K. author J.K. Rowling wrote a new novel in 2014.

4 Are you sure / Peruvian author Mario Vargas Llosa / write the novel *The Feast of the Goat* / in 1998?Are you sure that Peruvian author Mario Vargas Llosa wrote the novel *The Feast of the Goat* in 1998?

5 Are you disappointed / U.S. author Stephen King / not win / the Nobel Prize for Literature yet?

Are you disappointed that U.S. author Stephen King has not won the Nobel Prize for Literature yet?

6 I'm happy / the Chinese author Mo Yan / win / in 2012.

I'm happy that the Chinese author Mo Yan won in 2012.

C GRAMMAR PRACTICE Now rewrite each sentence from Exercise B, omitting that.

I think the author Paulo Coelho is from Brazil.

I believe the novel *Juliet* takes place in Italy.

I didn't know U.K. author J.K. Rowling wrote a new novel in 2014.

Are you sure Peruvian author Mario Vargas Llosa wrote the novel *The Feast of the Goat* in 1998?

Are you disappointed U.S. author Stephen King has not won the Nobel Prize for Literature yet?

I'm happy the Chinese author Mo Yan won in 2012.

DIGITAL
MORE
EXERCISES

VOCABULARY

A 2:21 Read and listen . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	
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V Vocabulary Flash Card Player

- Have students listen and study the words. Then have them listen and repeat chorally.
- To provide practice, write the Vocabulary on the board. Form pairs. Have students take turns reading a definition aloud and matching it with a word or phrase on the board. Ask one student in each pair to read three definitions. Have the other student keep his or her book closed and say the word or phrase.

B Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To help students prepare for the activity, brainstorm different types of books. Write them on the board.
- Point out the speech balloon and read it to the class.

Option: (+3 minutes) For a different approach, if students are not regular readers, ask them which description they think would best match each type of book. For example, *I think a biography of a famous person might be a page-turner. It would be interesting to read.*

GRAMMAR

Suggested teaching time:	10–13 minutes	Your actual teaching time:	
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- Direct attention to the chart and have students read the first explanation and study the examples. Write on the board:
I didn't know [something]. (direct object)
that he was the author. (direct object noun clause)
- Point to the text on the board to clarify that a noun clause functions as a noun.
- Tell students the underlined noun clause on the board is the direct object of the verb. It expresses the information you know, believe, think, etc.
- Review the verbs in the box and explain why they are called “mental activity” verbs. Note: Do not review the adjectives at this point.
- Have students read the second explanation and study the examples. Write on the board:
I think (that) she has a ticket.
- Tell students that when a noun clause is a direct object of the verb, the word *that* is often omitted, especially in spoken English. To check comprehension of direct object noun clauses, ask several students to form such sentences; for example, *I know [that] he passed the test. I believe [that] we're going to the mall. I guess [that] she left.*
- Have students read the third explanation and study the examples. Write on the board:

Did Pam make it? *Yes. I think that she made it.*
I think so.

- To help clarify, say *Noun clauses can be replaced by so in short answers.*
- Review the negative forms in the *Be careful!* box.
- To check comprehension, ask questions and have several students reply with the verbs *think*, *believe*, or *guess* and *so*. Ask *Did Frido Kahlo write an autobiography? Did Ernest Hemingway write short stories? Is The Bourne Identity a thriller?*
- Have students read the last explanation and study the examples.
- Write on the board: *I'm sure [that] you will like it.* Have students identify the adjective (Sure.) and the clause that follows it. (That you will like it.)
- Now review the adjectives in the box. To check comprehension, have students use some of the adjectives to write sentences with noun clauses.

Language and culture

- **From the Longman Corpus:** A common learner error with noun clauses is using an incorrect tense when the main verb is in the past tense, for example: *I thought he is crazy.*

Option: GRAMMAR BOOSTER (Teaching notes p. T131)



Inductive Grammar Charts

A Find the grammar

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- To help students find the three examples, have them scan the conversation and underline any verbs from the box.
- After students have had a chance to find the examples, volunteers read them aloud, identifying where in the sentence *that* has been omitted (I guess [that] mysteries just aren't my thing. / I didn't know [that] he had a new book out. / Do you think [that] I could borrow it when you're done with it?).

B Grammar practice

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- First, review the example.
- Be sure students use the correct sequence of tenses in each answer. If there's confusion about the tense needed in the noun clause, give students that information: present: 1, 2; past: 3, 4, 6; present perfect: 5. You can point out the specific time references in items 3, 4, and 6 and yet in item 5.
- Have students compare answers with a partner and then review with the class.

C Grammar practice

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Have students compare sentences with a partner. Then ask volunteers to say one of their sentences aloud.



Extra Grammar Exercises

PRONUNCIATION

A ▶ 2:22 Read and listen . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	
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Pronunciation Coach Video

- Have students listen and study the examples. Then have them listen and repeat.
- Ask students to take turns asking and answering the questions in the exercise. Remind them to use rising intonation for the questions.

B Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To help students generate ideas, draw the following diagram on the board (without the examples). Write *Weekend Activities* in the center circle. Brainstorm activities and write them in the surrounding circles.



- Read the speech balloon aloud with a student.
- Encourage students to use some of the activities on the board as they create their conversations. Remind students that *hope* and *guess* are followed by *not* in the negative. (I hope not. I guess not. NOT: I don't hope so. I don't guess so.)



Pronunciation Activities

CONVERSATION MODEL

A ▶ 2:23 Read and listen . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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This conversation strategy is implicit in the model:

- Use “Actually” to show appreciation for someone’s interest in a topic.

- To set the scene for the conversation, ask *Where does this conversation take place?* (In a park.) *What is the woman holding?* (A book.)
- After students read and listen, check comprehension by asking *What kind of book is the woman reading?* (A thriller / fiction.) *Is it a good book?* (Yes, it’s a cliff-hanger.) *What is the woman going to do with the book when she’s finished?*

(Let the man borrow it.)

- To point out the conversation strategy in the model, ask *How does the woman show her appreciation for the man’s interest in what she is reading?* (She says *actually*.)

B ▶ 2:24 Rhythm and intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure students:
 - pause slightly before saying the book title.
 - use rising intonation for *Have you read anything interesting lately?* and *Is it any good?*
 - stress highly in *I highly recommend it.*

NOW YOU CAN Recommend a book

A Notepadding

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- To review the Vocabulary, ask students to name types of books. Then ask them to say reasons for recommending or not recommending a book. Elicit the Vocabulary they have learned in this unit; for example, *Reasons for recommending a book: It’s a page-turner. It’s a cliff-hanger. It’s a best-seller. It’s a fast read. Reasons for not recommending a book: It’s hard to follow. It’s trash. It put me to sleep. It’s boring.*

B Conversation activator

Suggested teaching time:	6–10 minutes	Your actual teaching time:	
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Conversation Activator Video

- *Note:* You can print the script or you can view a running transcript on the video player on the ActiveTeach. The script also appears on page 187 of this Teacher’s Edition.
- Be sure to reinforce the use of the conversation strategy. Encourage students to show appreciation by saying *actually*.

DON’T STOP! Extend the conversation. Review the ideas in the box. Ask students to write two more questions they could ask; for example, *Is it very long?* *Have you read other books by the same author?*

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students how the model has been changed by the actors.
- To model the activity, role-play and extend the conversation with a more confident student.



Conversation Activator Video Scripts; Conversation Activator Pair Work Cards; Learning Strategies

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 4, Activity 1

PRONUNCIATION Sentence stress in short answers with so

- A ▶ 2:22 Read and listen. Notice the stress on the verb in short answers with so. Then listen again and repeat.
- 1 Are there a lot of characters in the story? I **THINK** so.
 - 2 Has she read that book yet? I don't **THINK** so.
 - 3 Do you think this thriller will be good? I **HOPE** so.
 - 4 Does the story have a happy ending? I **belIEVE** so.

CONVERSATION MODEL

- A ▶ 2:23 Read and listen to someone recommending a book.
- A: Have you read anything interesting lately?
 B: Actually, I'm reading a thriller called *Don't Close Your Eyes*.
 A: I've never heard of that one. Is it any good?
 B: Oh, I think it's a great book. And it's a cliff-hanger. I highly recommend it.
 A: Well, do you think I could borrow it when you're done? I love cliff-hangers.
 B: Sure! I doubt I'll finish it before next week, though.
 A: No problem. I can wait.
- B ▶ 2:24 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

- B **PAIR WORK** Write five yes / no questions about your partner's future plans. Then read your questions aloud. Respond to your partner's questions with short answers, using think, hope, believe, or guess.

“ Are you going to read anything this weekend? ”

“ I THINK so. ”

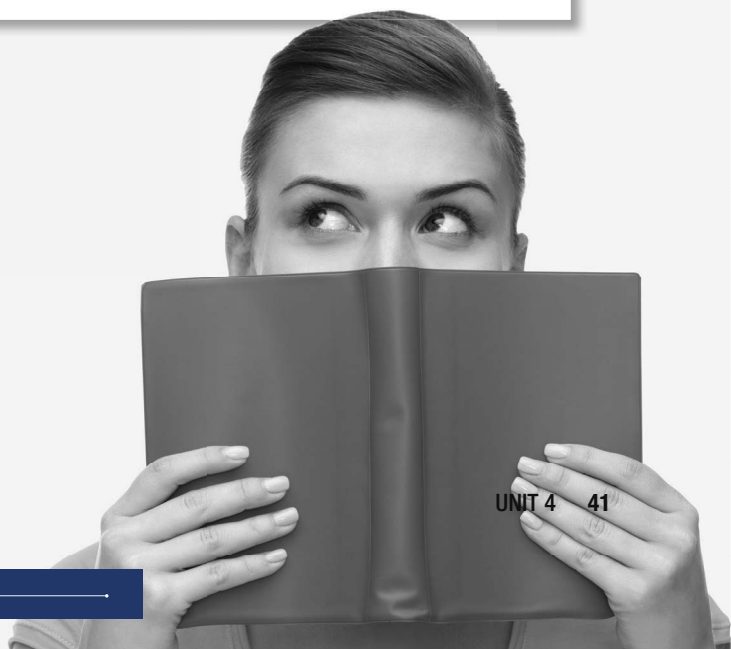
**NOW YOU CAN** Recommend a book

- A **NOTEPADDING** Write some notes about a book you've read, or choose one of the books on page 38. Use the Vocabulary from pages 38 and 40.
- B **CONVERSATION ACTIVATOR** With a partner, personalize the Conversation Model. Recommend a book, using the notes on your notepad.
- A: Have you read anything interesting lately?
 B: Actually, I called
 A: I've never heard of that one. Is it any good?
 B: Oh, I think it's book. And it's a
 I highly recommend it.
 A: Well, do you think I could borrow it when you're done? I loves.
 B: Sure! I doubt I'll finish it before , though.
 A: I can wait.

DON'T STOP!**Ask questions about the book.**

What's it about?
 Where does it take place?
 Why did you decide to read it?

Genre of book:
Title:
Author:
What is it about?
Your description:



CONVERSATION MODEL

A ▶ 2:25 Read and listen to someone asking about an article.

A: Is that this month's *Car Magazine*?

B: Yes, it is.

A: Could you tell me where you bought it? I can't find it anywhere.

B: At the newsstand across the street. But I think it's sold out.

A: Too bad. There's an article in there about SUVs. I'm dying to read it.

B: I can understand why. It was really interesting. Listen. Take *my* copy. I'm done with it.

A: Are you sure?

B: Definitely.

B ▶ 2:26 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



GRAMMAR Noun clauses: Embedded questions

A question can be embedded in a noun clause. Use **if** to begin an embedded **yes / no** question.

Yes / no questions

Is that magazine interesting?

Did he like the article?

Have you finished that newspaper?

Embedded yes / no questions

Tell me **if that magazine is interesting**.

I'd like to know **if he liked the article**.

Could you tell me **if you've finished that newspaper**?

Use a question word to begin embedded information questions.

Information questions

What's the article about?

Why have you decided to read it?

Who's the writer?

Whose magazine is it?

When was it written?

Where is the writer from?

Embedded information questions

I can't remember **what the article's about**.

I don't understand **why you've decided to read it**.

I wonder **who the writer is**.

I'm not sure **whose magazine it is**.

I don't know **when it was written**.

Do you know **where the writer is from**?

Be careful!

Use normal word order (not question word order) in embedded questions.

Don't say: I wonder ~~who is~~ the writer. Do you know ~~where is~~ the writer from?

GRAMMAR BOOSTER p. 132

- Embedded questions:
 - with **whether**
 - usage and common errors
 - punctuation

Punctuation

If an embedded question is . . .

- within a statement, use a period.
- with a question, use a question mark.

A **FIND THE GRAMMAR** Find and underline two embedded questions in the Photo Story on page 39. See page 39 for answers.

B **GRAMMAR PRACTICE** Change the questions to embedded questions.

1 Does her daughter like to read?

I wonder if her daughter likes to read

2 Where did you get that magazine?

Could you tell me where you got that magazine ?

3 Is he a Bill Bryson fan?

I'd like to know if he's a Bill Bryson fan

4 Why don't you read newspapers?

I don't understand why you don't read newspapers

5 Who told her about your article?

I forgot who told her about your article

6 When did I see the new website?

I can't remember when I saw the new website

CONVERSATION MODEL

A ▶ 2:25 Read and listen . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- Soften a question with “Could you tell me . . .?”
- Indicate disappointment with “Too bad.”
- Use “I’m dying to . . .” to indicate extreme interest.
- Ask “Are you sure?” to confirm someone’s willingness to do something.

- Have students look at the photo. Ask *What do you think the men are doing?* (Talking about a magazine.)
- To check comprehension after students read and listen, ask *What’s the man reading?* (A magazine / *Car Magazine*) *What does the other man want to know?* (Where he bought it.) *What do you think “it’s sold out” means?* (That there are no more copies.) *What does the other man offer to do?* (Give him his copy.)
- To point out some of the conversation strategies in the model, write on the board: *Where did you buy it?* Ask students to find a question in the conversation with the same meaning. (Could you tell me where you bought it?) Point out that a question starting with *Could you tell me . . .* is more polite than a direct question.
- Write *Really?* on the board. Ask students to find another way to confirm information. (Are you sure?)

Option: (+5 minutes) To extend the activity, have students work in pairs and say whether they talk with friends about something they’ve read online or in a newspaper or magazine. What kinds of articles do they discuss? Do they pass on the reading material or send a link? Do they read articles that others recommend to them?

B ▶ 2:26 Rhythm and intonation

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure students:
 - use rising intonation for *Is that this month’s Car Magazine?* and *Could you tell me where you bought it?*
 - stress *dying* in *I’m dying to read it.*
 - use extra stress on *sure* in *Are you sure?*

GRAMMAR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Direct attention to the chart and have students read the first explanation and study the examples. Write on the board:
 1. *Is it a best-seller?*
 2. *I don’t know if it is a best-seller.*
- To help clarify, point out the underlined words in sentence 2 and say *An embedded question is part of a larger sentence.* Then point to sentence 1 on the board and ask *Is this a yes / no question or an information question?* (A *yes* / *no* question.) Then point to sentence 2 and say *Embedded yes / no questions can start with if.*

question? (A *yes* / *no* question.) Then point to sentence 2 and say *Embedded yes / no questions can start with if.*

- Write on the board:
 3. *Does he like the book?*
 4. *I don’t know if he likes the book.*
- Point out that auxiliary verbs are not used in embedded questions. Then point out the verb form in sentence 4.
- Remind students that an embedded question is a direct object noun clause. It is the object of the verb in the introductory clause (“Tell me . . .,” “I’d like to know . . .,” or “Could you tell me . . .”)
- Have students read the second explanation and study the examples. Write on the board:
 5. *Where did you buy it?*
 6. *Can you tell me where you bought it?*
- Point to sentence 5 and ask *Is this a yes / no question or an information question?* (An information question.) Say *Embedded information questions start with a question word.* Point out the underlined information in sentence 6.
- Have students look at the embedded information questions in the chart and underline the question words. (What, why, who, whose, when, where.)
- Have students read the box about punctuating embedded information questions. Point out the “I can’t remember . . .” question as an example of using a period, and the “Do you know . . .” question as an example of using a question mark.
- Review the *Be careful!* note. Point out sentences 2, 4, 6 on the board.

Language and culture

- **From the Longman Corpus:** Learners across all language backgrounds commonly make errors with word order in embedded questions; for example, *Do you know what are the advantages of studying English?* Be sure students are aware of correct word order.

Option: GRAMMAR BOOSTER (Teaching notes p. T132)



Inductive Grammar Charts

A Find the grammar

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- To model the activity, find one of the two embedded questions with the class. (I wonder if you could recommend something for me. / If you can wait till the end of the week, I’d be happy to lend it to you.)
- Have students identify whether the embedded questions are *yes* / *no* or information questions. (*Yes* / *no* questions.)

B Grammar practice

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Complete the first item with the class. Make sure students use the correct verb form (*likes*) and not the auxiliary verb *does* in the embedded question.

C Grammar practice

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- To help students generate ideas, brainstorm kinds of magazines and write them on the board. Ask students for examples of magazines for each of these categories: world news, sports, photography, computers and electronics, entertainment, music, fashion, economics, health and fitness, business, food and cooking, do-it-yourself, home, and lifestyle.
- Then point out the names of newspaper sections in the box. Read the list aloud. Elicit other newspaper sections: *opinion, classifieds, cartoons, letters to the editor, weather, arts.*
- After students complete the chart, read the speech balloons aloud with the class. Ask students to identify the embedded question in each one. Point out the normal (not inverted) word order.
- Have students exchange charts with a partner so they can use them as a guide for their questions. Encourage students to ask as many embedded questions as they can.

Language and culture

- *Do-It-Yourself* magazines give advice for cooking, making or building things, etc. *Home* magazines give advice for decorating home interiors and exteriors. *Lifestyle* magazines give advice for healthy living. *Classifieds* are ads for jobs, apartments, etc.
- In British English the word *favorite* is spelled *favourite*. Many American English words that end in *-or* such as *color, favor, and honor* are spelled with *-our* such as *colour, favour, and honour* in British English.



Extra Grammar Exercises

NOW YOU CAN Ask about an article

A Conversation activator

Suggested teaching time:	10 minutes	Your actual teaching time:	
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Conversation Activator Video

- *Note:* You can print the script or you can view a running transcript on the video player on the ActiveTeach. The script also appears on page 188 of this Teacher's Edition.
- To prepare students for the activity, have them read the Conversation Model on page 42 again. You may also want to have students listen to the model.
- Brainstorm ideas to complete the first question and write them on the board. For example:

Is that...

*today's [Journal World]?
this week's [Entertainment Guide]?
this month's [Healthy You]?
yesterday's [Gazette]?*

- Review the adjectives in the box to be sure students understand all the meanings.
- Encourage students to use the adjectives to describe the article they're discussing.
- Be sure to reinforce the use of the conversation strategies; for example, encourage students to politely ask for information by using embedded questions.

DON'T STOP! Extend the conversation. Have students write questions they could ask to keep the conversation going. For example:

Could you tell me why you decided to read it?

I can't remember who wrote it.

Tell me how long it is.

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students how the model has been changed by the actors.
- To model the activity, role-play and extend the conversation with a more confident student.
- Walk around the room and provide help as needed. Encourage students to use the correct rhythm and intonation and to continue their conversations by asking follow-up questions.



Conversation Activator Video Scripts; Conversation Activator Pair Work Cards

B Change partners

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Remind students to use other magazines or newspapers. To challenge your students, you may want to encourage them to answer some of the questions with noun clauses or new embedded questions. For example:

I don't know when it was written.

I guess it came out last week.

I don't remember where or when I bought it.

I think it was a birthday gift.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 4, Activity 2

- C GRAMMAR PRACTICE** Complete the chart. Look at a partner's chart. Use embedded questions to learn more about your partner's likes and dislikes.

“ Tell me why you like to read photography magazines. ”

“ Could you tell me which sections of the newspaper you like to read online? ”

My favorite magazines	My favorite sections of the newspaper
Some magazines I don't like	Newspaper sections I don't like

Newspaper sections

the international news section
the local news section
the sports section
the entertainment section
the business section
the food section
the travel section

DIGITAL
MORE
EXERCISES

NOW YOU CAN Ask about an article

DIGITAL
VIDEO

- A CONVERSATION ACTIVATOR** With a partner, change the Conversation Model, using a magazine or newspaper you know. Use a different adjective. Then change roles.

A: Is that ?

B: Yes, it is.

A: Could you tell me where you bought it? I can't find it anywhere.

B: But I think it's sold out.

A: Too bad. There's an article in there about I'm dying to read it.

B: I can understand why. It was Listen. Take *my* copy. I'm done with it.

A: Are you sure?

B:

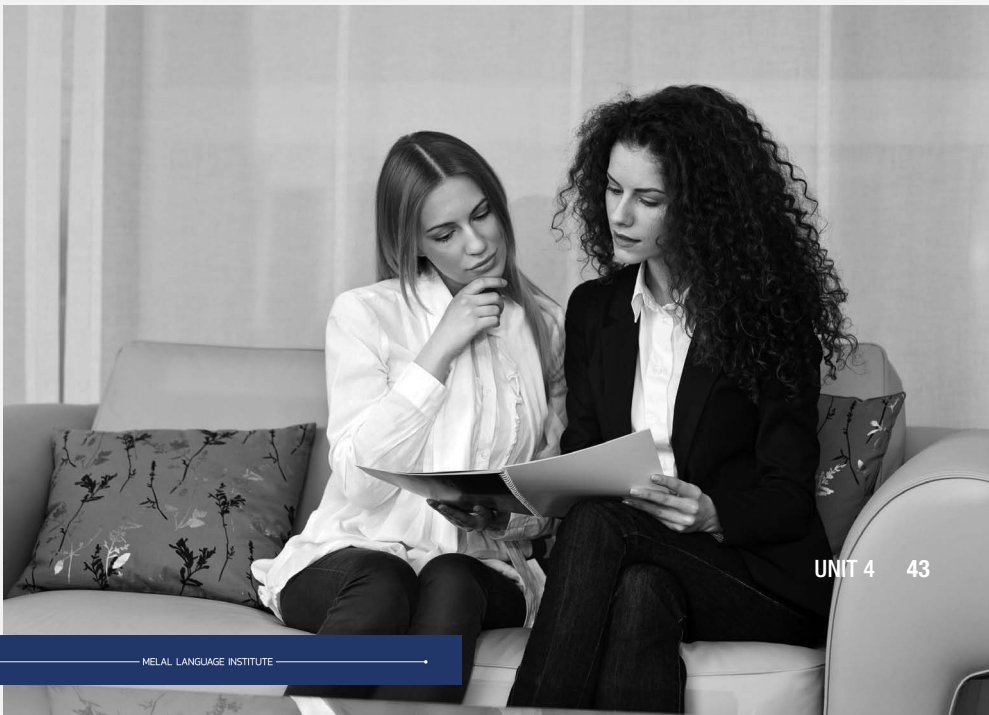
Adjectives to describe an article

amazing
excellent
exciting
fantastic
fascinating
funny
hilarious
inspiring
interesting
thought-provoking

DON'T STOP!

Ask more questions about the article.

- B CHANGE PARTNERS** Ask about another magazine or newspaper.



DIGITAL
FLASH
CARDS

BEFORE YOU LISTEN

A ▶ 2:27 VOCABULARY • *Some ways to enjoy reading* Read and listen. Then listen again and repeat.

curl up with [a book]



read aloud [to someone]



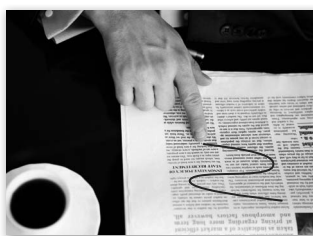
listen to audio books



do puzzles



read [articles] online



skim through [a newspaper]



read e-books / read electronic books

B PAIR WORK Discuss which activities from the Vocabulary match each situation below. Explain your reasons.
See page T44 for answers.

- Is convenient when you are driving
- Helps pass the time during a bus or train commute
- Is a good way to relax
- Is a way to keep up with the news

“ I think doing puzzles is a great way to relax. ”

LISTENING COMPREHENSION

▶ 2:28 LISTEN TO TAKE NOTES Listen and take notes to answer these questions about each speaker. Listen again if necessary.

- 1 What kinds of reading material does he or she like?
- 2 When does he or she like to read?
- 3 Where does he or she like to read?

Betty Song • Taiwan

1. novels, general fiction, short stories, books written by Japanese authors translated into Chinese
2. when she has a bit of quiet time, for example, in the morning, during lunch, or at night in bed



3. in bed, in a small room next to her living room

Silvio Ferrante • Argentina

1. the newspaper, magazines, historical novels
2. on weekends
3. in bed, in the garden, in the bathroom



Melissa White • U.S.A.

1. Internet/blogs, newspapers, best-sellers, romance novels
2. during breakfast, when she gets back from work
3. on the sofa



BEFORE YOU LISTEN

A ▶ 2:27 Vocabulary

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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V Vocabulary Flash Card Player

- Have students listen and study the phrases. Then have them listen and repeat chorally.
- To clarify the meaning of *curl up with [a book]*, direct attention to the way the woman is relaxing on the sofa. To clarify the meaning of *skim*, direct attention to the way the person is using his finger to read through a text quickly for the main ideas.
- Write on the board:
 1. David enjoys word games.
 2. Steve is very busy, but wants to be informed.
 3. Maria has young children.
 4. John loves reading at night.
 5. Alex uses a notebook most of the time.
 6. Sarah drives to work every day.
 7. Brian always buys the latest technological gadgets.
- To check comprehension and review drawing conclusions with *must*, form pairs and ask students to discuss each person's reading habits. (Possible answers: 1. David must like to do puzzles. 2. Steve must skim through the newspaper. 3. Maria must read aloud to her children. 4. John must curl up with a book at night. 5. Alex must read articles online. 6. Sarah must listen to audio books. 7. Brian must read electronic books / e-books.)

B Pair work

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Have students match each situation with one or more activities.
- To review, have several students describe some situations in which they enjoy reading.

Option: (+3 minutes) To extend the activity, encourage students to think of more situations. For example:

Doing puzzles is a great way to practice vocabulary if you are learning a foreign language.

Reading articles online is the best way to find information when you do not have other materials available.

Parents usually read aloud to their children before they go to sleep.

Listening to audio books is convenient if you are busy. You can listen to them while you walk, drive, or exercise.

Answers for Exercise B

Answers will vary, but may include the following:

- listen to audio books
- listen to audio books, do puzzles, read [articles] online, skim through [a newspaper], read electronic books / e-books
- curl up with [a book], read aloud [to someone], listen to audio books, do puzzles
- read [articles] online, skim through [a newspaper]

LISTENING COMPREHENSION

A ▶ 2:28 Listen to take notes

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- To prepare students for the activity, brainstorm the different types of reading materials they've learned about in the unit.
- Before students listen, have them read the questions to know what information they should listen for.
- Stop after each section to allow students to complete their notes. You may want to play each section two or three times before moving on to the next one.

AUDIOSCRIPT

BETTY SONG [Chinese]

There is nothing I like more than curling up with a good book. I like all kinds of literature—novels, general fiction, short stories . . . I also read a lot of books written by Japanese authors, translated into Chinese. My favorite author, though, is Chang Ailing. She is a very famous author from China. Her work has inspired women for many generations.

I like to read whenever I have a bit of quiet time—like early in the morning or during lunch hour—and at night when I'm lying in bed. I usually read in a small room next to my living room. It's like a small library with good natural sunlight. I really don't enjoy reading in coffee shops or other public places. I need a quiet space to read.

For me, reading is a spiritual experience that gives me great personal satisfaction. Television and movies can't do that. I can't understand why anyone doesn't enjoy reading. I can't think of any better way to relax, to forget the pressure of each day.

SILVIO FERRANTE [Spanish]

I really like to keep up with the news. I get the paper delivered on weekends, so that's when I enjoy reading it most. Pretty much from the first to the last page. During the week I enjoy skimming through the newspaper in a café. But the weekend is the best time. There's nothing like lying in bed with the paper, a good cup of coffee, and some croissants or toast. Or when the weather is nice, sitting in the garden and reading about what's going on in the world. And, well, I have to admit, one of my favorite places to read is in the, um, well, bathroom . . . I can spend a good half hour there reading the paper.

Aside from newspapers, I really enjoy stopping at newsstands and spending about five or ten minutes browsing through magazines. And, of course, I also enjoy going to book shops and checking out the latest novels. Particularly historical novels. I just can't seem to read enough of those.

MELISSA WHITE

I don't really consider myself to be a big reader because I don't actually read a lot of books. Most of the reading I do is either on the Internet—or in newspapers. I can't start my day without skimming through the newspaper during breakfast, checking out what's going on in local news, or maybe what's going on in business. Mainly I just look for the articles that look interesting, and I save them for later when I get back home from work. Then I like to curl up on the sofa with my newspaper and a good cup of tea.

The truth is I don't have a lot of time for reading books. And I don't have a lot of interest in reading them. Once in a while, I'll read one of the best-sellers, or a good novel. But I spend a lot more time surfing the Internet, checking out my favorite blogs. That's where I get my information from—and my entertainment. It works for me.



Learning Strategies

NOW YOU CAN Describe your reading habits

A Frame your ideas

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- As students complete the survey, encourage them to look back into the unit if they need help with vocabulary.
- Have students either write complete sentences or just write short notes, such as *Not a big reader* / *Too busy*. Walk around, providing help as needed.

B Pair work

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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- Review the Recycle box. Have students write sentences to complete some of the items. For example:
I guess that I'm not a very good reader.
I think that I used to be a better reader when I was a child.
Could you tell me if you have a favorite author?
I'd like to know if you consider yourself a big reader.
- Encourage students to ask follow-up questions during the interview. For example:
Student A: *When do you like to read?*
Student B: *At night.*
Student A: *Could you tell me why?*
Student B: *I guess it helps me relax and go to sleep.*
- Walk around, providing help as needed.
- Then have students compare their reading habits; for example, **Student A:** *We both enjoy reading at night.*
Student B: *Yes, but you like to read thrillers, and I like to read romance novels.*

Option: (+5 minutes) To extend the activity, ask students to interview a second student and then compare the reading habits of the two people they interviewed.

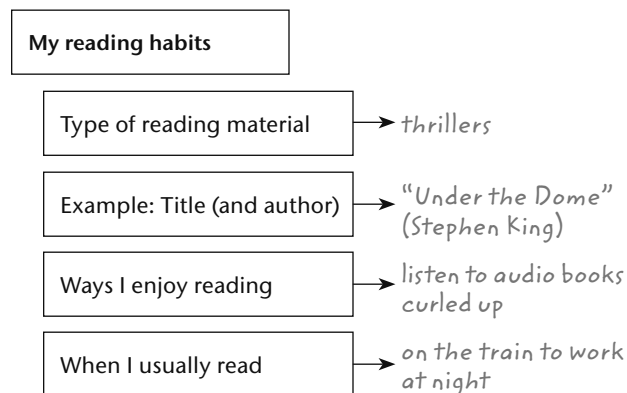
C Group work

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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- Form groups of four. Have students who've worked together in pairs for the previous activity join different groups for this activity.
- Review the speech balloon.
- Encourage students to compare their partner's reading habits and ask follow-up questions. For example:
Student A: *[Carolyn] likes to read the newspaper every morning.*
Student B: *[Andrew] also likes to read the newspaper in the morning. What newspaper does [Carolyn] read?*
Student A: *[Daily News]. And [Andrew]?*
Student B: *He reads [The World Journal].*
- To check comprehension, have volunteers from different groups choose two of their partners' answers to share with the class.

Option: (+5 minutes) To extend the activity, as students talk about their partners' answers, take notes to help create questions to ask about the reading habits in the class; for example, *Who hates reading aloud? Who always skims newspapers and never reads them? Who has a favorite author and has read all of his or her books?* Read the questions aloud and ask students to respond.

Option: (+10 minutes) To challenge students, have them write a paragraph describing their reading habits. Ask them to include the type of reading materials they like, examples of their favorite titles, ways they enjoy reading, and when they usually read. Have them use the information from the questionnaire. Draw the following graphic organizer on the board (include the examples) or print it out and distribute to students.



EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 4, Activity 3

NOW YOU CAN Describe your reading habits

A FRAME YOUR IDEAS Complete the questionnaire.

What are your reading habits?

1 Do you consider yourself to be a big reader? Why or why not?

2 Do you spend a lot of time reading online? Why or why not?

3 Do you listen to audio books? If so, when and where?

4 When and where do you prefer to read the most?

5 Do you have any favorite authors? Who are they?

6 Do you prefer any particular genres of books? Which ones? Why?

7 Are you a big newspaper reader? Why or why not?

8 Do you read a lot of magazines? Why or why not? What kinds do you prefer?

- ☐ news ☐ sports ☐ travel
- ☐ photography ☐ politics ☐ music
- ☐ computers & electronics ☐ finance
- ☐ entertainment ☐ fashion
- ☐ health & fitness ☐ business
- ☐ science ☐ food & cooking
- ☐ other _____

9 Have you ever read aloud to someone? Has anyone ever read aloud to you? When?

10 Is there anything else to add here about your reading habits?



B PAIR WORK Compare questionnaires with your partner. Discuss your reading habits. Ask and answer questions, and take notes about your partner's habits.



RECYCLE THIS LANGUAGE.

I [think / guess / believe / feel] that . . .
 I [hear / understand / see] that . . .
 It's [interesting / surprising] that . . .
 I'm [sure / surprised] that
 Could you tell me if . . . ?
 I'd like to know if . . .

C GROUP WORK Now tell your classmates about your partner's reading habits.

“ Ellen thinks the best place to read is in bed before she goes to sleep. She also likes . . . ”

BEFORE YOU READ

WARM-UP In what ways do you think reading something online is different from reading in print?

READING ▶ 2:29***Reading Habits in Transition***

Most experts agree that the Internet has fundamentally changed how we read, think, and remember things. However, whether this has had a positive or negative impact is still unknown.

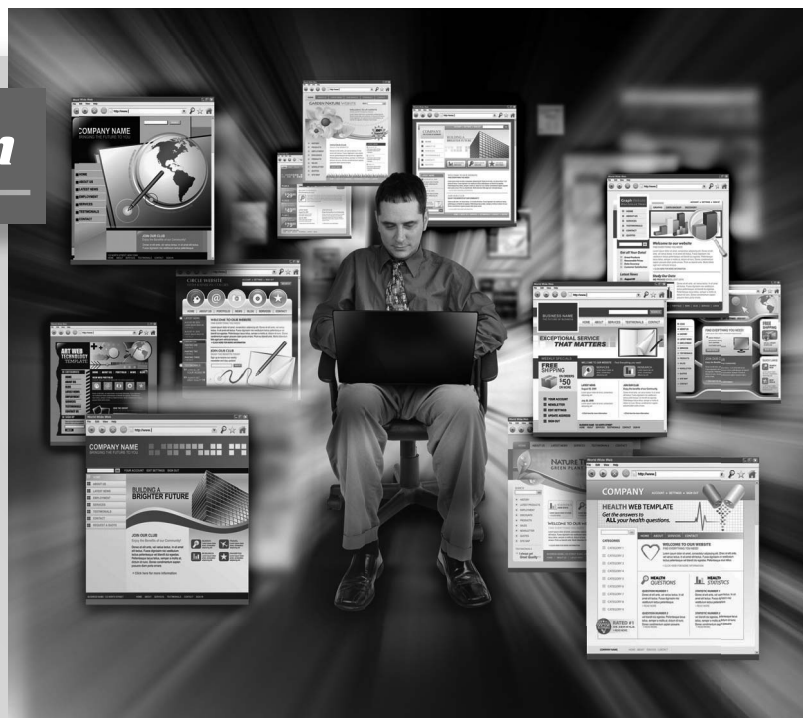
How has the Internet changed the way we read?

There is evidence that we are reading fewer books, particularly non-fiction. Let's say you need medical advice, cooking instructions, or biographical information. Who wants to buy a 300-page book when you can find a 300-word article on the Internet about the same subject? It's easier to read, it's free, and it's a lot faster. However, we are, in fact, reading a lot more overall. In addition to our offline reading, we read online throughout the day as we check our smart phones, surf the Internet, visit social media sites, and catch up on our e-mail.

We also do a lot more skimming and scanning on the Internet than we do when we read physical books or periodicals, such as magazines and newspapers. As we surf the Internet, we skim quickly for topics that interest us and scan for the specific information we need. A search engine puts millions of possibilities at our fingertips.

How has the Internet changed how we think and remember?

Before there was an Internet, people spent a lot of time taking notes in libraries so they could remember and recall information easily. Today, when you can use a search engine to take you to what you're looking for in an instant, that kind of concentration isn't as necessary. You can simply bookmark any page and return to it easily. However, many argue that online information sources often contain errors and can't be trusted, so we need to be more careful when we use them.



Some wonder if the Internet has made it more difficult to concentrate on one task without getting distracted by other things. We are constantly interrupted by updates from social media sites and e-mail messages. We follow links to other websites where we find more links to other websites and jump from topic to topic. We are also bombarded with a lot of junk—for example, newsfeeds about celebrities, pop-up ads about products we don't want or need, and warnings about viruses.

Some consider what we read on the Internet to be trash compared to traditional offline reading, while others see many advantages in the reading we do on the Internet. Some argue that reading on the Internet is like exercise for the brain, making it easier for us to cope with distractions and think clearly as we learn to make choices that work for us. In a recent study, 81% of those surveyed agreed that our use of the Internet has actually made us smarter. If you are a digital native—that is, someone who grew up with the Internet—that's very good news, indeed.

BEFORE YOU READ

Warm-up

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To focus students' attention on the question, take a poll to see who in the class reads online. Then ask who reads printed material. Students can raise their hands for both categories.
- Ask students to brainstorm ways in which reading online is different from reading in print; for example, Online stories are often shorter. Reading something in print means you have a copy of it if you want to give it to someone.

▶ 2:29 READING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Have students read the article title, look at the picture, read the first paragraph, and read the two subheads.
- Ask *Do you think the Internet has had a positive or a negative impact on our reading habits?* Note the number of hands for each.

Option: (+10 minutes) To draw on students' prior knowledge before they read, draw a T chart on the board with the headings Before and Now. First, ask students about the reading habits of their parents (or other adults over the age of 45): for example *Do they read things online or in print? Do they read hardcopy books or electronic books?* Make a list of those habits under the heading Before.

Ask students about their own reading habits; for example, *How many of you have read a non-fiction book in the past year? If you wanted to know when a historic figure was born, would you look online or in an encyclopedia?* Take notes under the heading Now in the T chart.

Have students study the two columns and then ask if there are any differences. Ask *What's changed?* (New technology. The Internet. Fewer printed materials/bookstores/newsstands. Busier lives.)

Language and culture

- Despite the pervasiveness of the Internet, according to a 2011 study, more Americans read print magazines and newspaper than the online equivalent. For example, 13% of those polled said they spent five hours per week reading print while only 6% said they spent the same amount of time reading online.



Learning Strategies

A Recognize point of view

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Have students underline in the article the positive aspects of reading on the Internet. Have them circle the negative aspects. Then have them complete the chart with the information.
- Discuss with the class whether they agree with the author's points about what's been positive and what's been negative: *Do you read more online/electronic material throughout the day or more printed material? Have you ever found information online that isn't accurate? Do you find yourself reading "trash" just because it's, say, on the page where you log on to your e-mail?*

Option: (+5 minutes) Ask students to suggest some pros and cons the author doesn't discuss.

- Ask students to compare answers with a partner. Then review with the class.

B Understand meaning from context

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Complete the first item with the class. Then have students compare answers with a partner.
- To confirm comprehension, write sample sentences on the board and ask volunteers to complete them with the vocabulary; for example, *I can't concentrate on this article because I'm being (bombarded) by pop-up ads.*

Option: (+5 minutes) Have students work in pairs to write a short dialogue using the vocabulary from the article. Ask volunteers to present to the class.



Extra Reading Comprehension Exercises

NOW YOU CAN Discuss reading online

A Notepadding

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- To help students prepare for the activity, brainstorm with students Internet topics and popular websites, writing them on the board.
- Ask students to define the terms "high quality" and "trash" and to give examples of each (citing Internet content). Take notes on the board.

B Pair work

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Point out the Recycle box and review the expressions. Have several students complete a sentence expressing an opinion; for example, *I think that getting the news online is better than reading a newspaper because it's more up-to-date.*
- Encourage students to use the language to describe their habits; for example, *I'm embarrassed to admit it, but I can't get enough of online games.*
- Remind students to ask their partners *Why?* when interviewing them about their Internet habits; for example, *Why do you like online games? / Because they help me relax.*

Text-mining: Have students share their Text-mining examples and use them to create new statements with a partner.* For example:

[] *has a negative impact on children.*
 [] *has fundamentally changed my life.*
 [] *at his fingertips.*
 She jumps from [] to [].
 [] *doesn't work for me.*

*Follow the same procedure with students' text-mining examples in other units.

- Have pairs combine to form groups of four. Encourage students to give examples and to ask each other follow-up questions. Also encourage them to politely express their views. You may want to write some useful language on the board:
I see your point, but . . .
You may be right, but . . .
As I see it, . . .
That's exactly what I think.
I couldn't agree more.

FYI: The language of agreement and disagreement will be taught fully in Unit 9.

- Walk around the room and provide help as needed. To check comprehension, ask several groups to say whether they agreed with each other or not and to explain why.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 4, Activity 4; "Find Someone Who . . ." Activity

- A RECOGNIZE POINT OF VIEW** The Reading mentions both positive and negative aspects of reading on the Internet. Summarize some of each in the chart. Answers will vary, but may include the following:

Positive aspects	Negative aspects
Online information is easier to read, free, and faster to access than traditional materials.	We are reading fewer books, particularly non-fiction.
We're reading a lot more overall.	We don't memorize—and therefore can't recall—information as easily.
Online reading helps our brains cope with distractions and make clear decisions.	Online information can contain errors.
Most people think Internet use has made us smarter.	Internet use has negatively impacted our ability to concentrate on a single task.
	Some of the information online is "trash."

- B UNDERSTAND MEANING FROM CONTEXT** Find and underline these words in the Reading. Use the context to match them with their meanings.

- ...**b**... 1 skimming **a** the ability to pay careful attention to one thing
 ...**d**... 2 scanning **b** reading quickly for a general understanding
 ...**a**... 3 concentration **c** made to see or read things continuously
 ...**e**... 4 distracted **d** reading quickly in search of specific information
 ...**c**... 5 bombarded **e** unable to focus because of interruptions

DIGITAL
MORE
EXERCISES

NOW YOU CAN Discuss reading online

- A NOTEPADDING** What do you read about on the Internet? Write some notes about your habits.

	Why?
What topics do you like to read about on the Internet?	
What websites do you visit regularly?	
What Internet content do you think is high quality?	
What Internet content do you think is "trash"?	

- B PAIR WORK** With a partner, compare what you wrote on your notepads and share your experiences with reading online. Do you think the Internet interferes with concentration, or do you think it makes you a better reader?



RECYCLE THIS LANGUAGE.


I think (that) . . .
 I believe (that) . . .
 I guess (that) . . .
 In my opinion, . . .

I'm really into [social media].
 I can't get enough of [celebrity newsfeeds].
 [Blogs] aren't my thing.
 [Online games] don't turn me on.
 [Celebrity websites] put me to sleep.

Text-mining (optional)

Find and underline three words or phrases in the Reading that were new to you. Use them in your Pair Work. For example: "a positive or negative impact."

REVIEW

- A  2:30 Listen to each conversation and write the type of book each person is discussing. Then listen again and decide if the person likes the book. Explain your answer.

	Type of book	Likes it?	Explain your answer
1	mystery	(Y) N	He can't wait to get to the ending; it's a cliff-hanger.
2	travel	Y (N)	He can't get into it; it's not a fast read.
3	thriller	(Y) N	She can't put it down; it's a page-turner.
4	autobiography	Y (N)	She's not really into it.

- B Write the name of each type of book.

- 1 A book about a famous person: biography
- 2 A book that a famous person writes about his or her own life: autobiography
- 3 A very exciting novel with people in dangerous situations: thriller
- 4 Books that are about factual information: non-fiction
- 5 A strange fictional story about the future: science fiction

- C Use the expressions in the box to change each question to an embedded question.

(Use each expression once.) Use correct punctuation at the end of each one.

Answers will vary, but may include the following:

I wonder . . .	Could you tell me . . .	I don't know . . .
I can't remember . . .	Do you know . . .	

- 1 Where does the story take place?

Do you know where the story takes place?

- 2 Who is the main character in the novel?

I wonder who the main character in the novel is.

- 3 How much was that newspaper?

I can't remember how much that newspaper was.

- 4 How do you say this in English?

Could you tell me how you say this in English?

- 5 What does this word mean?

I don't know what this word means.

WRITING


Write a review of something you've read—a book or an article from a magazine, a newspaper, or the Internet.

- Summarize what it was about.
- Make a recommendation to the reader.

WRITING BOOSTER p. 149

- Summarizing
- Guidance for this writing exercise

For additional language practice . . .

 **TOP NOTCH**

POP

• Lyrics p. 154

"A True Life Story"

DIGITAL SONG

DIGITAL KARAOKE

A 2:30 Listen to each conversation . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- First, have students listen for the type of book. Then have them listen again for the words or phrases that indicate whether the person likes the book or not. You may want to ask them to write the words they hear.
- Pause after each conversation to allow students time to write.
- Have students compare answers with a partner. Encourage them to use *I think* and a noun clause to discuss the answers; for example, **Student A:** *The speaker doesn't like the book.* **Student B:** *I think that he likes it. He said he can't wait to get to the ending.*
- Review with the class.

AUDIOSCRIPT

CONVERSATION 1

M: I'm reading a new mystery by Smithson.

F: Really? Is it any good?

M: Oh, it's a real cliff-hanger. I can't wait to get to the ending!

F: Then don't tell me how it ends. I might want to read it, too.

M: I'll let you borrow it.

F: Thanks!

CONVERSATION 2

F: How's that travel book you're reading?

M: Well, apparently it's a best-seller.

F: Oh, yeah? Must be good.

M: Actually, I can't get into it. It's not a fast read—at all.

F: Oh.

CONVERSATION 3

M: When are you going to finish that thriller?

F: Pretty soon. To tell the truth, it's really trash. But you know something? I just can't put it down.

M: I don't get it. Why are you reading it if it's trash?

F: I can't help it. It's a page-turner. I've really been getting into it.

CONVERSATION 4

M: I'm reading an autobiography by a famous Italian artist.

F: Wow. That must be interesting.

M: I guess it should be. But I'm just not really into it.

F: Don't you like autobiographies?

M: Sure! I love them. Just not this one.

B Write the name . . .

Suggested teaching time:	5–6 minutes	Your actual teaching time:	
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- Complete the first item with the class.
- Have students compare answers with a partner. Then review with the class.

C Use the expressions . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Remind students that embedded questions use normal word order. Tell students that they can only use each expression once.
- Call on students to share their answers with the class.

WRITING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Point out that students can choose something they enjoyed or did not enjoy reading.
- To help students organize their ideas, have them begin by saying what they read and when or where they read it; for example, *Last week I read an interesting article in the newspaper.* / *I once read a story about a doctor in Africa. It was great!*
- To help students with the language, draw the following chart on the board (without the sentence starters) or print it out and distribute to students.

Book or Article:
Summarize
It is about
It takes place
It tells the story of
Express your opinion
I enjoyed / didn't enjoy reading it because
I'd highly recommend it because
I would recommend it to

- Have students write the title of the book or article on the first line and then write the sentence starters on the board.
- As students complete the sentences, walk around the room and provide help as needed.

Option: (+10 minutes) To extend the activity, have students work in groups of three and read their reviews aloud. Encourage them to ask each other follow-up questions. Have students say if they would or would not like to read any of the recommendations and explain their reasons.

Option: **WRITING BOOSTER** (Teaching notes p. T149)



Writing Process Worksheets; Graphic Organizers



Top Notch Pop Song Video and Karaoke Video

ORAL REVIEW

Before the first activity, give students a few minutes of silent time to explore the pictures and become familiar with them.

Game

Suggested teaching time:	12–15 minutes	Your actual teaching time:	
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- Remind students to use noun clauses. They can start with *I think / believe / guess* + a noun clause or *I'm sure* + a noun clause; for example, *I think it's the woman. I'm sure it's the woman.*

Pair work 1

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- To set the scene for the conversation, ask *Where are the people?* (Possible answers: At a university, at language school, in a coffee shop, in a restaurant.)
- To prepare students for the activity, draw the following chart (without the answers) on the board.

Ask about what someone is reading	Comment on a book
<i>Have you read anything interesting (lately)? Are you reading anything good (these days)? What's that you're reading?</i>	<i>I've heard about it. / I've never heard of that one. Is it any good? / Would you recommend it? I've always wanted to read that!</i>
Borrow a book or offer to lend it	Recommend a book
<i>Do you think I could borrow it when you're done? Would you like to borrow it? I'd be happy to lend it to you when I'm done.</i>	<i>I highly recommend it. It's a (real) cliff-hanger. It's a (real) page-turner. It's a fast read. It's a best-seller.</i>

- Brainstorm ideas for each of the situations in the chart. Write them on the board as students say them. Before students create the conversations, choose a student and model the conversation.

Possible responses . . .

A: Are you reading anything interesting? **B:** Actually, I'm reading a [type of book] called [title of the book]. **A:** I've never heard about it. Is it any good? **B:** Oh, I think it's great. It's a real page-turner. **A:** Do you mind if I borrow it when you're done? **B:** Not at all.

A: Are you reading anything good these days / lately? **B:** Well, I'm reading a [type of book] by [author of the book]. **A:** Really? I've always wanted to read that! **B:** I'd be happy to lend it to you when I'm done with it. **A:** Are you sure? **B:** Definitely.

Pair work 2

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- To prepare students for the activity, have them describe the reading habits shown in the circular pictures.
- Encourage students to keep the conversation going by asking follow-up questions. Point out that they can invent the information. For example:
When do you usually do puzzles?
Do you like reading in bed?
Why don't you like listening to audio books?

Possible responses . . .

A: I usually like to curl up with a good book in bed. **B:** Really? I usually read on the sofa. **A:** What do you like to read? **B:** The newspaper. I always read it as I drink my morning coffee. How about you?
A: Actually, I just skim through it every morning.

Option: (+5 minutes) For a different approach, ask students to work in pairs and share their own experiences. Have them take turns discussing their own reading habits; for example, *I love listening to audio books. I always listen to them on the train.*

Option: Oral Progress Assessment

Use the images on page 49. Encourage students to use the language practiced in this unit and previous units.

- Ask the student to tell you about the woman's (or the man's) reading habits and to compare them with his or her own reading habits. (Possible answer: The woman likes to curl up in bed with a book. I like to . . .)
- Tell the student that together you are going to role-play a conversation between the man and the woman. Have the student play the woman and offer to lend the book she is holding; start like this: *What are you reading?*
- Evaluate the student on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



Oral Progress Assessment Charts

Option: Top Notch Project

Have students create a literary review journal, a magazine containing reviews of books, magazines, and other reading materials.

Idea: Ask students to work in small groups. Encourage them to include their reviews from the Writing on page 48 and add more reviews. Students can design a cover for their journal including the name of the journal, their names, and some decorative art.

EXTRAS

Additional printable resources on the ActiveTeach:

- Assessment
- Just for Fun
- Top Notch Pop Song Activities
- Supplementary Pronunciation Lessons
- Conversation Activator Video Scripts
- Audioscripts and Answer keys
- Unit Study Guides

ORAL REVIEW

GAME Close your books. Make an “I” statement about the reading habits of the man or woman. Your partner guesses if you’re describing the man or woman. For example:

I like to do the puzzles in the newspaper.

PAIR WORK

- 1 Create a conversation for the man and woman in which he asks about the book she is reading. She makes a recommendation. He asks if he can borrow the book. Start like this:

Are you reading anything interesting?

- 2 Use the pictures to create a conversation in which the man and woman discuss their reading habits. For example:

I usually like to curl up in bed with a good book.



NOW I CAN

- ☐ Recommend a book.
- ☐ Ask about an article.
- ☐ Describe my reading habits.
- ☐ Discuss online reading.

COMMUNICATION GOALS

- 1 Convey a message.
- 2 Tell someone about the news.
- 3 Describe natural disasters.
- 4 Prepare for an emergency.

PREVIEW

HISTORIC DISASTERS

The influenza epidemic of 1918–1919 left an estimated 25 million people dead worldwide.



Between 2010 and 2012, 260,000 people died in Somalia in one of the worst food shortages in modern history.



In February 2013, a major blizzard hit the Northeastern U.S. with heavy snowfall and high winds. Snowfall in some areas reached 100 cm, causing travel delays, school closures, and power outages.



A DISCUSSION Discuss one or more of the topics about the content of the news.

- 1 When stories about natural disasters such as epidemics, famines, and weather emergencies appear in the news, are you interested in knowing about them? Why or why not?
- 2 Why do newspapers often put stories like this on the front page?
- 3 Not all disasters are caused by nature. What are some other kinds of disasters? What are some of their causes?

Natural Disasters

PREVIEW

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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Before Exercise A, give students a few minutes of silent time to observe the pictures and read the captions.

- To help students focus on key information and understand the content of the news, write on the board: *an epidemic / a blizzard / a famine*. Ask students to match the words to each news item using the pictures and the captions to help understand the meaning of the words. (Possible answers: Epidemic—a situation in which many people are sick with the same ailment; blizzard—a severe storm with a lot of snow and wind; famine—a situation in which a large number of people have little or no food for a long time and many people die.) As students read the items, they may need help with the following words: *reached* (Measured.); *power outages* (Loss of electricity.); *shortages* (Lack of.).
- Then write on the board: *What happened? / Where? / When?* Ask three volunteers to summarize the content of one news item using the questions on the board as a guide. (Possible answers: There was a worldwide influenza epidemic in 1918 and 1919. There was a giant blizzard in the Northeastern U.S. in 2013. There was a famine in Somalia between 2010 and 2012.)

A Discussion

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- To help students prepare for the discussion, assign the following tasks:
 - For question 1, ask them to write information about any epidemics, famines, or weather emergencies they know about and to write notes about reasons why they are or are not interested in reading news stories about disasters.
 - For question 2, ask students to write one or two reasons. (Possible answers: So more people buy the newspapers. Because people are interested in shocking news. Because bad news attracts people's attention.)

- For question 3, ask students to make a list of disasters that are not caused by nature. (Possible answers: Oil spills, pollution, traffic accidents, plane crashes, forest destruction, wars, terrorist attacks, waste dumping.) Walk around the room and help students with this vocabulary.

- Form small groups and have students use their notes as a guide to discuss the questions. Encourage students to draw conclusions for each question as a group.
- Then have volunteers from several groups share their conclusions with the class.

Language and culture

- News is a non-count noun and needs a singular verb. *The news is often about disasters. Look at this news. The news refers to a radio or television program that gives reports of recent events. I saw it on the news. I watched the news last night.*
- The influenza epidemic of 1918 infected approximately one-fifth of the world's population, killing 25 million people. The epidemic broke out at the end of World War I. With the majority of doctors still working with the troops, the Red Cross had to recruit thousands of volunteers to help care for the people with influenza.
- A storm that paired heavy snowfall with hurricane-force winds struck the northeastern corner of the U.S. on Feb. 9, 2013, from New York extending up the eastern coast to Maine and into Canada. Hardest hit was Hamden, Connecticut, which received 40 inches, a record for that area. Wind gusts reached a high of 102 mph, recorded in Nova Scotia. Approximately 700,000 people lost electricity during the storm, which was blamed for at least eighteen deaths.
- A severe drought in Somalia, coupled with fighting between militant groups in the area, led to a famine that killed nearly 260,000 people, half of whom were children. During the famine, outside groups offering humanitarian aid were prevented from getting supplies to the area of conflict because of the controlling militia. In the area hardest hit by the famine—southern and central Somalia—approximately 10% of children five years old and younger died.

B 3:02 Photo story

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- To help students prepare for the Photo Story, brainstorm adjectives that describe the facial expressions and emotions of the two people in the photos. Write them on the board. (Possible answers: Worried, shocked, concerned, upset, confused.)
- After students read and listen to the conversation, check comprehension. Ask *Why is Rachel concerned?* (There is a flood in Slovakia.) *What does she know about the flood?* (It's in the middle of the city. Fifty percent of the houses are underwater.) *How will Rachel find out more about the flood?* (She will watch the news.)

Option: (+5 minutes) To extend the presentation, have students look back at the text to answer the following questions:

What does the word enormous describe? (The flood in Slovakia.)

What could end up being huge? (The death toll.)

What does Rachel say about property damage? (Fifty percent of the houses in town are underwater.)

According to Rachel, what TV channel usually has breaking news? (CNN.)

Language and culture

• From the Longman Corpus

- The three most common words to follow *oh, my . . .* in spoken English are *God*, *gosh*, and *goodness*, in that order.
- The collocation *breaking news* is used most frequently to describe TV and radio news broadcasts. It is rarely used for other kinds of news.

C Focus on language

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Have students compare answers with a partner and then review their answers with the class.
- Be sure students understand that items 3 and 4 are referring to expressions formed by two words.
- To reinforce the language, tell students that the words in this exercise are typically used to talk about disasters. Other common words that are used in the conversation are *death toll* (The total number of people who die in an accident, disaster, or war.), *damage* (Physical harm to something.), and *injury* (Physical harm to a person.). For example:

The death toll reached 10,000.

There was a lot of damage to buildings. / A lot of buildings were damaged.

There were some injuries. / Some people were injured.

SPEAKING

A Check your news . . .

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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- Explain that students should first put a checkmark in the box beside the news sources they use. Then they should write a pro (advantage) and con (disadvantage) for each one.
- Review the example together.
- Ask for a definition of *word of mouth* (heard from someone known personally / an unofficial source).
- After students have completed their charts, take a poll to find out which sources are the most popular. Ask volunteers to share specific sources (*The New York Times*, *CNN*, etc.).

B Pair work

Suggested teaching time:	15 minutes	Your actual teaching time:	
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- Have students compare the sources they use, and why. Encourage students to ask each other follow-up questions. For example:
Student A: *I get most of my news from Internet news sites.*
Student B: *Why?*
Student A: *Because I think online news is more up-to-date than the stories in a newspaper. That's a big advantage of Internet news sites—they can continuously update stories.*
- As a class, have students share opinions on advantages and disadvantages.

EXTRAS

Workbook

B ▶ 3:02 **PHOTO STORY** Read and listen to a conversation about a natural disaster.

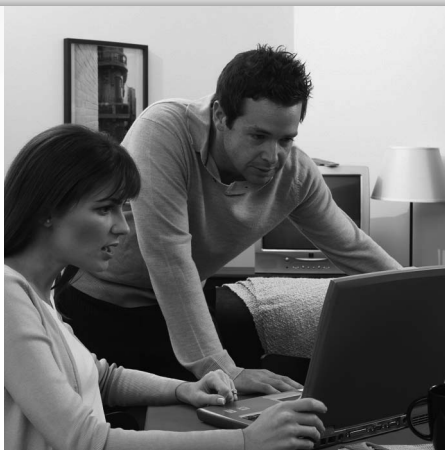


Rachel: Oh, my goodness. Take a look at this!

Tom: Why? What's going on?

Rachel: There's this enormous flood in Slovakia—look at these people on the roof! The water's up to the second floor. And look at these cars. I sure hope there was no one in them.

Tom: That sounds horrendous. Any word on casualties?



Rachel: It says, "No reports of deaths or injuries so far . . ." But it's in the middle of a city, for goodness sake. The death toll could end up being huge.

Tom: And can you imagine the property damage?

Rachel: Well, they estimate almost 50% of the houses in town are under water already.

Tom: What a disaster!



Rachel: I wonder how this flood compares to the one they had in New Orleans a few years back. Remember that?

Tom: You bet I do. How could anyone forget? And that flooded almost half the city, too.

Rachel: Let's turn on CNN. They usually have breaking news about stuff like this.

C FOCUS ON LANGUAGE Complete each statement with words or phrases from the Photo Story.

- Two words that mean very big areenormous..... andhuge.....
- The number ofcasualties..... indicates the number of people who are injured or killed in an event.
- A two-word phrase that means the destruction of or harm to buildings, cars, and other things that belong to victims of an event isproperty damage.....
- A two-word expression that is used to describe the first news reports of an important event that is happening at the present isbreaking news.....

SPEAKING

A Check your news sources and write an advantage and disadvantage for each one.

	Advantages	Disadvantages
<input checked="" type="checkbox"/> a newspaper	you can save an article	not as up-to-date as online news

	Advantages	Disadvantages
<input type="checkbox"/> a newspaper		
<input type="checkbox"/> Internet news sites		
<input type="checkbox"/> TV or radio newscasts		
<input type="checkbox"/> a weekly news magazine		
<input type="checkbox"/> word of mouth		

B PAIR WORK Compare opinions with your partner. Do you both use the same sources? Why or why not?

GRAMMAR *Indirect speech: Imperatives*

To report what someone said without quoting the exact words, use indirect speech.
Don't use quotation marks when you write indirect speech.

Direct speech: Peter said, "Be careful if you go out during the storm."

Indirect speech: Peter said to be careful if you go out during the storm.

Indirect speech is a kind of noun clause. It is the direct object of a reporting verb such as say, tell, or ask.

An imperative in direct speech becomes an infinitive in indirect speech.

They said, "Read the weather report." → They said to read the weather report.

She says, "Don't go out without a full tank of gas." → She says not to go out without a full tank of gas.

Change the pronouns in indirect speech as necessary for logic.

Martin said, "Tell me as soon as you know." → Martin told me to tell him as soon as I know.

She told me, "Please call me when you get home." → She asked me to call her when I get home.

GRAMMAR BOOSTER p. 133

• Direct speech: punctuation rules

A GRAMMAR PRACTICE Rewrite each statement in indirect speech.

Make necessary changes to the pronouns.

1 Martha told me, "Be home before the snowstorm."

1. Martha told me to be home before the snowstorm.

2 Everyone is saying, "Get ready for a big storm."

Everyone is saying to get ready for a big storm.

3 The radio says, "Get supplies of food and water in case the roads are closed."

The radio says to get supplies of food and water in case the roads are closed.

4 They told her, "Don't be home too late this afternoon."

They told her not to be home too late this / that afternoon.

5 Maria always tells them, "Don't leave your doors open."

Maria always tells them not to leave their doors open.

6 Carl told me, "Call me when you hear the news."

Carl told me to call him when I hear the news.

B PAIR WORK For each sentence, say what you think the speaker's original words were. Take turns.

Answers will vary, but may include the following:

1 He asked them to call him when it starts raining.

“ Please call me when it starts raining. ”

2 The newspaper said to leave a window or door open when there's going to be a severe storm.

“Leave a window or door open when there's going to be a severe storm.”

3 She told his parents to read the emergency instructions in the newspaper.

“Read the emergency instructions in the newspaper.”

4 Ray told Allison to look for the story about him in the paper on Tuesday.

“Look for the story about me in the paper on Tuesday.”

5 She asked him to pick up some food for her on the way home.

“Pick up some food for me on the way home.”

6 They told me not to wait until the snow gets heavy.

“Don't wait until the snow gets heavy.”

DIGITAL
MORE
EXERCISES

DIGITAL
VIDEO
COACH

PRONUNCIATION *Direct and indirect speech: Rhythm*

A ▶ 3:03 Notice the rhythm of sentences in direct and indirect speech. Read and listen.

Then listen again and repeat.

1 He said, [pause] "Be home before midnight." → He said to be home before midnight.

2 I told your parents, [pause] "Get a flu shot at the clinic." → I told your parents to get a flu shot at the clinic.

B PAIR WORK Take turns reading aloud the sentences in Exercise A Grammar Practice, above. Read both the original sentences and the sentences you wrote, using correct rhythm for direct and indirect speech.

GRAMMAR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Direct attention to the chart and have students read the first explanation and study the examples. To help clarify, write on the board: *Steve said, "Ask Carol."* / *Steve said to ask Carol.* Then say *Direct speech uses the exact words someone says. Indirect speech does not use the exact words.* Point out the quotation marks in direct speech. Clarify that they are placed at the beginning of the quoted information and after the period at the end.
- Have students read the second explanation and study the examples. To help clarify how the affirmative imperative changes in indirect speech, point out *ask* and *to ask* in the examples on the board. To check comprehension, tell students to change the following sentences into indirect speech starting with *The teacher said . . .*
"Do the homework." (The teacher said to do the homework.)
"Come to class on time." (The teacher said to come to class on time.)
"Have fun learning English!" (The teacher said to have fun learning English!)
- To help clarify how the negative imperative changes in indirect speech, write on the board: *The guide said, "Don't touch it."* / *The guide said not to touch it.* Point out that the negative imperative—*Don't touch*—becomes a negative infinitive—*not to touch*.
- Have students read the last explanation and study the examples. To help clarify, point out the change from *me* and *you* to *him* and *I* in the first example and from *me* and *you* to *her* and *I* in the second example.
- You may wish to point out that when the direct quote is an imperative, you can use "ask" in the indirect speech to suggest a request rather than a command. In the last example, either *told* or *asked* would be grammatically correct.

FYI: Indirect speech with *say* and *tell* and tense changes is covered on page 54.

Option: (+3 minutes) To extend the presentation, point out other words that often change when using indirect speech; for example, *here* changes to *there*, and *this* changes to *that*. Write on the board: *Bart said, "Leave this book here."* / *Bart said to leave that book there.*

Language and culture

- In British English the quotation marks around direct speech could be single quotes *' '* or double quotes *" "* as in American English.

Option: **GRAMMAR BOOSTER** (Teaching notes p. T133)



Inductive Grammar Charts

A Grammar practice

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To model the activity, review the example with the class. Remind students to change time expressions if necessary.

B Pair work

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- To model the activity, read the speech balloon aloud. Point out the change in the pronoun *him* to *me*. Also point out the use of *please*, as it is a request.
- To review, ask volunteers for their answers.

Option: (+3 minutes) To extend the activity, form groups of three and ask students to talk about instructions or commands their parents give them or used to give them. For example:

Student A: *My mother told me not to be home late.*

Student B: *My mother tells me to be home before 10:00.*

Student C: *When my father lent me his car, he told me not to drive fast.*

Student A: *My father never lends me his car. He tells me to take the bus.*



Extra Grammar Exercises

PRONUNCIATION**A ▶ 3:03 Notice the rhythm . . .**

Suggested teaching time:	3 minutes	Your actual teaching time:	
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Pronunciation Coach Video

- First listening: Have students listen and study the examples. Point out that in direct speech, the pause tells listeners they're going to hear the exact words. Point out that there is no pause in indirect speech.
- Second listening: Have students listen and repeat chorally. Make sure students pause before saying the exact words the speaker said and don't pause in sentences using indirect speech.
- Clarify that in written direct speech, a comma indicates the pause. Point out the comma after *said* and *parents* in the examples. Then point out that there is no comma in indirect speech.

B Pair work

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Have one student in each pair read the direct speech statement aloud and the other student read the corresponding indirect speech statement aloud. Then have pairs change roles.
- Walk around and encourage students to use correct rhythm.



Pronunciation Activities

CONVERSATION MODEL

A 3:04 Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- Use “I would, but . . .” to politely turn down an offer.
- Say “Will do” to agree to a request for action.

- To introduce the conversation, have students infer what is happening between the two people in the photograph. (Possible answers: The man is about to leave. There’s a call for the man.)
- After students read and listen, ask *Why doesn’t the man talk to his parents?* (Because he’s in a hurry / he’s late.) *What advice does he give?* (His parents should watch the news because there’s going to be a storm.)
- Point out that there are other ways to say *Will do*, such as *I will*, *Sure*, or *OK*.

B 3:05 Rhythm and intonation

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure students:
 - use rising intonation for *Would you like to say hello?*
 - pause after *would* in *I would, but I’m running late.*
 - use rising intonation for *Anything you’d like me to tell them?*
 - use falling intonation in *Will do.*

Language and culture

- **From the Longman Corpus:** *To be late* is more frequently used than *running late*, but *running late* is more informal.

NOW YOU CAN Convey a message

A Notepadding

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Read the *Possible excuses* aloud and have students write three more reasons they might give for not being able to speak with someone on the phone.
- To review, ask volunteers to share their excuses with the class. You may want to write some of them on the board. For example:
I have to be at the office at 10:00.
If I don’t leave now, I’ll miss the train.
I start school earlier today.
- Read the *Possible messages* aloud and have students write three more messages they might leave for a friend or relative on the phone. Point out that the messages can be related to the storm that is on the way or to any social situation. Remind students that they should use the affirmative or negative imperative.

- To review, ask volunteers to share their messages with the class. You may want to write some of them on the board. For example:

Come for lunch on Sunday.

Buy a birthday gift for [Sam].

Read the emergency instructions in the newspaper.

Don’t go out until the storm is over.

B Conversation activator

Suggested teaching time:	7–12 minutes	Your actual teaching time:	
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Conversation Activator Video

- *Note:* You can print the script or you can view a running transcript on the video player on the ActiveTeach. The script also appears on page 188 of this Teacher’s Edition.
- Remind students that they should use indirect speech. If necessary, students can refer to the Grammar chart on page 52 for help.
- Be sure to reinforce the use of the conversation strategies; for example, emphasize that they should sound willing if they agree to a request for action. Remind students they can say *Will do*, *I will*, *Sure*, or *OK* to agree.

DON’T STOP! Extend the conversation. Review the ideas in the box. Have students give examples of what they can say for each of the items in the box. For example:

What time will you get back home?

Could you do me a favor on your way to work?

Can you call me later?

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students how the model has been changed by the actors.
- To model the activity, role-play and extend the conversation with a more confident student.
- Then walk around the room and provide help as needed. Encourage students to use the correct rhythm and intonation and to continue their conversations by asking follow-up questions.

Conversation Activator Video Scripts; Conversation Activator Pair Work Cards


C Change partners

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Assign students new partners and have them create new messages.
- Walk around and provide help as needed. Remind students to use different messages and excuses.

EXTRAS

Workbook or MyEnglishLab

 Speaking Activities: Unit 5, Activity 1

CONVERSATION MODEL

A ▶ 3:04 Read and listen to someone conveying a message.

A: I'm on the phone with your parents. Would you like to say hello?

B: I would, but I'm running late.

A: Anything you'd like me to tell them?

B: Yes. Please tell them to turn on the TV. There's a storm on the way.

A: Will do.

B ▶ 3:05 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Convey a message

A **NOTE-PADDING** Read the possible excuses and messages. Then write one or two more excuses and messages.

Possible excuses

I'm running late.
I have an appointment.
I don't have time.

DIGITAL
VIDEO

B **CONVERSATION ACTIVATOR** With a partner, change the Conversation Model. Role-play conveying a message. Choose messages and excuses from the lists in the boxes, or use your own. Then change roles.

Possible messages

[Watch / Listen to] the news. There's a story about ____.
Check the weather online. There's a bad storm on the way.
Call me at the office.

A: I'm on the phone with
Would you like to say hello?

B: I would, but

A: Anything you'd like me to tell ?

B: Yes. Please tell to

A:

DON'T STOP!

Continue the conversation. Ask your partner:

what time he or she will be home.
to do you a favor.
to call you later.

C **CHANGE PARTNERS** Practice the conversation again. Use another message. Use another excuse.



VOCABULARY Severe weather and other natural disasters

A ▶ 3:06 Read and listen. Then listen again and repeat.



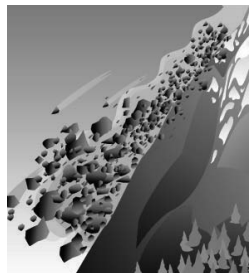
a tornado



a hurricane / a typhoon



a flood



a landslide



a drought

B ▶ 3:07 LISTEN TO INFER Listen to the news. Write the kind of event the report describes.

- 1 a drought 2 a flood 3 a hurricane / typhoon 4 a tornado

C ▶ 3:08 LISTEN TO CONFIRM INFORMATION Listen again. After each report, say if the statement is true or false. Explain your answers.

- 1 She said it hadn't rained in a month.
False. She said it hadn't rained in three months.
2 He said it hadn't rained for a week.
False. He said the rain hadn't stopped in a week.
3 She said the storm had done a lot of damage.
True.
4 He said the storm wouldn't do a lot of damage.
False. He said the storm has done a lot of damage.

GRAMMAR Indirect speech: say and tell—tense changes

GRAMMAR BOOSTER p. 134

- Indirect speech: optional tense changes

Use tell when you mention the listener. Use say when you don't.Maggie **told** her parents to stay home. (listeners mentioned)Maggie **said** to stay home. (listeners not mentioned)When say and tell are in the past tense, the verbs in the indirect speech statement often change.Present becomes past. Past becomes past perfect. Will becomes would. Can becomes could.They said, "The weather is awful." → They said (that) the weather **was** awful.Dan said, "We all **had** the flu." → Dan said (that) they all **had had** the flu.They said, "There **will** be snow tonight." → They said there **would** be snow tonight.My husband said, "You **can** come with me." → My husband said I **could** come with him.

A GRAMMAR PRACTICE Circle the correct verbs for indirect speech.

**My Great-Grandmother Meets Hurricane Cleo**

Hurricane Cleo struck the United States in August, 1964. My great-grandmother, Ana, was traveling in Miami when the hurricane struck. She (1 said / told) me that she still remembers how scared everyone was.

She (2 said / told) me that the hotel (3 has called / had called) her room one morning and had (4 said / told) her that a big storm (5 is / was) on the way. They (6 said / told) that all hotel guests (7 have to / had to) stay in the hotel until the weather service (8 tell / said) that it (9 is / was) safe to leave.

She stayed in her room, and she didn't know what happened until the storm was over. When she turned on the TV, the reports (10 said / told) that a lot of people (11 have been / had been) injured and that all the roads (12 are / were) flooded. She always (13 says / said) that she still (14 feels / felt) lucky to have survived Hurricane Cleo.

VOCABULARY

A ▶ 3:06 Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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V Vocabulary Flash Card Player

- Ask students to listen and study the words. Then have students listen and repeat chorally.
- To check comprehension, write on the board:
 1. *strong winds and heavy rain*
 2. *a long period with no rain*
 3. *a lot of water covering an area*
 4. *earth and rocks falling down a mountain*
 5. *strong winds moving quickly in a circle*
- Have students work in pairs. Student A has the book open and says each vocabulary word (not in order). Student B says which definition on the board matches each word. (1. hurricane or typhoon; 2. drought; 3. flood; 4. landslide; 5. tornado.)

Language and culture

- Hurricanes, typhoons, and cyclones are all the same severe weather event, but what they are called depends on where they are formed. Hurricanes are formed in the Atlantic and East Pacific Oceans, typhoons are formed in the West Pacific Ocean, and cyclones are formed in the Indian Ocean and the South Pacific.

B ▶ 3:07 Listen to infer

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- To prepare students for the activity, point out that the reports do not use the actual vocabulary words from Exercise A. They describe the weather events instead. Encourage students to listen for the details about each event so they can infer which event is being described.

AUDIOSCRIPT

REPORT 1

F: Brazil farmers report the loss of dairy and beef cattle. There has been no measurable rainfall in three months, and the dry land cannot feed their animals.

REPORT 2

M: The rain hasn't stopped in a week, and people nearest the river are moving out of their houses because the roads are covered in water.

REPORT 3

F: The storm's winds reached a record 150 kilometers per hour, and the torrential rains are expected to continue for at least six more hours. Trees are down, and areas nearest the beaches are heavily damaged.

REPORT 4

M: A fast-moving, dark, funnel-shaped cloud is making its way across the eastern side of town, knocking down trees. Roofs on many houses have blown off. Residents are urged to immediately go underground and take cover until the danger has passed.

C ▶ 3:08 Listen to confirm information

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- To prepare students for the activity, have them read the four statements.
- Pause after each report and have students explain their answers.

GRAMMAR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Direct attention to the chart and have students read the first explanation and study the examples. To check comprehension, write on the board:
 1. *She* ___ *to use her computer.*
 2. *He* ___ *us to listen to the news.*
 3. *They* ___ *John to buy the newspaper.*
 4. *Pete* ___ *to get the best tickets for the game.*
- Ask students to complete the sentences with *said* or *told*. Encourage students to identify a listener. (1. said; 2. told / us; 3. told / John; 4. said.)
- Have students read the second explanation and study the examples. To help clarify, ask a student *What kind of music do you like?* **S:** *I like [pop music].* Then tell the class *[Carol] said that she liked [pop music].* Ask another student *What did you do last Saturday?* **S:** *I [visited some friends].* Then tell the class *[Amy] said that she had [visited some friends].* Point out that *that* can be omitted. Say *[Amy] said she had [visited some friends].*
- To point out the tense changes (backshifts), write on the board:

Direct speech		Indirect speech
"work."	→	worked.
"worked."		had worked.
"I have worked."	He said that he	had worked.
"am working."		was working.
"can work."		could work.
"will work."		would work.

- Clarify that both the simple past tense and the present perfect change to the past perfect in indirect speech.

Option: **GRAMMAR BOOSTER** (Teaching notes p. T134)



Inductive Grammar Charts

A Grammar practice

Suggested teaching time:	4–7 minutes	Your actual teaching time:	
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- Complete the first item with the class. You may want to have students explain why *told* is the correct answer. (Because the listener, *me*, is mentioned.)
- If students need help, encourage them to figure out the exact words the speaker said and then report them.

FYI: In some cases, the backshift is optional. (The Grammar Booster covers optional tense changes.)

B Grammar practice

Suggested teaching time:	4–6 minutes	Your actual teaching time:	
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- To model the activity, review the example with the class. Have students identify the change in tense. (*Is* changes to *was*.)
- Before students complete the exercise, point out that they should change the verb tense in each item for this exercise.

Answers for Exercise B

2. He also said (that) it had caused the destruction of half the houses in the town.
3. My sister called and said (that) there was no electricity because of the hurricane.
4. The newspaper said (that) there would be a typhoon in the next thirty-six hours.
5. The paper said (that) the drought of 1999 had been the worst natural disaster of the twentieth century.
6. After the great snowstorm in 1888, a New York newspaper reported that the blizzard of '88 had caused more damage than any previous storm.



Extra Grammar Exercises

CONVERSATION MODEL

A 3:09 Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- Use “Well” to begin providing requested information.
- Say “What a shame” to show empathy for a misfortune.
- Introduce reassuring contrasting information with “But . . .”.
- Say “Thank goodness for that” to indicate relief.

- To clarify the expressions in the conversation, tell students that another way to say *What a shame* is *That's too bad*. Point out that *Thank goodness for that* means *I'm glad* or *That's good news*.

FYI: Speakers use the present *says* (rather than *said*) when discussing a publication one is reading.

B 3:10 Rhythm and intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure students:
 - put extra stress on new information, such as, *terrible, storm, and South* in *Well, there was a terrible storm in the South*.
 - use rising intonation for *Really?*
 - put extra stress on *what* and *shame* in *What a shame*.

NOW YOU CAN Tell someone about the news

A Notepadding

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Give students a few minutes of silent time to read the headlines.

- To help students prepare for the activity, point to each news source and ask *What is the name of this news source? What disaster happened? Where did it happen?*

- If necessary, clarify the meaning of *flee* (Escape.) and *elderly* (Old people.).
- Before students report what the headlines say, point out that headlines often use the *simple present* to refer to *past actions*. Students will need to change the verb to the past tense in reported speech; for example, The *Daily Post Online* says that 20,000 were killed.
- You may also want to point out that headlines use the *simple present* to refer to *present actions*. Students won't need to change the verb to the past tense in reported speech if they use a reporting verb in the present; for example, *The Weekly Mail* headline says that drought in Ethiopia is causing widespread famine.

B Conversation activator

Suggested teaching time:	5 minutes	Your actual teaching time:	
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Conversation Activator Video

- *Note:* You can print the script or you can view a running transcript on the video player on the ActiveTeach. The script also appears on page 189 of this Teacher's Edition.
- Review the Recycle box to remind students of the language they can use to express their reactions.

DON'T STOP! Extend the conversation. Review the ideas in the box. Have students give examples of questions they could ask to discuss the headlines. You may want to write some questions on the board. For example:

Where did that happen?
How many people died?
Why did so many people die?

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students how the model has been changed by the actors.
- To model the activity, role-play and extend the conversation with a more confident student.



Conversation Activator Video Scripts; Conversation Activator Pair Work Cards; Learning Strategies

C Change partners

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Remind students to use a different headline when they change partners.

Option: (+5 minutes) For a challenge, ask students to extend the conversation by talking about events they remember; for example, recent earthquakes, floods, etc.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 5, Activity 2

B GRAMMAR PRACTICE Change each statement from direct speech to indirect speech, changing the verb tense in the indirect speech statement.

See page T55 for answers.

- 1 The TV reporter said, "The landslide is one of the worst in history."
- 2 He also said, "It caused the destruction of half the houses in the town."
- 3 My sister called and said, "There is no electricity because of the hurricane."
- 4 The newspaper said, "There will be a typhoon in the next thirty-six hours."
- 5 The paper said, "The drought of 1999 was the worst natural disaster of the twentieth century."
- 6 After the great snowstorm in 1888, a New York newspaper reported, "The blizzard of '88 caused more damage than any previous storm."

1. The TV reporter said the landslide was one of the worst in history.

CONVERSATION MODEL

A **3:09** Read and listen to a conversation about the news.

- A: What's going on in the news today?
 B: Well, the *Times* says there was a terrible storm in the South.
 A: Really?
 B: Yes. It says lots of houses were destroyed.
 A: What a shame!
 B: But there haven't been any deaths.
 A: Thank goodness for that!

Reactions to news

- ☹ What a shame!
- ☺ Thank goodness for that!

B **3:10** **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Tell someone about the news

A **NOTEPADDING** Read each headline. Then, on a separate sheet of paper, write what it said. Use indirect speech.

The *Daily Post Online* says an earthquake killed 20,000 in Iran.

B **CONVERSATION ACTIVATOR** Tell your partner what the news is, using the headlines. Then change roles and headlines.

- A: What's going on in the news today?
 B: Well, says
 A: Really?
 B: Yes. It says
 A: !

DON'T STOP!

- Discuss other headlines.
- Express your reactions to the news.



RECYCLE THIS LANGUAGE.

What a shame!
 Thank goodness for that!
 Oh, no!
 What a disaster!
 That's [enormous / gigantic / huge / horrendous]!

C **CHANGE PARTNERS** Practice the conversation again, using a different headline.



ASIA TIMES

Bird influenza epidemic causes 200 deaths in Mongolia
 Doctors urge children and elderly to receive vaccinations



BEFORE YOU READ

DIGITAL
FLASH
CARDS

- A ▶ 3:11 **VOCABULARY • Adjectives of severity** Read and listen. Then listen again and repeat.
- B **WARM-UP** Have you or someone you know experienced a natural disaster? What kind of disaster was it? How severe was it? Tell the class about it.

mild !
 moderate !!
 severe !!!
 deadly !!!!
 catastrophic !!!!!

READING ▶ 3:12

EARTHQUAKES

Earthquakes are among the deadliest natural disasters, causing the largest numbers of casualties, the highest death tolls, and the greatest destruction. In 1556 in China, the deadliest earthquake in history killed 830,000 people. But many other earthquakes have caused the deaths of more than 200,000 people, and it is not unusual, even in modern times, for an earthquake death toll to reach 20,000–30,000 people with hundreds of thousands left homeless and with countless injured. The floodwaters of the 2004 tsunami in Sumatra, which killed over 200,000 people, were caused by a catastrophic earthquake.

There are four factors that affect the casualty rate of earthquakes: magnitude, location, quality of construction of buildings, and timing.

MAGNITUDE

The magnitude, or strength, of an earthquake is measured on the Richter scale, ranging from 1 to 10, with 10 being the greatest. Earthquakes over 6 on the Richter scale are often deadly, and those over 8 are generally catastrophic, causing terrible damage.

LOCATION

A severe earthquake that is located far from population centers does not cause the same damage as a less severe one that occurs in the middle of a city. As an example, in 1960, the strongest earthquake ever recorded, 9.5 magnitude on the Richter scale, struck in the Pacific Ocean near the Chilean coastline, destroying buildings, killing over 2,000, and injuring another 3,000 in regional cities near the coast. The location of this earthquake, far away from a population center, however, prevented it from being catastrophic, with hundreds of thousands of deaths.

QUALITY OF CONSTRUCTION

Modern building construction techniques can lessen the death toll and economic impact of a moderate earthquake that would otherwise cause severe destruction of older-style buildings.



Port-au-Prince, 2010

In 2010, a terrible earthquake in Port-au-Prince, the capital of Haiti, caused the destruction of a tremendous number of the city's buildings, mostly due to poor construction. In contrast, an even stronger earthquake later that year in Chile caused less destruction because of that country's use of earthquake-resistant construction.

TIMING

Finally, the time of occurrence of an earthquake can affect the number of deaths and casualties. Earthquakes that occur in the night, when people are indoors, usually cause a greater death toll than ones that occur when people are outdoors.

Ten Largest Earthquakes by Magnitude

Year	Place	Magnitude
1960	Valdivia, Chile	9.5
1964	Alaska, U.S.	9.2
2004	Sumatra, Indonesia	9.1–9.3
1952	Kamchatka, Russia	9.0
2011	Tochuko region, Japan	9.0
1615	Arica, Chile	8.8
1833	Sumatra, Indonesia	8.7–9.2*
1906	Ecuador / Colombia	8.8
2010	Bio-Bio, Chile	8.8
1700	Pacific Ocean: U.S. / Canada	8.7–9.2*

* estimate

- A **PARAPHRASE** Rewrite the statements in your own words, changing the underlined word or phrase.

Answers will vary, but may include the following:

- 1 The magnitude of an earthquake is measured by the Richter scale. strength
- 2 There are four factors that affect the casualty rate of an earthquake. things
- 3 Good construction techniques can lessen the danger to people in buildings affected by an earthquake. reduce
- 4 Damage is often due to poor construction. caused by
- 5 If an earthquake occurs near a major population center, more people will be affected. city

BEFORE YOU READ

A 3:11 Vocabulary

Suggested teaching time:	1–2 minutes	Your actual teaching time:	
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V Vocabulary Flash Card Player

- Have students listen to the adjectives in the box. Then ask them to listen and repeat chorally.
- To help clarify, point out that the adjectives are graded from least damaging to most damaging, and that they are often used to describe types of disasters; for example, *a mild earthquake, a severe storm, a deadly epidemic*.

B Warm-up

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- To help students organize their ideas, write on the board:
Type of natural disaster: _____
Where? When? How serious was it? What happened to buildings / people?
- Ask students to answer these questions with information about a disaster that they or people they know have experienced. Point out that they can also use information about a disaster they have only heard about.
- Form groups of four. Encourage students to use the Vocabulary to describe the event.
- To review, have several students describe an event to the class.

3:12 READING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- To practice the reading strategy of scanning, write these two topics on the board:
1. *The deadliest earthquakes in history*
2. *The factors that determine the consequences of an earthquake*
- Have students scan the text to decide which topic best describes what the article is about. Encourage students to support their choices by underlining the four factors in the text (magnitude or strength, location, quality of construction, timing). (Answer: 2.)

- Draw the following graphic organizer on the board (without the possible answers) or print it out and distribute to students. Have them complete the chart with how the four factors determine the consequences of earthquakes.

	An earthquake will cause more damage if . . .	An earthquake will cause less damage if . . .
Magnitude	<i>it measures over 6 on the Richter scale</i>	<i>it measures low / below 6 on the Richter scale</i>
Location	<i>it strikes a city</i>	<i>it strikes far from a city / in the ocean</i>
Quality of construction	<i>buildings are old</i>	<i>buildings are modern</i>
Timing	<i>it strikes at night</i>	<i>it strikes during the day</i>

Option: (+10 minutes) To challenge students, have pairs create a series of *True* and *False* statements for another pair to answer using the information in the Reading; for example, *The strongest earthquake ever recorded was 9.5.* (True.) *Earthquakes that occur during the day cause more deaths.* (False.) Walk around the room and help students as needed. Then have pairs exchange their questions with other pairs and answer them.

Language and culture

- The Richter scale measures the intensity of earthquakes from 1 to 10. 1 = very weak, 10 = the strongest.



Learning Strategies; Graphic Organizers

A Paraphrase

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- To help students figure out the meaning of the underlined words, encourage them to find the paragraph in the Reading that includes the information in each statement.
- Then have students compare answers with a partner and review with the class.

B Confirm facts

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- To model the activity, review the text in the example, pointing out that it uses indirect speech.
- Have students look at the text and take notes for each question. Make sure they use indirect speech.

Option: (+5 minutes) For a challenge, have students play a memory game in small groups. Ask each student to write two questions starting with *What does the article say about . . . ?* Then have students take turns asking and answering the questions. Remind them to use indirect speech.

Answers for Exercise B

- The article said (that) the highest Richter-scale reading was recorded in the Pacific Ocean, near the Chilean coastline.
- The article said (that) if an earthquake strikes far from population centers, it causes fewer deaths.
- The article said (that) modern building construction techniques and an earthquake that occurs during the day (when people are outdoors) can lessen the destruction and economic impact.

C Identify cause and effect

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Form groups of four. Encourage students to support their views with examples from the article.
- Ask several students for their answers and opinions and write them on the board.



Extra Reading Comprehension Exercises

NOW YOU CAN Describe natural disasters

A Pair work

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Ask pairs to decide who is reading which fact sheet. Point out that the information is not factual. Give students a few minutes to read their fact sheets.
- To model the activity, review the speech balloon with the class.
- Encourage students to ask follow-up questions.

B Notepadding

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Review *Some historic disasters* in the box with the class. To draw on students' prior knowledge, ask them if they know about any of these disasters.
- Point out that students can also choose another disaster, one that they are familiar with.
- As students write details about the disaster they chose, encourage them to use the fact sheets in Exercise A as a model. Direct their attention to the Recycle box in Exercise

C, and ask them to include some of the vocabulary from this box.

Language and culture

- On April 18, 1906, an earthquake measuring 7.9 on the Richter scale struck San Francisco, California, in the United States. More than 3,000 people died, and there was a lot of damage to buildings and roads. More than half the population of 400,000 was left homeless. A three-day fire followed and caused more damage than the earthquake.
- An earthquake struck the city of Bam, Iran, at dawn on December 26, 2003. Over 26,000 people died, and tens of thousands of people were injured and left homeless. Tents were set up on the outskirts of the city to provide water, food, and shelter for survivors. Bam is a historic city, with many buildings made of mud brick. This is the main reason why the earthquake caused so much property damage—it destroyed 70% of the city's buildings.
- An undersea earthquake in the Indian Ocean on December 26, 2004, generated a tsunami. The result was one of the deadliest disasters in modern history. Scientists now believe the earthquake registered 9.3 on the Richter scale. The death toll reached 300,000 people. Southeast Asia and nine other countries were the most directly impacted, but countries around the world were also affected because many holiday travelers were in the region.
- On August 29, 2005, Hurricane Katrina hit the south coast of New Orleans, Louisiana, in the United States, with winds of approximately 200 kilometers per hour. Much of New Orleans is below sea level, and the city is protected from flooding by a system of canals and levees (special walls to stop rivers from flooding). The hurricane caused breaches, or large gaps in the levees, and by August 30, 80% of New Orleans was underwater.

C Group work

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- To form groups, have students who have researched the same disaster work together and compare information.

Text-mining: Have students share their Text-mining examples and use them to create new statements with a partner.

- Then ask groups to write a script for their broadcasts or presentations. Suggest they include language from the Recycle box and vocabulary they have learned in this unit.
- Ask groups to present their broadcasts or presentations to the class.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 5, Activity 3

B CONFIRM FACTS Answer the questions, according to the information in the Reading.

Use indirect speech. See page T57 for answers.

- 1 Where did the deadliest earthquake in history take place?
- 2 Which earthquake had the highest recorded Richter-scale reading?
- 3 How can location affect the death toll of an earthquake?
- 4 What else can lessen the destruction and economic impact of an earthquake?

1. The article said the deadliest earthquake in history took place in ...

C IDENTIFY CAUSE AND EFFECT Discuss how magnitude and timing affect the casualty rate and economic impact of earthquakes. Explain your ideas by putting together information from the article.

DIGITAL
MORE
EXERCISES

NOW YOU CAN Describe natural disasters

A PAIR WORK Partner A, read the fact sheet about the Indonesia typhoon. Partner B, read the fact sheet about the Bangladesh earthquake. In your own words, tell your partner about the disaster.

INDONESIA TYPHOON	
Date:	October 12
Place:	Indonesia and western Malaysia
Event:	Typhoon with highest winds ever recorded
Property damage: Catastrophic destruction	
Casualties: 5,309 deaths with more than 1,740 missing; 8 million affected with many homeless	

BANGLADESH EARTHQUAKE	
Date:	September 20
Place:	Bangladesh
Event:	Earthquake
Property damage: At least 70% of homes (12,000) destroyed.	
Casualties: 630 deaths and hundreds more injured	

“ A severe typhoon hit Indonesia on October 12. There were high winds and catastrophic property damage. ”

B NOTEADDING Choose one of the historic disasters from the list. Find information about it on the Internet, at a library, or in a bookstore. (OR choose a disaster you are already familiar with.) Write details about the disaster on your notepad.

Date:	
Place:	
Event:	
Property damage:	
Casualties:	

Some historic disasters

- The San Francisco earthquake of 1906 (U.S.)
- The Bam earthquake of 2003 (Iran)
- The tsunami of 2004 (Indian Ocean)
- Hurricane Katrina 2005 (New Orleans, U.S.)
- A natural disaster of your choice: ____

C GROUP WORK Make a news broadcast or presentation about the disaster you researched (OR one of the disasters in Exercise A above). Describe the natural disaster to your class.



RECYCLE THIS LANGUAGE.

Types of disasters

earthquake
epidemic
famine
flood
landslide
storm

Adjectives

mild
moderate
severe
deadly
catastrophic

Features

casualties
death toll
injuries
property damage

Text-mining (optional)

Find and underline three words or phrases in the Reading that were new to you. Use them in your Group Work.
For example: “death toll.”

BEFORE YOU LISTEN

A ► 3:13 VOCABULARY • *Emergency preparations and supplies* Read and listen. Then listen again and repeat.

evacuate to remove all people from an area that is too dangerous

an emergency a very dangerous situation that requires immediate action

a power outage an interruption in the flow of electrical power over a large area

a shelter a safe place where people may go when the area they live in has been evacuated

a first-aid kit a small box or package containing supplies to treat minor injuries and illnesses

a flashlight a portable, battery-operated light

non-perishable food food that doesn't need refrigeration, such as canned or dried food



Be sure to have a first-aid kit with scissors and bandages.



A battery-operated flashlight is a must when there is a power outage.



In a power outage, candles can provide light.



Sometimes an evacuation is necessary in an emergency.

B PAIR WORK With a partner, write sentences using the Vocabulary words and phrases.

They tried to evacuate the entire population of the city before the flood, but lots of people refused to go.

LISTENING COMPREHENSION

Answers will vary, but may include the following:

A ► 3:14 LISTEN FOR MAIN IDEAS Listen to an emergency radio broadcast. Write a sentence to describe the emergency the broadcaster is reporting. A tropical storm, called Maria, with high winds and heavy rain is coming tomorrow, October 12, between 9 and 11 A.M. Flooding is expected and an evacuation may be necessary.

B ► 3:15 LISTEN FOR DETAILS Listen again and correct each of the following false statements, using indirect speech.

Example: He said you should stand near windows during the storm.

1 He said you should turn your refrigerator and freezer off.

He said to turn your refrigerator and freezer to very cold.

2 He said that in case of a flood, you should put valuable papers on the lowest floor of your home.

He said to put valuable papers on the highest floor of your home.

3 He said you should read the newspapers for the location of shelters.

He said to listen to the radio for the location of shelters.

“ No. He said *not* to stand near windows during the storm. ”

BEFORE YOU LISTEN

A 3:13 Vocabulary

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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V Vocabulary Flash Card Player

- Have students listen and study the words and the definitions. Then have students listen and repeat chorally.
- Direct students' attention to the photographs. Read the captions aloud. Write on the board:
 1. a portable light
 2. a small box with supplies to treat injuries
 3. a safe building
 4. a time with no electricity
 5. a dangerous situation
 6. foods that need no refrigeration
 7. to leave a dangerous place
- Have students close their books. Ask them to listen again and to provide a word or phrase for each definition.
- Ask students to compare answers with a partner. Then check their answers. (1. a flashlight; 2. a first-aid kit; 3. a shelter; 4. a power outage; 5. an emergency; 6. non-perishable food; 7. evacuate.)

Language and culture

- In British English a *flashlight* is called a *torch*. In American English a *torch* is a stick with fire at the end that also produces light.

B Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	
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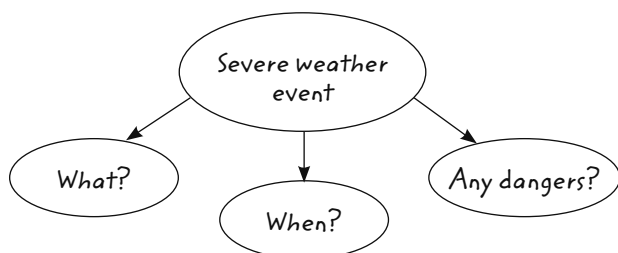
- To model the activity, review the example with the class.
- To help students generate ideas, encourage them to write about their own experiences or events they may be familiar with; for example, *I always keep my flashlight near me in case of an emergency. I remember a few years ago there was a power outage in [New York City].*

LISTENING COMPREHENSION

A 3:14 Listen for main ideas

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- To help students prepare for the activity, draw the following diagram on the board:



- Direct students' attention to the diagram and tell them to listen for the type of severe weather event the broadcaster is talking about, when it is expected, and what the dangers are.
- After students listen, have three students answer a question from the diagram. (Possible answers: *What?*—A tropical storm [Maria] with high winds and heavy rain. *When?*—October 12 between 9 and 11 A.M. *Any dangers?*—Floods.)
- Have students write their sentences using the diagram as a guide.

AUDIOSCRIPT

[M = U.S. regional]

M: Today is Monday, October 11. This is a Government Weather Service update on Tropical Storm Maria, which is approaching our area. The storm is expected to arrive between 9 and 11 A.M. tomorrow. This is an extremely dangerous storm with high winds and heavy rain. Flooding is expected, and evacuation may be necessary. The following are emergency procedures that all area residents should follow:

1. Fill your car with gas now, in case evacuation is necessary.
2. Bring outdoor furniture, tools, and other objects inside. They can be dangerous in high winds.
3. Close all windows and cover windows with wooden boards. When the storm hits, don't go near windows in case the wind causes the glass to break.
4. Turn your refrigerator and freezer to very cold and only open when necessary to preserve perishable food in the event of a power outage.
5. Buy extra batteries for flashlights in case there is a power outage or an evacuation.
6. If you don't have a portable battery-operated radio, buy one today, and have a good supply of extra batteries for the radio. Listen to the radio for official instructions in case evacuation is necessary.
7. Check your first-aid kit. Be sure it contains bandages, painkillers, and antiseptic in case of minor injuries.
8. Put valuable papers in a waterproof container on the highest floor of your home in case of flooding.
9. Get a supply of non-perishable food and water. You may have to stay indoors for several days, and local water supplies may be contaminated by flooding.

If evacuation becomes necessary:

1. Leave as soon as possible. Avoid flooded roads. Follow radio instructions for the best and safest evacuation route.
2. Listen to the radio for the location of shelters serving your neighborhood.
3. Take all emergency supplies and warm clothing and blankets to the shelter.
4. Lock your home and leave.

B 3:15 Listen for details

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- To prepare students for the activity, first have them read the statements.
- To model the activity, play the recording and stop after the correct answer to the example sentence; review the text in the speech balloon.
- Have students listen to the rest of the program and make corrections as they listen.
- To review, read the statements aloud and have students correct them, using indirect speech.

C Paraphrase

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Have students read the questions. Form pairs and encourage students to complete the statements with the information they remember from the emergency broadcast.
- Have students listen again and complete any unfinished items.
- Review with the class. You may want students to listen again to review the corrected statements.

Option: (+5 minutes) For a different approach, have students choose two emergency procedures described by the announcer that they consider important. Form groups and have students discuss the procedures they have chosen and explain why.



Learning Strategies

NOW YOU CAN Prepare for an emergency

A Group work

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- To prepare students for the activity, review *Kinds of emergencies* in the box. You may want to tell students that they can also choose to prepare for an emergency that is not on the list.
- Point out the example on the notepad. Ask students what kind of emergency the plan on the notepad could be for. (Possible answer: Flood, because water can become contaminated.)
- To help students generate ideas, brainstorm plans they will make. Write a list on the board. For example:
Plans can be about:
getting supplies
deciding where to take shelter
warning relatives or friends
protecting one's property
evacuating—where to go and what to take
getting official information
taking care of pets
- If necessary, brainstorm and write on the board a list of supplies; for example, *non-perishable food, a flashlight, a first-aid kit, wooden boards, warm clothing, blankets, a battery-operated radio, matches, gas.*
- Encourage students to write about at least four plans and indicate whether each plan is for a long-term or short-term emergency.
- As students write their plans, walk around the room and provide help as needed.

B Present your plans . . .

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Review the speech balloon with the class. You may wish to point out the indirect speech.
- As the groups present their plans, ask the class to take notes. The notes will help the class compare the plans. You may want to draw the following chart on the board or print one for each student to help students organize their notes.

Group number	Type of emergency	Plans	Reasons
1			
2			
3			
4			
5			

- To compare the plans, encourage students to find at least one difference and one similarity between their plans and those of another group. Have volunteers share the differences and similarities with the class.



Graphic Organizers

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 5, Activity 4; “Find Someone Who . . .” Activity

C PARAPHRASE What did the radio announcer say in the emergency radio broadcast? With a partner, discuss the questions and complete each statement, using indirect speech. Listen again if necessary.

1 What should you do to get your car ready for an evacuation?

He said to fill your car with gas now

2 What should you do with outdoor furniture?

He said to bring it inside

3 What should you buy for flashlights and portable radios?

He said to buy extra batteries

4 How should you prepare to have food and water in case you have to stay indoors for several days?

He said to turn your refrigerator and freezer to very cold and open only when necessary, and to get a supply of non-perishable food and water

5 What should you listen to in case of an evacuation?

He said to listen to the radio

NOW YOU CAN Prepare for an emergency

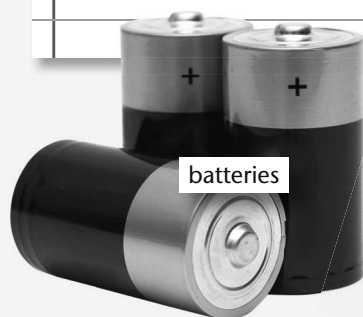
A GROUP WORK Choose an emergency from the list. Write some plans for the emergency on the notepad. Provide a reason for each plan.

Plans	Reasons
Have 2 liters of water	to have enough water in case
per person per day.	the water is unsafe to drink

Kinds of emergencies

- a flood
- a tornado
- a severe storm (blizzard, hurricane, typhoon)
- an epidemic
- a famine
- a drought
- a landslide
- an earthquake

Type of emergency:	
Plans	Reasons



batteries



matches



bottled water

B Present your plans to the class. Compare your plans.

“ Our group prepared for a storm. We said to be sure cell phones were working. A power outage might occur. ”

REVIEW

- A ▶ 3:16 Listen to the report. The reporter describes three kinds of disasters. Listen carefully and check the ones that fall into the categories she describes. Listen again if necessary.

The 10 most deadly natural disasters of the 20th century				
	Disaster	Place	Year	Killed
<input checked="" type="checkbox"/> 1	epidemic	worldwide	1917	20,000,000
<input type="checkbox"/> 2	famine	Soviet Union	1932	5,000,000
<input checked="" type="checkbox"/> 3	flood	China	1931	3,700,000
<input checked="" type="checkbox"/> 4	drought	China	1928	3,000,000
<input checked="" type="checkbox"/> 5	epidemic	worldwide	1914	3,000,000
<input checked="" type="checkbox"/> 6	epidemic	Soviet Union	1917	2,500,000
<input checked="" type="checkbox"/> 7	flood	China	1959	2,000,000
<input checked="" type="checkbox"/> 8	epidemic	India	1920	2,000,000
<input type="checkbox"/> 9	famine	Bangladesh	1943	1,900,000
<input checked="" type="checkbox"/> 10	epidemic	China	1909	1,500,000

- B Complete each statement with the name of the disaster or emergency.

- In a landslide, mud and soil cover the houses and can bury entire towns.
- A widespread event in which many people become sick with the same illness is an epidemic
- A storm with high winds and rain is a hurricane / a typhoon
- A drought is a natural event in which there is no rain for a long period of time.
- In a famine, there is not enough food and many people go hungry.

- C Complete each indirect statement or question with said or told.

- They told me to call the office in the morning.
- The students said the test had been very difficult.
- He said the storm was awful.
- Who told us to get extra batteries?

- D Rewrite the indirect speech statements in direct speech. Be sure to use correct punctuation.

See page T60 for answers.

- She said she knew the reason there was so much property damage.
- The radio announcer told the people to fill up their cars with gas before the storm.
- I said not to tell the children about the storm.
- He asked if the epidemic had been severe.

- E Rewrite the direct speech statements in indirect speech.

See page T60 for answers.

- Robert told Marie, "Don't wait for the evacuation order."
- Sylvia said, "I think the earthquake occurred during the night."
- The emergency broadcast said, "Buy bottled water before the hurricane."
- They told Marlene, "Call us on Tuesday."

For additional language practice ...

🎵 **TOP NOTCH** **POP** • Lyrics p. 154

"Lucky to Be Alive"

DIGITAL SONG **DIGITAL KARAOKE**

WRITING

Write about how to prepare for an emergency. Choose an emergency and include information on what to do, what supplies to have, and what preparations to make.

WRITING BOOSTER p. 150

- Organizing detail statements by order of importance
- Guidance for this writing exercise

A ▶ 3:16 Listen to the report . . .

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- To prepare students for listening, have them look at the chart. Ask *Which was the most deadly disaster of the twentieth century?* (The 1917 worldwide epidemic.) *What types of natural disasters does the chart include?* (Epidemics, famines, floods, and droughts.) *Which seems to be the most deadly type of disaster?* (Epidemics.)
- Before students do the activity, tell them they will listen to a general report, but that specific disasters are not mentioned. Ask them to listen for the vocabulary that identifies each type of disaster.
- First listening: Have students listen to the report and check the disasters they heard about. Ask students to take notes of key words that support their choices; for example, *lack of rainfall*, *too much water*, *sickness*.
- Second listening: Have students compare answers with a partner and listen again to confirm them.
- To review with the class, have students name the disasters they checked and explain their reasons.

AUDIOSCRIPT

[F = British English]

F: Good morning, listeners. Today we'll be discussing some of the worst natural disasters of the last century. It's hard to imagine events with death tolls over a million, but believe it or not, they're surprisingly common. Once, in the last century, a lack of rainfall killed over a million people. And twice, too much water has done the same thing. But the worst disasters by far are episodes of sickness that affect millions. Five were situations where over a million people died.

B Complete each statement . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- To model the activity, complete the first item with the class.
- Have students compare answers with a partner and then review with the class.

Option: (+5 minutes) To extend the activity, have pairs take turns making a statement that describes a disaster and guessing the type of disaster; for example, **Student A:** *It is very dry, and there has been no rain for a long time.*

Student B: *A drought.* Have students continue until each one guesses three disasters. (Students learned the names of nine types of disasters in this unit: blizzard, tornado, hurricane, typhoon, flood, landslide, drought, earthquake, and epidemic.)

C Complete each indirect statement . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Have students work individually and then compare answers with a partner. If necessary, remind students that we use a form of *tell* when we mention the listener and a form of *say* when we don't.

D Rewrite the indirect . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Explain that, in item 1, the verb tense changes (*knew* changes to *know*) and the pronoun changes (*she* changes to *I*) in a direct statement.
- Call on students to share their answers with the class.

Answers for Exercise D

1. She said, "I know the reason there is so much property damage."
2. I said, "Don't tell the children about the storm."
3. The radio announcer said, "Fill up your cars with gas before the storm."
4. He asked, "Was the epidemic severe?"

E Rewrite the direct . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Point out that the imperative in direct speech (*Don't wait*) becomes an infinitive (*not to wait*) in indirect speech. If necessary, remind students that a backshift in tense can be necessary when reporting statements.
- Have several students read their sentences aloud.

Answers for Exercise E

1. Robert told Marie not to wait for the evacuation order.
2. Sylvia said she thought the earthquake had occurred during the night.
3. The emergency broadcast said to buy bottled water before the hurricane.
4. They told Marlene to call them on Tuesday.

WRITING

Suggested teaching time:	10 minutes	Your actual teaching time:	
--------------------------	------------	----------------------------	--

- Brainstorm different types of emergencies students might experience in their area or city. Have students choose one to write about. If students need to review information or vocabulary about preparing for emergencies, have them look at Lesson 4.
- Ask students to write notes about:
 - what to do*
 - what supplies to have*
 - what preparations to make*
- Review ideas about how to organize their writing with the class; for example, you may want to encourage them to write a separate paragraph about each of the topics they made notes about.
- As students write, walk around the room and provide help as needed.

Option: **WRITING BOOSTER** (Teaching notes p. T150)



Writing Process Worksheets



Top Notch Pop Song Video and Karaoke Video

ORAL REVIEW

Give students a few minutes of silent time to explore the pictures and become familiar with them.

Tell a story

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- First, have students give each man a name. Then ask *What could the relationship between the two men be?* (Father and son, grandfather and grandson, uncle and nephew, friends, neighbors.)
- Model the activity by reading the example aloud.
- To help students become familiar with the story, ask:
What kind of disaster is expected? (A tropical storm.)
What are possible consequences of the storm? (Flooding in coastal areas.)
What supplies will the older man take to the shelter?
(Possible answers: Non-perishable food, bottled water, a flashlight, a blanket, a first-aid kit.)
- To help students prepare their stories, write the following questions on the board:
Why did the younger man call the older man?
What did the older man do on Wednesday?
How severe was the storm?
What happened after the storm?
- Have students write notes for each question. Encourage them to use the language they learned. Ask students to invent an ending for their stories to answer the last question, *What happened after the storm?*
- Form groups of three and have students take turns telling their stories.

Pair work 1

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- To model the activity, read the example aloud, pointing out the indirect speech.
- Remind students to use indirect speech and make necessary changes to the words the announcer said.

Option: (+5 minutes) To challenge students, have pairs write four additional pieces of information the announcer could have given. Have them write the announcer's exact words. For example:

"Avoid flooded roads."
"Listen to the radio for instructions about what to do."
"Don't forget to cover windows with wooden boards."
"The storm is expected to hit the coast at 5:00."

Have pairs join other pairs and use indirect speech to report what the announcer said.

Pair work 2

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- To model the activity, read the example aloud.
- Ask students to use the language they learned in this unit to create the conversation. Encourage them to invent information to keep the conversation going.

Possible response . . .

A: Hello, [Dad]. Did you hear the weather report? **B:** No. What's going on? **A:** There's a tropical storm on the way. **B:** Really? **A:** Yes. Floods are expected in coastal areas. **B:** Did they say to prepare for an emergency? **A:** Yes. They said to get your car ready for evacuation.

Option: (+10 minutes) To extend the activity, ask pairs to write a paragraph that describes the consequences of the storm. Encourage students to include the vocabulary about natural disasters that they learned in Lesson 3.

Option: Oral Progress Assessment

Use the illustrations on page 61. Encourage students to use the language practiced in this unit and previous units.

- Tell the student to answer your questions using indirect speech. Point out that he or she can invent the information. Start like this: **T:** *What did the report say about the weather?* **S:** *It said there was going to be a tropical storm. / It said a tropical storm was expected.*
- Point to the top picture (the two men speaking on the phone) and tell the student that together you are going to role-play a conversation. Ask him or her to use indirect speech. Have the student take the role of the younger man. Start the conversation: *What's going on in the news today?*
- Evaluate the student on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



Oral Progress Assessment Charts

Option: Top Notch Project

Have students make a presentation about a severe weather event or a disaster.

Idea: Encourage students to research information about a recent weather event or disaster *not* caused by nature. Ask them to use the Internet, newspapers, and magazines. Have students take notes, write about the event or disaster, and then present the information to the class.

EXTRAS

Additional printable resources on the ActiveTeach:

- Assessment
- Just for Fun
- Top Notch Pop Song Activities
- Supplementary Pronunciation Lessons
- Conversation Activator Video Scripts
- Audioscripts and Answer keys
- Unit Study Guides

TUESDAY

ORAL REVIEW

TELL A STORY Give the people names and relationships. Then tell the story of Tuesday and Wednesday in the pictures. For example:

On Tuesday, [Robert] called [his father] and told him to __.

PAIR WORK

- 1 Tell your partner what the TV announcer said on Tuesday. Then switch roles. Your partner tells you what the radio announcer said on Wednesday. Use indirect speech. For example:

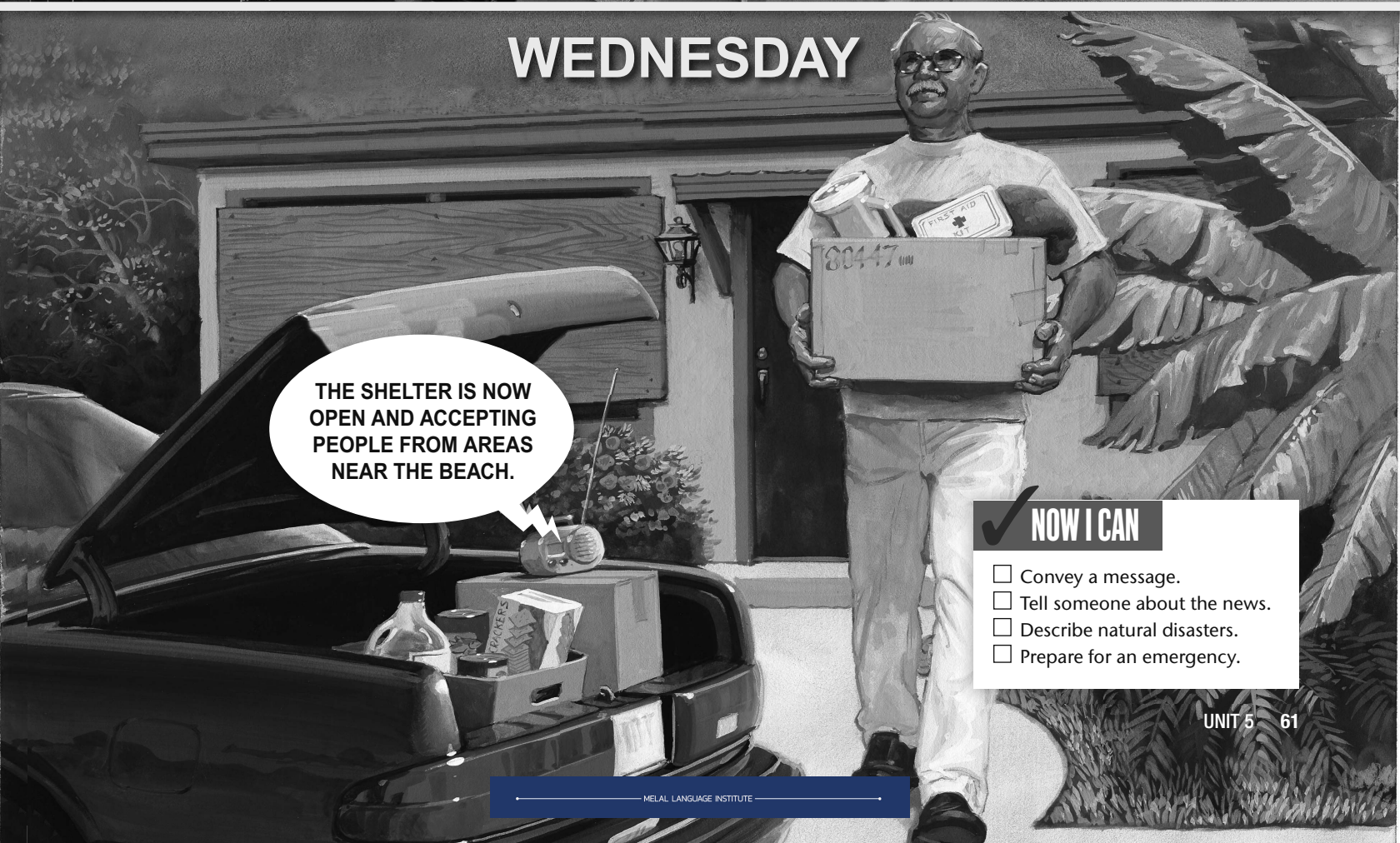
The announcer said a tropical storm was coming ...

- 2 Create a conversation between the two men on Tuesday. Start like this:

Hello, [Dad]. There's going to be a bad storm. They say ...



WEDNESDAY



☒

NOW I CAN

☐ Convey a message.
☐ Tell someone about the news.
☐ Describe natural disasters.
☐ Prepare for an emergency.

Reference Charts

PRONUNCIATION TABLE

Vowels		Consonants			
Symbol	Key Words	Symbol	Key Words	Symbol	Key Words
i	beat, feed	p	pack, happy	z	zip, please, goes
ɪ	bit, did	b	back, rubber	ʃ	ship, machine, station,
eɪ	date, paid	t	tie		special, discussion
ɛ	bet, bed	d	die	ʒ	measure, vision
æ	bat, bad	k	came, key, quick	h	hot, who
ɑ	box, odd, father	g	game, guest	m	men
ɔ	bought, dog	tʃ	church, nature, watch	n	sun, know, pneumonia
oʊ	boat, road	dʒ	judge, general, major	ŋ	sung, ringing
ʊ	book, good	f	fan, photograph	w	wet, white
u	boot, food, flu	v	van	l	light, long
ʌ	but, mud, mother	θ	thing, breath	r	right, wrong
ə	banana, among	ð	then, breathe	y	yes
əʊ	shirt, murder	s	sip, city, psychology		
aɪ	bite, cry, buy, eye	tʃ	butter, bottle		
aʊ	about, how	tʃ	button		
ɔɪ	voice, boy				
ɪr	deer				
ɛr	bare				
ɑr	bar				
ɔr	door				
ʊr	tour				

IRREGULAR VERBS

base form	simple past	past participle	base form	simple past	past participle
be	was / were	been	lend	lent	lent
become	became	become	let	let	let
begin	began	begun	lose	lost	lost
bite	bit	bit / bitten	make	made	made
bleed	bled	bled	mean	meant	meant
break	broke	broken	meet	met	met
bring	brought	brought	pay	paid	paid
build	built	built	put	put	put
burn	burned / burnt	burned / burnt	quit	quit	quit
buy	bought	bought	read /rɪd/	read /rɛd/	read /rɛd/
catch	caught	caught	ride	rode	ridden
choose	chose	chosen	ring	rang	rung
come	came	come	rise	rose	risen
cost	cost	cost	run	ran	run
cut	cut	cut	say	said	said
do	did	done	see	saw	seen
draw	drew	drawn	sell	sold	sold
dream	dreamed / dreamt	dreamed / dreamt	send	sent	sent
drink	drank	drunk	sew	sewed	sewn
drive	drove	driven	shake	shook	shaken
eat	ate	eaten	sing	sang	sung
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	speak	spoke	spoken
fight	fought	fought	spend	spent	spent
find	found	found	spread	spread	spread
fit	fit	fit	stand	stood	stood
flee	fled	fled	steal	stole	stolen
fly	flew	flown	stick	stuck	stuck
forbid	forbade	forbidden	sting	stung	stung
forget	forgot	forgotten	strike	struck	struck
get	got	gotten	swim	swam	swum
give	gave	given	take	took	taken
go	went	gone	teach	taught	taught
grow	grew	grown	tell	told	told
have	had	had	think	thought	thought
hear	heard	heard	throw	threw	thrown
hit	hit	hit	understand	understood	understood
hold	held	held	wake up	woke up	woken up
hurt	hurt	hurt	wear	wore	worn
keep	kept	kept	win	won	won
know	know	known	write	wrote	written
leave	left	left			

1 THE PRESENT OF BE

Statements

I	am / am not	late.
You We They	are / aren't	
He She It	is / isn't	

2 THE SIMPLE PRESENT TENSE

Statements

I You We They	speaking / don't speak	English.
He She	speaks / doesn't speak	English.

Yes / no questions

Do / Don't	I you we they	know	them?
Does / Doesn't	he she	eat	meat?

Short answers

Yes,	I you we they	do.
	he she it	does.
No,	I you we they	don't.
	he she it	doesn't.

Information questions

What	do	I you we they	need?
When	does	he she it	start?
Who	does	she	like?
Who		wants needs likes	this book?

3 THE PRESENT CONTINUOUS

Statements

I	am	watching TV.
You We They	are	studying English.
He She It	is	arriving now.

Yes / no questions

Am	I	going too fast?
Are	you we they	
Is	he she it	

Short answers

Yes,	I	am.	No,	I'm not.
	you	are.		you aren't / you're not.
	he she it	is.		he isn't / he's not. she isn't / she's not. it isn't / it's not.
	you we they	are.		you aren't / you're not. we aren't / we're not. they aren't / they're not.

Information questions

What	are	you we they	doing?
When	is	he she it	leaving?
Where	am	I	staying tonight?
Who	is		driving?

4 THE PAST CONTINUOUS

Statements

I	was / wasn't	singing that song.
You We They	were / weren't	playing the piano.
He She It	was / wasn't	leaving from Central Station.

Yes / no questions

Was	I he she it	landing in Sydney when the storm began?
Were	we you they	

Short answers

Yes,	I he she it	was.	No,	I he she it	wasn't.
	we you they	were.		we you they	weren't.

Information questions

When	was	I he she	speeding?
Where	were	we you they	going?
Who	was		arriving?

5 THE PAST OF BE**Statements**

I He She It	was	late.
We You They	were	early.

Yes / no questions

Was	I he she it	on time?
Were	we you they	in the same class?

Short answers

Yes,	I he she it	was.	No,	I he she it	wasn't.
	we you they	were.		we you they	weren't.

Information questions

Where	were	we? you? they?	
When	was	he she it	here?
Who	were	they?	
Who	was	he? she? it?	

6 THE SIMPLE PAST TENSE

Many verbs are irregular in the simple past tense. See the list of irregular verbs on page 122.

Statements

I You He She It We They	stopped / didn't stop	working.
---	--------------------------	----------

Yes / no questions

Did	I you he she we they	make a good dinner?
-----	-------------------------------------	---------------------

Short answers

Yes, No,	I you he she it we they	did. didn't
-------------	---	----------------

Information questions

When	did	I you he she we they	read that?
Who	did	they	see?
Who			called?

7 THE FUTURE WITH WILL**Affirmative and negative statements**

I You He She It We They	will / won't	stop at five o'clock.
---	-----------------	-----------------------

Yes / no questions

Will	I you he she it we they	be on time?
------	---	-------------

Affirmative and negative short answers

Yes,	I you he	will.
No,	she it we they	won't

Information questions

What will	I you he she it we they	do?
Who will		be there?

8 THE FUTURE WITH BE GOING TO**Statements**

I'm You're He's She's It's We're They're	going to / not going to	be here soon.
--	----------------------------	---------------

Yes / no questions

Are	you we they	going to	want coffee?
Am	I	going to	be late?
Is	he she it	going to	arrive on time?

Short answers

Yes	I	am.	No,	I'm not.
	you	are.		you aren't / you're not.
	he she it	is.		he isn't / he's not. she isn't / she's not. it isn't / it's not.
	you we they	are.		you aren't / you're not we aren't / we're not. they aren't / they're not.

Information questions

What	are	you we they	going to	see?
When	is	he she it	going to	stop?
Where	am	I	going to	stay tomorrow?
Who	is		going to	call?

9 THE PRESENT PERFECT**Affirmative and negative short answers**

I You We They	have / haven't	left.
He She It	has / hasn't	

Yes / no questions

Have	I you we they	said enough?
Has	he she it	already started?

Affirmative and negative short answers

Yes,	I you we they	have.
No,	he she it	haven't.
Yes,	he she it	has.
No,	he she it	hasn't.

Information questions

Where	have	I you we they	seen the book?
How	has	he she it	been?
Who	has		read it?

10 THE PASSIVE VOICE**Form the passive voice with a form of be and the past participle of the verb**

	ACTIVE VOICE	PASSIVE VOICE
simple present	Art collectors buy famous paintings	Famous paintings are bought by art collectors.
present continuous	The Cineplex is showing that film.	That film is being shown by the Cineplex.
present perfect	All the critic have reviewed that book.	That book has been reviewed by all the critics.
simple past	Vera Wang designed this dress.	This dress was designed by Vera Wang.
past continuous	Last year, World Air was still selling tours to the Ivory Coast.	Last year, tours to the Ivory Coast were still being sold .
future with <u>will</u>	The children will return the books tomorrow.	The books will be returned tomorrow.
<u>be going to</u>	Bar's Garage is going to repair my car this afternoon.	My car is going to be repaired by Bart's Garage this afternoon.

GERUNDS AND INFINITIVES

Verbs followed by a gerund

acknowledge	delay	escape	keep	propose	risk
admit	deny	explain	mention	quit	suggest
advise	detest	feel like	mind	recall	support
appreciate	discontinue	finish	miss	recommend	tolerate
avoid	discuss	forgive	postpone	report	understand
can't help	dislike	give up	practice	resent	
celebrate	endure	imagine	prevent	resist	
consider	enjoy	justify	prohibit		

Verbs followed directly by an infinitive

afford	choose	hesitate	need	promise	volunteer
agree	consent	hope	neglect	refuse	wait
appear	decide	hurry	offer	request	want
arrange	deserve	intend	pay	seem	wish
ask	expect	learn	plan	struggle	would like
attempt	fail	manage	prepare	swear	yearn
can't wait	grow	mean	pretend		

Verbs followed by an object before an infinitive *

advise	convince	get*	order	remind	urge
allow	enable	help*	pay	request	warn
ask*	encourage	hire	permit	require	want*
cause	expect*	invite	persuade	teach	wish*
challenge	forbid	need*	promise*	tell	would like*
choose*	force				

* In the active voice, these verbs can also be followed by the infinitive without an object (example: *want to speak* or *want someone to speak*).

Verbs followed by either a gerund or an infinitive

begin	hate	remember*
can't stand	like	start
continue	love	stop*
forget*	prefer	try*
	regret	

* There is a complete difference in meaning when these verbs are followed by a gerund or an infinitive.

I forgot **closing** the window. (= I forgot that I did it.)

I forgot **to close** the window. (= I didn't do it because I forgot.)

I remembered **locking** the door. (= I have a memory of having locked it.)

I remembered **to lock** the door. (= I didn't forget to lock it.)

I stopped **smoking**. (= I stopped the habit.)

I stopped **to smoke**. (= I stopped what I was doing in order to smoke.)

Adjectives followed by an infinitive *

afraid	curious	disturbed	fortunate	pleased	shocked
alarmed	delighted	eager	glad	proud	sorry
amazed	depressed	easy	happy	ready	surprised
angry	determined	embarrassed	hesitant	relieved	touched
anxious	disappointed	encouraged	likely	reluctant	upset
ashamed	distressed	excited	lucky	sad	willing

* EXAMPLE: I'm willing **to accept** that.

Grammar Booster and Writing Booster

Grammar Booster

Note about the Grammar Booster

Many will elect to do the Grammar Booster as self-study. However, if you choose to use the Grammar Booster with the classroom activity instead, teaching notes are included here.

UNIT 1 Lesson 1

Tag questions: short answers

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Have students study the presentation and the examples.
- To check comprehension, write the following on the board:
He is Canadian, isn't he? Yes, he is. / No, he isn't.
He went to Brazil, didn't he? Yes, he did. / No, he didn't.
- Ask students to name the main verb in the first statement (Is.) and the verbs used in the short answers. (Is, isn't.) Follow the same procedure with the second statement. (Went, did, didn't.)
- Point out that the tense of the verb or auxiliary in the short answer should match the verb tense in the statement.
- Be sure students understand that the listener should agree or disagree with the information in the statement, not in the tag question.

A Complete each conversation . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Remind students that when the statement is affirmative, the tag question is negative, and that when the statement is negative, the tag question is affirmative.

Grammar Booster

The Grammar Booster is optional. It offers more information and extra practice. Sometimes it further explains or expands the unit grammar and points out common errors. In other cases, it reviews and practices previously learned grammar that would be helpful when learning new grammar concepts. If you use the Grammar Booster, you will find extra exercises in the Workbook in a separate section labeled Grammar Booster. The Grammar Booster content is not tested on any *Top Notch* tests.

UNIT 1 Lesson 1

Tag questions: short answers

Tag questions are **yes / no** questions and they can be answered with short answers. The short answers to tag questions, like the short answers to all **yes / no** questions, use the same tense or modal as the question. Following are the short answers to the tag questions from page 4.

Short answers

You're Lee, aren't you?	Yes, I am. / No, I'm not.
You're not Amy, are you?	Yes, I am. / No, I'm not.
She speaks Thai, doesn't she?	Yes, she does. / No, she doesn't.
I don't know you, do I?	Yes, you do. / No, you don't.
He's going to drive, isn't he?	Yes, he is. / No, he isn't.
We're not going to eat here, are we?	Yes, we are. / No, we aren't.
They'll be here later, won't they?	Yes, they will. / No, they won't.
It won't be long, will it?	Yes, it will. / No, it won't.
There are a lot of rules, aren't there?	Yes, there are. / No, there aren't.
He wasn't driving, was he?	Yes, he was. / No, he wasn't.
There isn't any sugar, is there?	Yes, there is. / No, there isn't.
We didn't know, did we?	Yes, you did. / No, you didn't.
You were there, weren't you?	Yes, I was. / No, I wasn't.
She hasn't been here long, has she?	Yes, she has. / No, she hasn't.
They left, didn't they?	Yes, they did. / No, they didn't.
You wouldn't do that, would you?	Yes, I would. / No, I wouldn't.
It's been a great day, hasn't it?	Yes, it has. / No, it hasn't.
He can't speak Japanese, can he?	Yes, he can. / No, he can't.
Ann would like Quito, wouldn't she?	Yes, she would. / No, she wouldn't.
They can hear me, can't they?	Yes, they can. / No, they can't.

A Complete each conversation by circling the correct tag question and completing the short answer.

- 1 A: Mary would like to study foreign cultures, (would / wouldn't) she?
B: Yes, she would

- 2 A: It's a long time until dinner, (is / isn't) it?
B: No, it isn't

- 3 A: We met last summer, (did / didn't) we?
B: Yes, we did

- 4 A: They're starting the meeting really late, (haven't / aren't) they?
B: No, they aren't

- 5 A: There weren't too many delays in the meeting, (wasn't it / were there)?
B: No, there weren't

- 6 A: You don't know what to do, (do / don't) you?
B: No, I don't

- 7 A: There isn't any reason to call, (is / isn't) there?
B: No, there isn't

- 8 A: It's awful to not have time for lunch, (isn't it / aren't you)?
B: Yes, it is

- 9 A: When you know etiquette, you can feel comfortable anywhere, (can / can't) you?
B: Yes, you can

- 10 A: It's really getting late, (is it / isn't it)?
B: No, it isn't

B Correct the error in each item.

- 1 They'd both like to study abroad, ^{wouldn't} would they?
- 2 It's only a six-month course, ^{isn't} is it?
- 3 Clark met his wife on a rafting trip, ^{he} didn't Clark?
- 4 Marian made three trips to Japan last year, ^{didn't} hasn't she?
- 5 There were a lot of English-speaking people on the tour, ^{weren't there} wasn't it?
- 6 The students don't know anything about that, ^{do} don't they?
- 7 There isn't any problem with my student visa, ^{is} isn't there?
- 8 It's always interesting to travel with people from other countries, ^{isn't it} aren't they?
- 9 With English, you can travel to most parts of the world, ^{can't} can you?
- 10 I'm next, ^{aren't} don't I?

UNIT 1 Lesson 2

Verb usage: present and past (overview)

Use the simple present tense (but NOT the present continuous):

- **for facts and regular occurrences**
I study English. Class meets every day. Water boils at 100 degrees Celsius.
- **with frequency adverbs and time expressions**
They never eat before 6:00 on weekdays.
- **with stative ("non-action") verbs**
I remember her now.
- **for future actions, especially those indicating schedules**
Flight 100 usually leaves at 2:00, but tomorrow it leaves at 1:30.

Use the present continuous (but NOT the simple present tense):

- **for actions happening now (but NOT with stative or non-action verbs)**
They're talking on the phone.
- **for actions occurring during a time period in the present**
This year I'm studying English.
- **for some future actions, especially those already planned**
Thursday I'm going to the theater.

Use the present perfect or the present perfect continuous:

- **for unfinished or continuous actions**
I've lived here since 2012. OR I've been living here since 2012.
We've lived here for five years. OR We've been living here for five years.

Use the present perfect (but NOT the present perfect continuous):

- **for completed or non-continuing actions**
I've eaten there three times.
I've never read that book.
I've already seen him.

Use the simple past tense:

- **for actions completed at a specified time in the past**
I ate there in 2010. NOT I've-eaten there in 2010.

Use the past continuous:

- **for one or more actions in progress at a time in the past**
At 7:00, we were eating dinner.
They were swimming, and we were sitting on the beach.

Use the past continuous and the simple past tense:

- **for a continuing action in the past that was interrupted**
I was eating when my sister called.

Use use to / used to:

- **for past situations and habits that no longer exist**
I used to smoke, but I stopped.
They didn't use to require a visa, but now they do.

Use the past perfect:

- **to indicate that one past action preceded another past action.**
When I arrived, they had finished lunch.

Stative (non-action) verbs

appear	notice
be	own
believe	possess
belong	prefer
contain	remember
cost	see
feel	seem
hate	smell
have	sound
hear	suppose
know	taste
like	think
look	understand
love	want
need	weigh

B Correct the error . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Write the following on the board: *Sam isn't here, is he?*
- Point out *Sam* in the statement and *he* in the tag question. Remind students that pronouns rather than names or nouns are used in tag questions.
- Point out that affirmative statements with *I am* require negative tag questions with *aren't*, as in item 10.
- As students complete the exercise, encourage them to underline the verb or verb phrase (auxiliary plus main verb) in each statement to help them write the correct tag question. (1. 'd like; 2. 's; 3. met; 4. made; 5. were; 6. don't know; 7. isn't; 8. 's; 9. can travel; 10. 'm.)

UNIT 1 Lesson 2

Verb usage: present and past (overview)

Suggested teaching time:	15–20 minutes	Your actual teaching time:	
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The simple present tense . . .

- Have students read the first rule and examples.
- To review, ask *Which sentence expresses a scientific fact? (Water boils at 100 degrees Celsius.) What do the other two sentences express? (Things that happen regularly.)*
- To check comprehension, ask pairs to write two examples of facts and two examples of regular occurrences.
- Ask groups to read their sentences aloud.
- Ask students to name the frequency adverb in the second example. (Never.) Elicit other examples of frequency adverbs: *usually, often, sometimes, occasionally, rarely.*
- Have students find the two time expressions in the statement. (Before 6:00 / on weekdays.) Then elicit other time expressions; for example, *at night, in the morning, after lunch, at weekends, on Saturdays.*
- Direct students' attention to the list of Stative verbs. Ask them if it's possible to perform the action "feel." (No.) Explain that non-action verbs cannot be used in the present continuous.
- Have pairs make sentences using the simple present tense for future actions; for example, *The train leaves at 2:00 tomorrow. The meeting starts at 6:00 tonight.*

The present continuous . . .

- Write on the board:
 1. *this Friday / next weekend*
 2. *this week / month / year*
 3. *now / right now*
- To check comprehension, have students match each set of time expressions on the board with the three uses of the present continuous presented. (1. Future actions; 2. actions occurring during a time in the present; 3. actions happening now.)

The present perfect or the present perfect continuous

- Point out that with *for* or *since*, there is no difference in meaning between the present perfect and the present perfect continuous. Write the following on the board:

since I was born
for a long time
- Have pairs make statements about themselves, using the phrases on the board and the present perfect or the present perfect continuous; for example, *I've lived / I've been living in the same house since I was born. I've studied / I've been studying English for a long time.*

The present perfect (but NOT . . .

- Have volunteers tell the class how many meals or snacks they have had so far today.

The simple past tense

- Point out that past time expressions help make it clear when that action happened; for example, *We went to Tokyo last year. We were at the game on Sunday.*
- Write the following on the board: *What did you do [past time expression]?*
- Have pairs take turns asking and answering questions using the simple past tense. For example:

A: *What did you do last June?*
B: *Last June I took a trip to Paris.*

The past continuous

- To review, ask *How do we form the past continuous? (Was or were plus the present participle.)*
- To check comprehension, say *At 8:00 this morning I was eating breakfast.* Then ask several students *What were you doing at 8:00 this morning?*

The past continuous and the simple past . . .

- Point out that the action in the simple past tense interrupts the action in the past continuous.
- To check comprehension, ask several students to say what they were doing when you— or another person— arrived earlier today; for example, *I was talking with Sarah when you walked into the classroom. I was taking out my books when you came in.*

Use to / used to

- Point out the affirmative *used to* + base form of the verb. (Smoke.) Then point out the negative form *didn't + use to* and make sure students notice the spelling.
- To check comprehension, ask several students to say something they did in the past but no longer do now.

The past perfect

- Point out that the past perfect is used for the event that happened / finished first.
- To review how to form the past perfect, ask *How do we form the past perfect? (Had + past participle.)*
- Have students share with the class what they had done by [10:00 o'clock] this morning; for example, *By ten o'clock this morning I had walked the dog and read the newspaper.*

A Correct the verbs . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Ask students to think about what each statement expresses—a fact, a regular occurrence, an action happening now, a description of a schedule, OR a future action.
- Encourage students to take note of frequency adverbs, time expressions, and stative verbs.

B Complete each sentence . . .

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- This exercise provides practice with the present perfect continuous.
- To review, ask *When do we use the present perfect continuous?* (For unfinished or continuing actions.)
- After students complete the exercise, have them compare answers. Then review with the class.

Option: (+3 minutes) To provide more practice, ask students to change phrases with *for* to *since* and phrases with *since* to *for* in items 1, 2, and 3. (Possible answers: 1. We have been coming to this spa since [2008]. 2. *Life of Pi* has been playing at the Classic Cinema for [one week]. 3. Robert has been waiting for an admissions letter from the language school since [last month].)

C Check the sentences . . .

Suggested teaching time:	5–6 minutes	Your actual teaching time:	
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- Review the instructions with the class to make sure students understand that there are two tasks: identifying items with actions that are unfinished or continuing and then changing the tense in the identified sentences.
- Review the example with the class. Point out that *have lived* and *since* tells us that the Averys are still living in New York. (An unfinished / continuing action.) Point out that the present perfect continuous tells us that an action started in the past and is still happening now. (Have been living.)
- Complete item 1 with the class. Point out that *already* tells us that the call was made and it's finished. Point out that the present perfect continuous is not used for finished actions.
- Have students compare answers with a partner. Then review with the class.

UNIT 2 Lesson 1

Draw conclusions with . . .

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Have students study the rules, the examples, and the *Be careful!* note.

- To check comprehension of the use of *probably* and *most likely* with the verb *be*, write the following on the board:
 - He's probably / most likely in his office.
 - He's probably / most likely going to come.
 - He probably / most likely isn't going to see a doctor.
 - He's probably / most likely not going to see a doctor.
- Ask *Do we use probably and most likely to express facts or to draw conclusions?* (To draw conclusions.)
- Direct students' attention to the first two examples. Ask *Do probably and most likely come before or after be?* (After.)
- Direct students' attention to the next two examples. Ask *Are these affirmative or negative statements?* (Negative.) *Where do probably and most likely come in negative sentences?* (Before *isn't* OR between *is* and *not*.)
- To provide practice, write the following on the board: *They're going to make a new appointment.* Ask students to write the sentence inserting *probably* or *most likely* and then rewrite it in the negative. (They're probably / most likely going to make a new appointment. They probably / most likely aren't going to make a new appointment. OR They're probably / most likely not going to make a new appointment.)
- To check comprehension of the placement of *probably* / *most likely* with other verbs, write the following on the board: *She probably / most likely got a prescription.*
- Ask *Do probably and most likely come before or after verbs that are not be?* (Before.)
- Point out that *probably* and *most likely* can also be used at the beginning of a sentence. Make it clear that we can use *most likely* in all the same positions as *probably*.

On a separate sheet of paper, . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Complete the first item with the class. Have students provide the four possible answers.
- Point out that students can choose to use *probably* and *most likely* at the beginning or in the middle of sentences.
- Review with the class.

Answers for Unit 2, Lesson 1

- He probably / most likely has a terrible cold. / Probably / Most likely he has a terrible cold.
- She's probably / most likely feeling very nauseous. / Probably / Most likely she's feeling very nauseous.
- They probably / most likely don't like going to the dentist. / Probably / Most likely they don't like going to the dentist.
- The dentist probably / most likely isn't in her office today. / Probably / Most likely the dentist isn't in her office today.
- Acupuncture is probably / most likely very popular in Asia. / Probably / Most likely acupuncture is very popular in Asia.
- A conventional doctor probably / most likely has to study for a long time. / Probably / Most likely a conventional doctor has to study for a long time.

A Correct the verbs in the sentences.

- 1 I ~~talk~~ ^{'m talking} on the phone with my fiancé right now.
- 2 She ~~usually avoids~~ ^{is avoiding} sweets.
- 3 They ~~eat~~ ^{are eating} dinner now and can't talk on the phone.
- 4 Every Friday I ~~go~~ ^{am going} to the gym at 7:00.
- 5 Burt ~~is wanting~~ ^{wants} to go home early.
- 6 Today we ~~all study~~ ^{'re all studying} in the library.
- 7 The train ~~is never leaving~~ ^{never leaves} before 8:00.
- 8 Water ~~is freezing~~ ^{freezes} when the temperature goes down.
- 9 We ~~like~~ ^{love} coffee.
- 10 On most days I ~~am staying~~ ^{stay} home.

B Complete each sentence with the present perfect continuous.

- 1 We ~~have been coming~~ ^{have come} to this spa for two years.
- 2 *Life of Pi* ~~has been playing~~ ^{has been played} at the Classic Cinema since last Saturday.
- 3 Robert ~~has been waiting~~ ^{has waited} for an admissions letter from the language school for a week.
- 4 The tour operators ~~have been worrying about~~ ^{are worrying about} weather conditions for the rafting trip.
- 5 He ~~has been talking about~~ ^{has talked about} that tour with everyone.

C Check the sentences and questions that express unfinished or continuing actions. Then, on a separate sheet of paper, change the verb phrase in those sentences to the present perfect continuous.

The Averys have lived in New York since the late nineties.

The Averys have been living in New York since the late nineties.

- | | |
|--|--|
| <input type="checkbox"/> 1 Their relatives have already called them. | <input type="checkbox"/> 6 Has he ever met your father? |
| <input checked="" type="checkbox"/> 2 We have waited ^{been waiting} to see them for six months. | <input checked="" type="checkbox"/> 7 How long have they studied ^{been studying} Arabic? |
| <input type="checkbox"/> 3 I haven't seen the Berlin Philharmonic yet. | <input type="checkbox"/> 8 My husband still hasn't bought a car. |
| <input type="checkbox"/> 4 This is the first time I've visited Dubai. | <input type="checkbox"/> 9 The kids have just come back from the soccer game. |
| <input checked="" type="checkbox"/> 5 We have eaten ^{been eating} at that old Peruvian restaurant for years. | |

UNIT 2 Lesson 1

Draw conclusions with **probably** and **most likely**

You can draw conclusions with less certainty than **must** by using **probably** or **most likely**.

Probably and **most likely** frequently occur after the verb **be** or when **be** is part of a verb phrase.

They're **probably** (OR They're **most likely**) at the dentist's office.

It's **probably** (OR It's **most likely**) going to rain.

Use **probably** or **most likely** before **isn't** or **aren't**. With **is not** or **are not**, use **probably** before **not**.

She **probably** (OR They're **most likely**) **isn't** feeling well.

She's **probably** (OR It's **most likely**) **not** feeling well.

Use **probably** or **most likely** before other verbs.

He **probably** (OR **most likely**) **forgot** about the appointment.

The dentist **probably** (OR **most likely**) **doesn't have** time to see a new patient.

You can also use **Probably** or **Most likely** at the beginning of a sentence to draw a conclusion.

Probably (OR **Most likely**) she's a teacher.

Probably (OR **Most likely**) he **forgot** about the appointment.

Be careful! Don't use **probably or **most likely** after verbs other than **be**.**

Don't say: He ~~forgot probably~~ about the appointment.

Don't say: He ~~forgot most likely~~ about the appointment.

On a separate sheet of paper, rewrite each sentence with **probably** or **most likely**. See page T129 for answers.

- | | |
|--|---|
| 1 He must have a terrible cold. | 4 The dentist must not be in her office today. |
| 2 She must be feeling very nauseous. | 5 Acupuncture must be very popular in Asia. |
| 3 They must not like going to the dentist. | 6 A conventional doctor must have to study for a long time. |

UNIT 2 Lesson 2

Expressing possibility with maybe

Maybe most frequently occurs at the beginning of a sentence.

Maybe he'll need an X-ray. (= He may need an X-ray.)

Be careful! Don't confuse maybe and may be.

She may be a doctor.

NOT She maybe a doctor.

Maybe she's a doctor.

NOT May be she's a doctor.

On a separate sheet of paper, rewrite each sentence with maybe. See page T130 for answers.

- 1 His doctor may use herbal therapy.
- 2 Conventional medicine may be the best choice.
- 3 The doctor may want to take a blood test.
- 4 She may prefer to wait until tomorrow.
- 5 They may be afraid to see a dentist.

UNIT 3 Lesson 1

Causative make to indicate obligation

The causative make is used to express the idea that one person forces another to do something. Use a form of make + an object and the base form of a verb.

	object	base form	
They make	their kids	finish	their homework before dinner.
She made	him	sign	the form.

A Complete the statements and questions, using the causative make. Use the correct form of make. See page T130 for answers.

- 1 Yesterday, (Nick's mother / make / apologize / him) for his mistake.
- 2 (you / be going to / make / tell / your friends) the truth?
- 3 (our teacher / might / make / turn off / us) our phones.
- 4 (we / should / make / pay / your sister) for dinner?
- 5 (no one / not can / make / come / Gail) to the meeting if she doesn't want to.
- 6 If you go to that restaurant, (they / will / your husband / make / wear) a tie.
- 7 The movie was awful! (we / can / make / give / the theater) our money back?

Let to indicate permission

Use an object and the base form of a verb with let.

object	base form
She let her sister	wear her favorite skirt.

Be careful!

Don't say: She let her sister ~~to wear~~ her favorite skirt

Don't use an infinitive after let.

Let has the same meaning as permit. Use let to indicate that permission is being given to do something.

My boss let me take the day off.

I don't let my children stay out after 9:00 P.M.

B On a separate sheet of paper, rewrite each sentence, using let. See page T130 for answers.

- 1 Don't permit your younger brother to open the oven door.
- 2 You should permit your little sister to go to the store with you.
- 3 We don't permit our daughter to eat a lot of candy.
- 4 I wouldn't permit my youngest son to go to the mall alone.
- 5 Will you permit your children to see that movie?
- 6 You should permit them to make their own decision.
- 7 We always permit him to stay out late.

UNIT 2 Lesson 2

Expressing possibility with *maybe*

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- To check comprehension, write the following on the board:
 1. *She may need a blood test.*
 2. *Maybe she'll need a blood test.*
- Ask *Do both examples have the same meaning? (Yes.) Do they express certainty or possibility? (Possibility.) Which example uses a modal? (1) Is maybe a modal, too? (No.) Where does maybe usually appear in a sentence? (At the beginning.)*
- To summarize, write the following on the board:

maybe

 - expresses possibility
 - is not a modal
 - occurs at the beginning of a sentence

On a separate sheet of paper, . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Complete the first item with the class. Remind students to spell *maybe* as one word (*maybe* not *may be*).
- Review with the class.

Answers for Unit 2, Lesson 2

1. Maybe his doctor uses herbal therapy. **OR** Maybe his doctor will use herbal therapy.
2. Maybe conventional medicine is the best choice.
3. Maybe the doctor wants to take a blood test. **OR** Maybe the doctor will want to take a blood test.
4. Maybe she prefers to wait until tomorrow.
5. Maybe they are afraid to see a dentist.

UNIT 3 Lesson 1

Causative *make* to indicate obligation

A Complete the statements . . .

Suggested teaching time:	4 minutes	Your actual teaching time:	
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- Remind students of the causative *have*. Explain that *make* functions in a similar way (*make* + object + base verb), but that the meaning is stronger.
- Have students read the examples. Ask them how the meaning would change with *have*. (With *have*, the kids and the person signing the form aren't being forced.)
- Ask for examples of things the students *make* other people do.

Answers for Exercise A

1. Yesterday, Nick's mother made him apologize for his mistake.
2. Are you going to make your friends tell the truth?
3. Our teacher might make us turn off our phones.

4. Should we make your sister pay for dinner?
5. No one can make Gail come to the meeting if she doesn't want to.
6. If you go to that restaurant, they will make your husband wear a tie.
7. The movie was awful! Can we make the theater give our money back?

Let to indicate permission

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Point out that *let* is used to talk about giving or asking for permission.
- Remind students that *let* is an irregular verb: the base form, the simple past, and the past participle are all *let*.
- Write the following on the board: *They let me go.*
- Ask *How is this sentence formed? (Let + object + base form.)*
- Point out that the object can be a noun (or noun phrase) or object pronoun. Provide an example with a noun and a noun phrase: *He let Kate go. He let his daughter go.*
- To provide practice, ask several students *What did your parents let you do when you were a child? What didn't they let you do?* (Possible answers: My parents let me walk to school by myself. They let me go to bed late on Saturday nights. They didn't let me ride my bike in the street. They didn't let me stay out late at night.)

B On a separate sheet of paper, . . .

Suggested teaching time:	4 minutes	Your actual teaching time:	
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- As students work on the exercise, remind them to pay attention to necessary changes in verb forms.
- Have students compare answers with a partner. Then review with the class.

Answers for Exercise B

1. Don't let your younger brother open the oven door.
2. You should let your little sister go to the store with you.
3. We don't let our daughter eat a lot of candy.
4. I wouldn't let my youngest son go to the mall alone.
5. Why don't you let your children see that movie?
6. You should let them make their own decision.
7. We always let him stay out late.

Causative have: common errors

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Before students study the presentation, write the following on the board: *I have them fix it.*
- Review with students that the causative can occur in different tenses. Ask *In what tense is the statement on the board?* (Simple present.)
- Have students change the statement on the board to the simple past (*I had them fix it.*) and then to the future. (*I will have them fix it.*)
- Have students study the *Be careful!* note and examples in the presentation.
- To check comprehension, ask *In the first example, who called before 10:00?* (They / the other people.) *In the second example, who called before 10:00?* (The speaker / I.) *Which example uses the simple past tense causative?* (The first.) *What tense does the second example use?* (The past perfect.)
- Write the following on the board:
 1. *Steven had the air conditioner repaired before the party.*
 2. *Steven had repaired the air conditioner before the party.*
- Ask students to explain the difference between the two examples on the board. (1. Someone else repaired the air conditioner for Steven. 2. Steven repaired the air conditioner himself.)

C Who did what? Read each . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Review the first example with the class. Ask *Did the people fix the car themselves, or did someone else do it?* (Someone else.)
- Ask students to explain how we know that *had* is causative in the first sentence. (Because it is followed by an object and a base form.)
- Have students compare answers with a partner. Then review with the class.

UNIT 3 Lesson 2

The passive causative: the by phrase

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Before students study the presentation, write the following on the board:
I had the document copied.
got
- Review the passive causative by asking *How do we form the passive causative?* (*Have or get + object + the past participle.*)
- Review the use of the passive causative by brainstorming everyday services the students use; for example, *have a document copied, get a sweater dry-cleaned, have your house cleaned*, etc.

- Have students study the first rule and example. Point out that the *by* phrase in the example (*by someone*) does not add any specific or helpful information, so it is not necessary.
- Then have students study the second rule and example. Point out that the *by* phrase in the example sentence (*by someone at the hotel front desk*) adds specific information. The listener learns who performed the action.
- Point out that if students want to say the location where a service is received, they need to use *at*; for example, *at the garage, at the bank, at the hair salon*.
- To review the structure, ask *Where do we place the by (or at) phrase in the sentence?* (After the past participle.)
- Write the following on the board:

<i>photos printed</i>	<i>documents copied</i>
<i>hair colored</i>	<i>clothes cleaned</i>
<i>car repaired</i>	<i>checks cashed</i>
- To check comprehension, ask students to say who offers these services or where they can get them done. You may want to point out they can use *by* plus a person or *at* plus a place; for example, *I have my photos printed by my sister. I have my photos printed at the drugstore.*

On a separate sheet of paper, . . .

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- Review the example with the class. Point out that the example includes *by* plus a person and *at* plus a place.
- To review, ask several students to read their sentences aloud. Make necessary corrections.

Option: (+5 minutes) To extend the activity, have students form groups of three. Ask them to share good or bad experiences they have had arranging a service; for example, *I got my report copied by Quick Copy. But it was two days late.* To finish the activity, ask a few volunteers to share one of their experiences with the class.

UNIT 4 Lesson 1

Verbs that can be followed by noun clauses with that

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Have students study the presentation and the examples.
- Write the following on the board: *I dreamed that I was sailing around the world.*
- Have students identify the noun clause and underline it. (That I was sailing around the world.)
- Ask students to identify the verb of mental activity in the example. (Dreamed.) You may want to remind students that the noun clause functions as the direct object of the verb of mental activity.
- Ask students *Can that be omitted?* (Yes.) Write parentheses () around *that* on the board.
- To check comprehension, say or write verbs from the list one by one and ask students to make sentences with the verb and a noun clause. Make necessary corrections.
- Students can complete this activity in pairs or small groups.

Causative have: common errors

Be careful! Don't confuse the simple past tense causative have with the past perfect auxiliary have.

I had them call me before 10:00. (They called me.)

I had called them before 10:00. (I called them.)

C Who did what? Read each sentence. Complete each statement. Follow the example.

We had them fix the car before our trip.

...They... fixed the car...

We had fixed the car before our trip.

...We... fixed the car...

1 Janet had already called her mother.

...Janet... called her mother

Janet had her mother call the train station.

Her mother... called the train station

2 Mark had his friends help him with moving.

His friends... helped ...Mark...

Mark had helped his friends with moving.

...Mark... helped his friends

3 My father had signed the check for his boss.

My father... signed the check.

My father had his boss sign the check.

His boss... signed the check.

4 Mr. Gates had them open the bank early.

...They... opened the bank...

Mr. Gates had opened the bank early.

Mr. Gates... opened the bank...

UNIT 3 Lesson 2

The passive causative: the by phrase

Use a by phrase to add specific or important information. If knowing who performed the action is not important, you don't need to include a by phrase.

I had my dress shortened by someone at the shop next to the train station. (not necessary)

I had my luggage delivered to my room by someone at the hotel front desk. (specific information)

On a separate sheet of paper, use the cues to write advice about services, using You should and the passive causative get or have. Use a by phrase if the information is specific or important.

Answers will vary, but may include the following:

shoe / repair / Mr. B / at the Boot Stop

You should get your shoes repaired by Mr. B at the Boot Stop.

1 picture / frame / Lydia / at Austin Custom Framing

2 hair / cut / one of the great hairdressers / at the Curl Up Hair Salon

3 photos / print / someone / at the mall

4 a suit / make / Luigi / at Top Notch Tailors

5 sweaters / dry-clean / someone / at Midtown Dry Cleaners

1. You should have / get that picture framed by Lydia at Austin Custom Framing.

2. You should have / get your hair cut at the Curl Up Hair Salon.

3. You should have / get your photos printed at the mall.

4. You should have / get a suit made by Luigi at Top Notch Tailors.

5. You should have / get your sweaters dry-cleaned at Midtown Dry Cleaners.

UNIT 4 Lesson 1

Verbs that can be followed by noun clauses with that

The following verbs often have noun clauses as their direct objects. Notice that each verb expresses a kind of "mental activity." In each case, it is optional to include that.

She agrees
thinks
believes
feels
(that) the students should work harder.

I assume
suppose
doubt
guess
(that) they made reservations.

We hear
see
understand
hope
(that) the government has a new plan.

He forgot
noticed
realized
remembered
knew
(that) the stores weren't open.

They decided
discovered
dreamed
hoped
learned
(that) everyone could pass the test.

Adjectives that can be followed by clauses with that

Use a clause with that after a predicate adjective of emotion to further explain its meaning.

I'm	afraid angry	(that) we'll have to leave early.	He's	sorry unhappy	(that) the flight was canceled.
We're	worried ashamed	(that) we won't be on time to the event.	She's	surprised disappointed	(that) the news spread so fast.
They're	happy sad	(that) the teacher is leaving.			

On a separate sheet of paper, complete each sentence in your own way. Use clauses with that.

See page T132 for answers.

- 1 When I was young, I couldn't believe . . .
- 2 Last year, I decided . . .
- 3 This year, I was surprised to discover . . .
- 4 I'm really happy . . .
- 5 Last week, I forgot . . .
- 6 Recently, I heard . . .
- 7 In the future, I hope . . .
- 8 Now that I study English, I know . . .
- 9 In the last year, I learned . . .
- 10 Not long ago, I remembered . . .
- 11 Sometimes I'm worried . . .
- 12 Recently, I dreamed . . .
- 13 (Your own idea)
- 14 (Your own idea)

UNIT 4 Lesson 2

Embedded questions with whether

You can also use whether to begin embedded yes / no questions. Whether has the same meaning as if.

Tell me if that magazine is interesting. = Tell me whether that magazine is interesting.

I'd like to know if he liked the article. = I'd like to know whether he liked the article.

Could you tell me if you've finished that newspaper? = Could you tell me whether you've finished that newspaper?

A On a separate sheet of paper, rewrite each embedded question, using whether. See page T132 for answers.

- 1 I can't remember if there's a test today.
- 2 We're not sure if the restaurant is still open at 10:00 P.M.
- 3 Could you tell me if the movie has started yet?
- 4 I wonder if this hotel has 24-hour room service.
- 5 Would she like to know if there's an express train?
- 6 Do you know if this book has a happy ending?

Embedded questions: usage and common errors

You can use an embedded question to ask for information more politely.

Are we late? → Can you tell me if we're late?

What time is it? → Can you tell me what time it is?

Why isn't it working? → Could you explain why it isn't working?

Where's the bathroom? → Do you know where the bathroom is?

How do I get to the bank? → Would you mind telling me how I get to the bank?

Be careful! Do not invert the subject and verb in embedded questions. Use regular statement word order.

Do you know why she won't read the newspaper?

Don't say: Do you know why won't she read the newspaper?

Can you tell me whether this bus runs express?

Don't say: Can you tell me does this bus run express?

Phrases that are often followed by embedded questions

I don't know . . .

I'd like to know . . .

Let me know . . .

I can't remember . . .

Let's ask . . .

I wonder . . .

I'm not sure . . .

Do you know . . . ?

Can you tell me . . . ?

Can you remember . . . ?

Could you explain . . . ?

Would you mind telling me . . . ?

Adjectives that can be followed by clauses . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Have students study the presentation and the examples.
- Point out that predicate adjectives of emotion follow verbs such as *be*; for example, *I'm afraid that I won't finish the project*. Write the following on the board:
I + *am* + *afraid* + *that I won't finish the project*.
- Then write the following on the board:
 1. *They were sure that they would miss the plane.*
 2. *I'm sorry to hear that you didn't get the job.*
- Have students identify the adjectives and the noun clauses in the examples. (1. *sure* + [that] *they would miss the plane*; 2. *sorry* + [that] *you didn't get the job*.)

Option: (+3 minutes) If students need more controlled practice before starting the next exercise, write the following sentences on the board:

We hear that the class ____.
I noticed that the teacher ____.
He forgot that the assignment ____.
We were happy that everyone ____.

Ask students to complete the noun clauses; for example, *We hear that the class is difficult*. You may want to write their sentences on the board as well.

On a separate sheet of paper, . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Have students compare their answers.
- Review with the class by having several students read one of their sentences aloud. Make necessary corrections.

Option: (+5 minutes) To provide more practice, ask students to work in pairs or small groups and think about important moments and first-time experiences in their lives; for example, their first day of school or college, their first job interview, their first day at work, their first time on an airplane, etc. Write the following on the board:

I was ____ that ____.
My parents were ____ that ____.

Ask students to take turns expressing their feelings about these moments or experiences by completing the sentences on the board. Encourage students to use the expressions in the presentation; for example, *When I started my new job, I was afraid that I would make mistakes. My parents were disappointed that I didn't want to play sports in school*. Walk around and provide help as needed.

Answers for Unit 4, Lesson 1

Answers will vary, but may include the following:

1. (that) I would be tall one day.
2. (that) I would go back to school.
3. (that) I can play the piano pretty well.
4. (that) I had a doctor's appointment.
5. (that) they were planning a trip.
6. (that) we go on an exciting vacation.
7. (that) I enjoy learning new languages.
8. (that) I liked to cook.
9. (that) I used to ride horses.
10. (that) I was traveling to the moon.

UNIT 4 Lesson 2

Embedded questions with *whether*

Suggested teaching time:	4 minutes	Your actual teaching time:	
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- To review embedded questions, ask students to read and underline the embedded question in each statement on the left. (If that magazine is interesting, if he liked the article, if you've finished the newspaper.)
- Explain that *whether* is used in the same manner as *if*.
- Have students read the *whether* half of the pairs of examples aloud. Ask *Is there any difference in meaning?* (No.)

Answers for Exercise A

- 1 I can't remember whether there's a test today.
- 2 We're not sure whether the restaurant is still open at 10:00 p.m.
- 3 Could you tell me whether the movie has started yet?
- 4 I wonder whether this hotel has 24-hour room service.
- 5 Would she like to know whether there's an express train?
- 6 Do you know whether this book has a happy ending?

Embedded questions: usage and common errors

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Have students study the presentation, the examples, and the *Be careful!* note.
- To check comprehension, write the following on the board:
 1. *I know where he is.*
 2. *I know where is he.*
 3. *I don't know what did he buy.*
 4. *I don't know what he bought.*
- Ask students to say which statements on the board are correct. (1 and 4.) Remind students that embedded questions require normal word order.
- Have students study the phrases that are often followed by embedded questions.
- Point out that phrases with embedded questions are more polite than direct questions. They are often used when asking for a favor, for information, or when talking to people we don't know.
- To provide practice, ask several students to make statements using a phrase with an embedded question; for example, *I don't know when they are coming. I wonder where I put my jacket. Can you tell me what time it is?*

Option: (+3 minutes) For a different approach, have students take turns role-playing a tourist visiting this city or town and someone who lives here. Encourage the tourist to use embedded questions; for example, **Student A:** *Hello. Can you tell me how to get to the train station from here?*

Student B: *Sure. Walk up this street two blocks.*

Embedded questions: punctuation

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Have students study the presentation and the examples.
- Write the following on the board:
 1. *Do you know why she's not here*
 2. *I wonder why she's not here*
- To check comprehension, ask students to tell which punctuation is needed for each item. (1. a question mark; 2. a period.)

B On a separate sheet of paper, . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Complete the first item with the class.
- Have students compare answers. Then review with the class.

C On a separate sheet of paper, . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Review the example with the class.
- Tell students they can refer to the presentation for phrases to use. Also point out that more than one phrase can be correct for each item.
- Review with the class by having several students write their questions on the board. Make necessary corrections.

D Correct the wording . . .

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- Point out that the first sentence could be *Could you please tell me if this train goes . . .* or *Could you please tell me whether this train goes . . .*
- Have students compare answers. Then review with the class.

UNIT 5 Lesson 1

Direct speech: punctuation rules

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Have students study the rules and examples.
- Remind students that in direct speech we are quoting the exact words someone said.
- Write two incorrect direct speech sentences on the board:
 1. *Sandra "said don't call me before six."*
 2. *He said, I have a meeting next Monday.*
- Have pairs identify the errors and rewrite the sentences correctly. (1. Sandra said, "Don't call me before six."
2. He said, "I have a meeting next Monday.")
- Review with the class.

Embedded questions: punctuation

Sentences with embedded questions are punctuated according to the meaning of the whole sentence.

If an embedded question is in a statement, use a period.

I don't know (something). → I don't know who she is.

If an embedded question is in a question, use a question mark.

Can you tell me (something)? → Can you tell me who she is?

- B** On a separate sheet of paper, combine each phrase and question to write a statement or question with an embedded question.
- 1 Please let me know (When does the movie start?) Please let me know when the movie starts.
 - 2 I wonder (Where is the subway station?) I wonder where the subway station is.
 - 3 Can you tell me (How do you know that?) Can you tell me how you know that?
 - 4 We're not sure (What should we bring for dinner?) We're not sure what we should bring for dinner.
 - 5 They'd like to understand (Why doesn't Pat want to come to the meeting?) They'd like to understand why Pat doesn't want to come to the meeting.
 - 6 Please tell the class (Who painted this picture?) Please tell the class who painted this picture.
- C** On a separate sheet of paper, rewrite each question more politely, using noun clauses with embedded questions. Begin each one with a different phrase. Follow the example. *Answers will vary slightly, but may include the following:*
- Where's the airport? *Can you tell me where the airport is?*
- 1 What time does the concert start? Would you mind telling me what time the concert starts?
 - 2 How does this new e-reader work? Could you explain how this new e-reader works?
 - 3 Why is the express train late? Do you know why the express train is late?
 - 4 Where is the nearest bathroom? Can you tell me where the nearest bathroom is?
 - 5 Who speaks English at that hotel? I wonder who speaks English at the hotel.
 - 6 When does Flight 18 arrive from Paris? I'm not sure when Flight 18 arrives from Paris.
- D** Correct the wording and punctuation errors in each item.
- 1 Could you please tell me ^{whether} ~~does~~ this train ^{goes} ~~go~~ to Nagoya?
 - 2 I was wondering ^{if} ~~can~~ I ^{can} get your phone number?
 - 3 I'd like to know what time ~~does~~ the next bus arrive? ^s
 - 4 Can you tell me how much ~~does~~ this magazine ^s ~~cost~~ ^s?
 - 5 Do you remember where ^d ~~did~~ he use ^d to live?
 - 6 I'm not sure why ~~do~~ they keep calling me.
 - 7 I wonder ^{if} ~~will~~ she ^{will} ~~come~~ on time?

UNIT 5 Lesson 1

Direct speech: punctuation rules

When writing direct speech, use quotation marks to indicate the words the speaker actually said. Put final punctuation marks before the second quotation mark.

Jeremy said, "Don't answer the phone."

Use a comma after the verb or verb phrase that introduces the quoted speech.

They said, "Call me after the storm."

Begin the quoted speech with a capital letter.

I said, "Please come to dinner at nine."

A On a separate sheet of paper, write and punctuate each of the statements in direct speech. Follow the example.

They said tell us when you will be home

See page T134 for answers.

They said, "Tell us when you will be home."

- 1 Martin told me don't get a flu shot
- 2 My daughter said please pick me up after school
- 3 The English teacher said read the newspaper tonight and bring in a story about the weather
- 4 We said please don't forget to listen to the news
- 5 They said don't buy milk
- 6 We told them please call us in the morning
- 7 She said please tell your parents I'm sorry I can't talk right now

B On a separate sheet of paper, change each statement in indirect speech to direct speech.

They told us to be home before midnight.

See page T134 for answers.

They told us, "Be home before midnight."

- 1 The sign downtown said to pack emergency supplies before the storm.
- 2 Your daughter called and told me to turn on the radio and listen to the news about the flood.
- 3 Your parents said not to call them before 9 A.M.
- 4 Mr. Rossi phoned to tell me not to go downtown this afternoon.

UNIT 5 Lesson 2

Indirect speech: optional tense changes

When the reporting verbs **say** or **tell** are in the simple past tense, it is not always necessary to use a different tense in indirect speech from the one the speaker used. These are three times when it's optional:

When the statement refers to something JUST said:

I just heard the news. They said a storm is coming. OR

I just heard the news. They said a storm was coming.

When the quoted speech refers to something that's still true:

May told us she wants to get a flu shot tomorrow. OR

May told us she wanted to get a flu shot tomorrow.

When the quoted speech refers to a scientific or general truth:

They said that English is an international language. OR

They said that English was an international language.

Be careful! Remember that when the reporting verb is in the present tense, the verb tense in indirect speech does not change.

They say a big storm is expected to arrive tomorrow morning. OR

Don't say: They say a big storm was expected to arrive tomorrow morning.

On a separate sheet of paper, write each direct speech statement in indirect speech. Change the verb in the indirect speech only if necessary. See page T134 for answers.

- 1 Last Friday my husband said, "I'm going to pick up some things at the pharmacy before the storm." (The storm hit on Saturday.)
- 2 My next-door neighbors said, "We're going to Spain on vacation this year."
- 3 She told them, "This year's flu shot is not entirely protective against the flu."
- 4 He just said, "The danger of a flood is over."
- 5 We always say, "It's easier to take the train than drive."
- 6 When I was a child, my parents told me, "It's really important to get a good education." (They still believe that today.)
- 7 The National Weather Service is saying, "Tonight's weather is terrible."
- 8 Your parents just told me, "We want to leave for the shelter immediately." (The storm is almost here.)

A On a separate sheet of paper, . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Before students start the exercise, write the following on the board:
 1. *Brandon said, "I'm hungry."*
 2. *Brandon said he was hungry.*
- Ask *Do the two sentences on the board have the same meaning? (Yes.) What's the difference between them? (Item 1 uses direct speech— the exact words the speaker said; item 2 uses indirect speech.)*
- Read the example aloud. Have students compare answers with a partner. Then review with the class.

Answers for Exercise A

1. Martin told me, "Don't get a flu shot."
2. My daughter said, "Please pick me up after school."
3. The English teacher said, "Read the newspaper tonight and bring in a story about the weather."
4. We said, "Please don't forget to listen to the news."
5. They said, "Don't buy milk."
6. We told them, "Please call us in the morning."
7. She said, "Please tell your parents I'm sorry I can't talk right now."

B On a separate sheet of paper . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Complete the first item with the class.
- Have students compare answers with a partner. Then review with the class.

Option: (+5 minutes) Ask students to think about instructions they heard today or on a previous day. Encourage them to write three or four statements using direct speech. Have pairs read each other's sentences and make any necessary corrections; for example, *This morning my father said, "Don't forget your umbrella." My boss told me, "I need the report right now."*

Answers for Exercise B

1. The sign downtown said, "Pack emergency supplies before the storm."
2. Your daughter told me, "Turn on the radio and listen to the news about the flood."
3. Your parents said, "Don't call us before 9 A.M."
4. Mr. Rossi phoned to tell me, "Don't go downtown this afternoon."

UNIT 5 Lesson 2

Indirect speech: optional tense changes

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Have students study the three rules and corresponding examples.
- Emphasize that the change in verb tense is optional only when the reporting verb is in the simple past. Point out that students should be able to understand and even produce both forms.

- To check comprehension, say several sentences and have students work in pairs to make sentences in reported speech. Encourage students to use both *say* and *tell* as well as *teacher*, *she* / *he*, and *just*. For example:

1. *School is closed tomorrow.* (The teacher said the school was closed tomorrow. OR The teacher said the school is closed tomorrow.)
2. *The weather report says there will be rain tomorrow.* (The weather report said there will be rain tomorrow. OR The weather report says there will be rain tomorrow.)
3. *You need to work on increasing your active vocabulary.* (The teacher told us we needed to work on increasing our active vocabulary. OR The teacher told us we need to work on increasing our active vocabulary.)

- Have students study the *Be careful!* note.

On a separate sheet of paper, . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Complete the first item with the class. Remind students that the verb tense needs to change because it doesn't meet the three criteria of optional changes in the presentation.
- Have students compare answers with a partner. Encourage them to discuss why the verb tense changes or not based on the presentation.
- Then review with the class.

Answers for Unit 5, Lesson 2

1. Last Friday my husband said he was going to pick up some things at the pharmacy before the storm.
2. My next-door neighbors said they are going to Spain on vacation this year.
3. She told them this year's flu shot is not entirely protective against the flu.
4. He just said the danger of a flood is over.
5. We always say it's easier to take the train than drive.
6. When I was a child, my parents told me it's really important to get a good education.
7. The National Weather Service is saying that tonight's weather is terrible.
8. Your parents just told me they want to leave for the shelter immediately.

UNIT 6 Lesson 1

Expressing the future: review

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Have students study the examples of the present continuous.
- Then have them find and say the time words in the examples. (Tomorrow, this afternoon.)
- Point out that including time words when using the present continuous for the future is common but not necessary, unless they are needed for clarity.
- To provide practice, say the following statements and have students restate them using the present continuous for the future. Students should add a time word each time; for example, *I'm going to travel to Spain.* (I'm traveling to Spain [next week].) *I'm going to see Sue.* (I'm seeing Sue tomorrow [at 3:00].) *He's going to leave.* (He's leaving [after supper].)
- Have students study the example of the simple present tense.
- To check comprehension, write the following on the board:
 1. *Our Friday meetings usually start at 10:00.*
 2. *This Friday our meeting starts at 11:00.*
- Ask *Which example shows the simple present tense used with future meaning? (2) How do you know?* (Because it says *This Friday*.)
- Have students study the modals that can be used with future meaning and the examples.
- Although time words are not necessary to give modals future meaning, provide practice by saying each modal and asking several students to make a sentence including time words to give it future meaning. For example:

You should see her tomorrow.
Maybe we could go to Canada next summer.
He may be late to class on Monday.
She might find a surprise when she gets home.
You have to finish this by Friday.
I can help you with your homework after dinner.

A Read each sentence . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Ask students to underline the time words that give the statements future meaning. (3. tomorrow; 4. later; 5. at 10:00; 6. tonight.)
- If necessary, point out that in item 1, *this month* refers to an action occurring during a present period of time.
- Ask students to find a statement in which the future meaning is given by the context only. (9)
- Have students compare answers with a partner. Then review with the class.

The future with *will* and *be going to*: review

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Have students study the presentation and the examples.
- Be sure students understand that both *will* and *be going to* can be used for predictions. *Be going to* is used for plans. *Will* is used for decisions made at the moment of speaking.
- To review, ask students to work in pairs and provide examples for *will* and *be going to* to express predictions and *be going to* to express plans. Encourage students to give feedback to each other.
- Walk around and provide help as needed.
- Have students study the *Be careful!* note. Make sure students understand that this use of *will* does not refer to the future. It indicates what the person is / is not willing to do.

B Complete the conversations, . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Complete the first item with the class. Review the correct answers: A: *I'm going to leave*—The person has a plan. B: *'ll meet*—The person has no plan. He / She makes a decision at the moment of speaking.
- Have students compare answers with a partner. Then review with the class.

Option: (+5 minutes) To extend the activity, write the following on the board:

1. A: *Are you free this Friday?*
B: *No, I ____.*
2. A: *Did you hear the weather report for tomorrow?*
B: *Yes, it ____.*
3. A: *I don't know how to use this copier. Can you give me a hand?*
B: *Sure. I ____.*

Have students work in pairs. Ask them to complete the conversations using *will* or *be going to*. To review, ask several pairs to perform one of their conversations. (Make sure students use: 1. *be going to*—prior plan; 2. *will* / *be going to*—prediction; 3. *will*—no plan, decision made at the moment of speaking.)

Expressing the future: review

These forms can express or imply the future:

The present continuous

My tooth has been killing me all week. I'm calling the dentist tomorrow.

What are you doing this afternoon? I'm going to the beach.

The simple present tense

The office is usually open until 9:00, but it closes at 6:00 tomorrow.

Although should, could, ought to, may, might, can, and have to are not future forms, they often imply a future action.

You could catch the next bus. We should call her next week.

A Read each sentence. Check the sentences that have future meaning.

- | | |
|--|--|
| <input type="checkbox"/> 1 Hannah is studying English this month. | <input checked="" type="checkbox"/> 6 I'm taking my daughter out for dinner tonight. |
| <input type="checkbox"/> 2 Nancy studies English in the evening. | <input type="checkbox"/> 7 I'm eating dinner with my daughter. Can I call you back? |
| <input checked="" type="checkbox"/> 3 You should call me tomorrow. | <input type="checkbox"/> 8 The class always starts at 2:00 and finishes at 4:00. |
| <input checked="" type="checkbox"/> 4 He might have time to see you later. | <input checked="" type="checkbox"/> 9 We may stay another week in Paris. |
| <input checked="" type="checkbox"/> 5 My parents are arriving at 10:00. | |

The future with will and be going to: review

Use will or be going to to make a prediction or to indicate that something in the future will be true. There is no difference in meaning.

Getting a new car will cost a lot of money. = Getting a new car is going to cost a lot of money.

Use be going to to express a plan.

My tooth has been killing me all week. I'm going to call a dentist. NOT I-will-call a dentist.

Be careful! Will is also used for willingness. This use of will doesn't have a future meaning. Be going to cannot be used for willingness.

A: Is it true that you won't go to the dentist?

B: I'll go to the dentist, but I don't like fillings. NOT I'm going to go to the dentist, but . . .

B Complete the conversations, using will or be going to.

- A: Would you like to go running in the park? I 'm going to leave in about half an hour.
B: That sounds great. I 'll meet you there. leave
meet
- A: It's midnight. Why are you still reading?
B: We 're going to have a test tomorrow. have
- A: Do you have plans for tomorrow?
B: Yes. I 'm going to see a chiropractor for the first time. see
- A: I hope you can come tomorrow night. We'd really like you to be there.
B: OK. I 'll come. come
- A: I'm thinking about getting a new laptop.
B: Really? Well, I 'll show you mine. I love it. show

UNIT 6 Lesson 2

Regrets about the past: wish + the past perfect; should have and ought to have

Wish + the past perfect

I wish I had married later in life. And I wish I hadn't married Celine!
Do you wish you had bought that car when it was available?

Should have and ought to have + past participle

Ought to have has the same meaning as should have.

I should have married later in life. = I ought to have married later in life.
I shouldn't have married Celine. = I ought not to have married Celine.

Note: American English speakers commonly use should have instead of ought to have in negative statements and in questions.

- A** On a separate sheet of paper, rewrite the statements and questions, changing wish + the past perfect to should have or ought to have.

She wishes she had had children. (ought to)
She ought to have had children.

- 1 Do you wish you had studied Swahili? (should) Should you have studied Swahili?
- 2 I wish I had gone to New Zealand instead of Australia. (ought to) I ought to have gone to New Zealand instead of Australia.
- 3 Do you wish you had taken the job at the embassy? (should) Should you have taken the job at the embassy?
- 4 I wish I hadn't studied law. (should) I shouldn't have studied law.

- B** Answer each question with a statement using wish + the past perfect.

- 1 Steven said, "I should have stopped smoking." What does Steven wish? *He wishes he had stopped smoking.*
- 2 Lauren said, "I shouldn't have bought this car." What does Lauren wish? *Lauren wishes she hadn't bought that car.*
- 3 Carl's wife said, "You should have bought a convertible." What does Carl's wife wish? *Carl's wife wishes Carl hadn't bought a convertible.*
- 4 Ms. Baker said, "The students should have studied more for the exam." What does Ms. Baker wish? *Mrs. Baker wishes the students had studied more for the exam.*

UNIT 7 Lesson 1

Adjective clauses: common errors

Remember:

Use the relative pronouns who or that for adjective clauses that describe people. Use that for adjective clauses that describe things.

Don't say: Feijoada is a dish who is famous in Brazil.

Don't use a subject pronoun after the relative pronoun.

Don't say: Feijoada is a dish that it is famous in Brazil.

- A** On a separate sheet of paper, combine the two sentences into one, making the second sentence an adjective clause. Use who whenever possible. When it isn't possible, use that. Follow the example. See page T136 for answers.

The hotel clerk was very helpful. / He recommended the restaurant.
The hotel clerk who recommended the restaurant was very helpful.

- 1 My cousin lives in New Zealand. / She called today.
- 2 We have a meeting every morning. / It begins at 9:30.
- 3 The celebration is exciting. / It takes place in spring.
- 4 The teacher is not very formal. / She teaches the grammar class.
- 5 Patients might prefer homeopathy. / They want to avoid strong medications.
- 6 The copy shop is closed on weekends. / It offers express service.
- 7 The hotel is very expensive. / It has three swimming pools.
- 8 Do you like the teacher? / He teaches advanced English.

UNIT 6 Lesson 2

Regrets about the past: wish + the . . .

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Before students study the presentation, write: *I wish I had a car*. Ask students, *Does this sentence express a present or a past regret?* (A present regret.)
- Tell students that to express a present regret, we use the simple past tense after *wish*.
- Then write: *I wish I had gone to the party*. Ask *Does this sentence express a regret about the present or the past?* (A regret about the past.)
- Point out that the past perfect follows *wish* to express a past regret.
- Have students study the first rule and examples.
- Ask several students to make sentences using *I wish* about past actions or decisions they regret; for example, *I wish I had never moved to the city*. *I wish I had studied French*.
- Have students study the second rule and examples.
- Point out that both *should have* and *ought to have* express regret.
- To provide practice, ask students to work in pairs. Student A uses *I wish* to express a past regret. Then Student B says the same sentence using *I should have* or *I ought to have*. For example:
Student A: *I wish I had listened to my parents about studying.*
Student B: *I should have listened to my parents about studying. OR I ought to have listened to my parents about studying.*
- Make sure to point out the Note. In American English *should have* is more common than *ought to have* in negative statements and in questions.

A On a separate sheet of paper, . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Review the first item with the class.
- Have students compare answers with a partner. Then review with the class.

Option: (+5 minutes) Write the following on the board:
studies trips work / job

Have students form pairs. Ask students to take turns using *wish*, *should have*, or *ought to have* to talk about past decisions they regret making, using the topics on the board. (Possible answers: *I wish I had gone to college. I should have finished my studies. I ought to have gone on vacation when I had the chance. I wish I hadn't spent so much money on my vacation. I should have accepted the first job I was offered. I ought to have taken a part-time job while I was at college.*)

B Answer each question with a statement, . . .

Suggested teaching time:	4 minutes	Your actual teaching time:	
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- Review the example with the class.
- Have students compare answers with a partner. Then review with the class.

UNIT 7 Lesson 1

Adjective clauses: common errors

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- To review adjective clauses, write the following on the board: *I just took a trip that I will never forget*.
- Ask students to find and say the adjective clause in the statement. (That I will never forget.)
- Then ask *What do adjective clauses give additional information about?* (A noun / a person or thing.) *What does the clause on the board give additional information about?* (A trip.)
- Have students study the rules and examples.
- To check comprehension, write the following on the board:
 1. *Mexico is a country who I would like to visit.*
 2. *I don't like the food that it is served in that restaurant.*
- Ask students what's not correct in each sentence. Have pairs decide why they are wrong, based on the presentation.
- Review with the class. (1. *That*, not *who*, is used for adjective clauses that describe things. 2. The subject *it* is not necessary because *that* is the subject of the clause.)

A On a separate sheet of paper, . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Review the example with the class.
- Remind students that they should use *who* whenever it is possible.
- Have students compare answers with a partner. Review with the class.

Option: (+5 minutes) To extend the activity, form groups of three. Ask students to use adjective clauses to make sentences about different people they have seen or talked to recently and several things they did this past week. For example:

The friend who / that I saw yesterday used to be my neighbor.
The movie that opened on Saturday was not very good.

Answers for Exercise A

1. My cousin who lives in New Zealand called today.
2. We have a meeting that begins at 9:30 every morning.
3. The celebration that takes place in the spring is exciting.
4. The teacher who teaches the grammar class is not very formal.
5. Patients who want to avoid strong medications might prefer homeopathy.
6. The copy shop that offers express service is closed on weekends.
7. The hotel that has three swimming pools is very expensive.
8. Do you like the teacher who teaches advanced English?

Reflexive pronouns

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Point out the reflexive pronoun in the phrase *Enjoy yourself on [Chuseok!]* in the *Some ways . . .* box on page 77.
- Ask students to read the reflexive pronouns in the box in this presentation.
- To check comprehension, write the following on the board: _____ *looked at* _____ *in the mirror.*
- Say subject pronouns in random order and have volunteers use each pronoun plus a reflexive pronoun to complete the sentence on the board; for example,
T: *He.*
S1: *He looked at himself in the mirror.*
T: *We.*
S2: *We looked at ourselves in the mirror.*
- Have students study the common expressions and the examples.
- Answer any questions students may have. Students will practice these expressions in Exercise C.

B Complete the sentences . . .

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- Have students find and underline the subject of the verb *enjoyed*. (My brother and his wife.) Make sure students understand that the correct answer is *themselves* because *My brother and his wife* can be replaced by *They*.
- Have students compare answers with a partner. Then review with the class.

C Complete each sentence . . .

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- Complete the first item with the class.
- Have students compare answers with a partner. Then review with the class.

Option: (+3 minutes) For a challenge, ask several students questions using the expressions with reflexive pronouns in the presentation. Point out that students should use the expressions in their answers. For example:

Have you ever hurt yourself badly?

How do you introduce yourself to people you meet?

Have you ever taught yourself to do something?

Do you ever talk to yourself?

Would you like to work for yourself?

Do you ever give yourself gifts?

By + reflexive pronouns

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- To check comprehension, ask students if they can think of other things they or others can and can't do by themselves; for example, *I can't drive by myself yet; I'm still taking driving lessons. My grandparents can't live by themselves anymore; they need help now.*

D Complete each sentence . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Complete the first item with the class.
- Have students compare answers with a partner. Then review with the class.

Reflexive pronouns

A reflexive pronoun should always agree with the subject of the verb.

People really enjoy **themselves** at Brazil's Carnival celebrations.

My sister made **herself** sick from eating so much.

Reflexive pronouns

myself	itself
yourself	ourselves
himself	yourselves
herself	themselves

Common expressions with reflexive pronouns

believe in oneself	If you believe in yourself , you can do anything.
enjoy oneself	We enjoyed ourselves on our vacation.
feel sorry for oneself	Don't sit around feeling sorry for yourself .
help oneself (to something)	Please help yourselves to dessert.
hurt oneself	Paul hurt himself when he tried to move the fridge.
give oneself (something)	I wanted to give myself a gift, so I got a facial.
introduce oneself	Why don't you introduce yourselves to your new neighbors?
be proud of oneself	She was proud of herself for getting the job.
take care of oneself	You should take better care of yourself .
talk to oneself	I sometimes talk to myself when I feel nervous.
teach oneself (to do something)	Nick taught himself to use a computer.
tell oneself (something)	I always tell myself I'm not going to eat dessert, but I do.
work for oneself	Oscar left the company and now he works for himself .

B Complete the sentences with reflexive pronouns.

- 1 My brother and his wife really enjoyed **themselves** on their vacation.
- 2 My uncle has been teaching **himself** how to cook.
- 3 The food was so terrific that I helped **myself** to some more.
- 4 Instead of staying at home and feeling sorry for **myself** after the accident, I stayed in touch with all my friends.
- 5 I hope your sister's been taking good care of **herself**
- 6 I was too shy to introduce **myself** to anyone at the party.
- 7 Mr. Yu hurt **himself** while lighting firecrackers for the Chinese New Year.

C Complete each sentence with one of the common expressions with reflexive pronouns. Then add two more sentences of your own.

- 1 When did your brother **teach himself** how to play the guitar?
- 2 You'd better tell your daughter to stop playing near the stove or she'll **hurt herself**
- 3 I really hope you **enjoy yourself** when you're on vacation.
- 4
- 5

By + reflexive pronouns

Use **by** with a reflexive pronoun to mean "alone."

You cannot put on a kimono **by yourself**. You need help.

Students cannot learn to speak English **by themselves**. They need practice with others in English.

D Complete each sentence with **by** and a reflexive pronoun.

- 1 Very young children shouldn't be allowed to play outside **by themselves**
- 2 Did your father go to the store **by himself** ?
- 3 How old were you when you learned to make breakfast **by yourself** ?
- 4 We got tired of waiting for a table at the restaurant, so we found one **by ourselves**

Reciprocal pronouns: each other and one another

Each other and one another have the same meaning, but one another is more formal.

People give each other (or one another) gifts.

Friends send each other (or one another) cards.

Be careful!

Reciprocal pronouns don't have the same meaning as reflexive pronouns.

They looked at themselves. (Each person looked in a mirror or at a photo.)

They looked at each other. (Each person looked at the other person.)

- E On a separate sheet of paper, rewrite each underlined phrase, using a reciprocal pronoun. Then add one sentence of your own. Follow the example.

On Christmas, in many places in the world, people give and receive presents.

On Christmas, in many places in the world, people give each other presents.

- 1 On New Year's Eve in New York City, people wait in Times Square for midnight to come so they can kiss other people and wish other people a happy new year.
- 2 During the Thai holiday Songkran, people throw water at other people on the street.
- 3 During the Tomato Festival in Buñol, Spain, people have a lot of fun throwing tomatoes at other people for about two hours.
- 4 After a day of fasting during Ramadan, Muslims around the world invite other people home to have something to eat that evening.
- 5 (Your own sentence)

See page T133
for answers.

UNIT 7 Lesson 2

Adjective clauses: who and whom in formal English

In formal written or spoken English, use who for subject relative pronouns and whom for object relative pronouns.

The singer was terrible. + ^{subject} He sang in the restaurant.
The singer who sang in the restaurant was terrible.

The singer was terrible. + ^{object} We heard him last night.
The singer whom we heard last night was terrible.

Remember: An object relative pronoun can be omitted.

The singer we heard last night was terrible.

Complete each formal sentence with who or whom.

- 1 The front desk clerk ...who... works at that hotel is very helpful.
- 2 The man ...whom... I met on the plane has invited us to lunch.
- 3 The manager ...who... lives in Singapore may apply for the job.
- 4 I'm very satisfied with the dentist ...whom... you recommended.
- 5 The guests ...whom... we invited to the dinner were an hour late.
- 6 The sales representative ...whom... you are going to call speaks English.
- 7 The singer ...whom... you told me about is performing tonight.
- 8 My friend ...who... works at the bank can help you.
- 9 Is your colleague someone ...whom... I can ask to help me?

Reciprocal pronouns: each other and . . .

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Call students' attention to the Vocabulary on page 76. Point out that *wish each other well* uses a reciprocal pronoun.
- Write the following on the board:
Friends send each other cards.
Friends send one another cards.
- Point out that the subject *Friends* and the reciprocal pronouns *each other* and *one another* refer to the same people. Tell students that using reciprocal pronouns shows that everyone is doing the same action.
- To provide practice, ask students *When do people give each other gifts in your family or in your circle of friends? When do we send one another cards / write letters?* Encourage students to respond in full sentences and use reciprocal pronouns; for example, *In our family, we give each other gifts on [our birthdays]. My friends and I send one another [postcards] when we go on vacation.*
- Have students study the *Be careful!* note and the examples.
- To help clarify, write the following on the board:
1. *They looked at themselves in the mirror.*
A → A B → B
2. *They looked at each other.*
A ↔ B
- Say *In item 1, A looked at A and B looked at B. In item 2, A looked at B and B looked at A.*

E On a separate sheet of paper, . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Review the example with the class.
 - Have students compare answers with a partner. Then ask several students to write their sentences on the board.
- Option: (+5 minutes)* To provide more practice, have students think about someone they know. Form pairs. Have students take turns asking each other questions about their partner's choice. Students should use reflexive pronouns in their questions and answers. Write some example questions on the board to guide students.
1. *Where did you meet each other?*
 2. *How do you keep in touch with each other?*
 3. *What do you usually tell each other about?*
 4. *Do you send each other cards or gifts?*
 5. *Do you ever see each other?*

Answers for Exercise E

1. On New Year's Eve in New York City, people wait in Times Square for midnight to come so they can kiss each other / one another and wish each other / one another a happy new year.
2. During the Thai holiday Songkran, people throw water at each other / one another on the street.
3. During the tomato Festival in Buñol, Spain, people have a lot of fun throwing tomatoes at each other / one another for about two hours.

4. After a day of fasting during Ramadan, Muslims around the world invite each other / one another home to have something to eat that evening.

UNIT 7 Lesson 2

Adjective clauses: who and whom . . .

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Point out that most native speakers use *who* instead of *whom*. *Whom* is considered very formal.
- To check comprehension, write on the board:
1. *The woman who wanted to see you is here.*
2. *The woman whom you wanted to see is here.*
- Ask students to make two sentences out of each example. (1. The woman is here. She wanted to see you. 2. The woman is here. You wanted to see her.)
- Underline *who* in item 1 and point out that it is the subject of the clause. Underline *you* in item 2 and point out that it is the subject of the clause. Then underline *whom* and point out that it is the object of the clause. Point out that *whom* can be omitted because it is the object of the clause.
- To provide practice, ask students to use these sentence starters to write two sentences:
The man / woman who . . .
The man / woman whom . . .
- Review with the class. (Possible answers: The man who really influenced me in life was my grandfather. The woman who just called is my mother. The man whom you met is my brother. The woman whom you wanted to talk to is here.)

Complete each (formal) sentence . . .

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- Remind students to use *whom* for object relative pronouns (not *who*) in this exercise.
- Have students compare answers with a partner. Then review with the class.

UNIT 8 Lesson 1

Real and unreal conditionals: review

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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- Have students read the first rule and examples.
- To check comprehension, draw the following chart on the board (without the answers).

		If clause	Result clause
Real conditionals	Present results of real conditions	present of <u>be</u> or simple present	present of <u>be</u> or simple present
	Future results of real conditions	present of <u>be</u> or simple present	<u>will</u> or present continuous
Unreal conditionals	Results of conditions that don't exist	<u>were</u> or simple past	<u>would</u> + a base form

- Write *Present results of real conditions* in the first row of the second column, and complete the items for the *if* clause and the result clause in the first row with the class.
- Have students read the rule about future results and the examples.
- Write *Future results of real conditions* in the second row of the second column, and complete the items for the *if* clause and the result clause in the second row with the class.
- Review with the class. (1. A comma is needed after *good*. 2. Don't use *would* in an *if* clause. 3. The simple present form *have* is needed in the *if* clause.)
- Have students read the rule about unreal conditionals and the examples.
- Write *Results of conditions that don't exist* in the third row of the second column, and with the class, complete the items for the *if* clause and the result clause in the third row.
- Have students read the *Remember* notes.
- To check comprehension, write the following examples on the board (do not erase the chart) and have students find the mistake in each example.
 1. If the price is good I will buy it.
 2. If she would have time she would cook dinner.
 3. If I will have time, I will call her.

A Correct the errors . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Complete the first item with the class. Ask *Does this sentence express a real condition or an unreal condition? (A real condition.) Can we use will in the if clause? (No.) What form is needed? (The simple present tense, *take*.)*
- Have students compare answers with a partner. Then review with the class.

Clauses after wish

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Have students study the first rule and examples.
- Remind students that *were* is used for all persons; for example, *I wish I were rich*. (NOT *I wish I was rich*.)
- To check comprehension, ask several students to make (simple) sentences with *I wish + were*; for example, *I wish I were on vacation*. *I wish my car were faster*. *I wish laptops were cheaper*.
- Have students study the second rule and examples.
- To check comprehension, write the following on the board: *I wish I had (not) ____*. *I wished I had (not) ____*.
- Ask several students to complete the sentences. Check to make sure they use the past participle; for example, *I wish I had studied more for the test today*. *John wished he hadn't spent all his money on a new car*. *I wish I had tried to make my hotel reservations earlier*.
- Have students study the third rule and examples.
- To check comprehension, write the following on the board: *I wish ____ would ____*.
- Ask several students to complete the sentence. They can make sentences about themselves or about someone they know. Tell students they should say two sentences: their wish plus the reason or information why they wish it. For example: *I wish it would be sunny today*. *I want to go outside*. *I wish he would come home earlier*. *I get worried when he's out so late*.
- Have students study the fourth rule and the example.
- To check comprehension, ask volunteers to express wishes they had in the past for the future; for example, *When I was on vacation last summer, I wished the week would never end*. *When I was in college, I wished I would find a girl to marry*.

B Complete each statement . . .

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- Review the first item with the class. Ask students to say what the clause after *wish* expresses. (A desire in the present that something will occur in the future.)
- Before students write their answers, encourage them to figure out which of the four uses in the presentation on page 139 each item refers to.
- Have students compare answers with a partner. Then review with the class.

Option: (+5 minutes) To extend the activity, write the following on the board:

1. something you have but you wish you didn't have
2. something you don't have but you wish you had
3. something you did but you wish you hadn't done
4. something you didn't do but you wish you had done
5. something you have to do but you wish you wouldn't have to do

Ask students to think about each situation and write brief notes for each one. Form small groups. Have students take turns talking about their wishes and regrets using their notes as a guide. Walk around and help as needed.

Real and unreal conditionals: review

- Real (or “factual”) conditionals express the present or future results of real conditions.

Present or everlasting results: Use the present of be or the simple present tense in both clauses.

If I speak slowly, people understand me.

If the temperature of water rises above 100 degrees Celsius, it turns to steam.

Future results: Use the present of be or the simple present tense in the if clause. Use a future form (future with will or present continuous for the future) in the result clause.

If I'm late, I'll disturb the others at the meeting.

- Unreal conditionals express the results of conditions that don't exist. Use the simple past tense or were in the if clause. Use would + a base form in the result clause. The order of the clauses can be reversed.

If I bought a more economical car, I wouldn't worry so much about the price of gasoline.

If he were here, he would tell us about his trip.

Remember: The order of the clauses in conditional sentences can be reversed. It's customary to use a comma after the if clause when it comes first.

If you buy a food processor, you won't need to buy a blender.

You won't need to buy a blender if you buy a food processor.

Remember: Conditional sentences have two clauses: an if clause and a result clause.

- Don't use a future form in an if clause. Don't say: If I will be late, I'll disturb the others at the meeting.
- Don't use would in an if clause. Don't say: If he would be here, he would tell us about his trip.

- A** Correct the errors in the conditional sentences. More than one correct answer may be possible.

- 1 If you ~~will~~ take a good picture, it can preserve memories of times you might forget. ^{were}
- 2 If I ~~was~~ you, I would send them an e-mail right away.
- 3 If you ~~would~~ go out today, you'll need an umbrella.
- 4 Most people would eat healthy food if they ~~understand~~ the consequences of eating too much junk food. ^{understood}
- 5 These speakers ~~will~~ be OK if you ~~used~~ them in a smaller room. ^{use}
- 6 If the weather ~~will~~ be better, I'd go for a swim. ^{were}
- 7 If I ~~would~~ have a chance, I would work shorter hours. ^{had}
- 8 ~~Will~~ you ride a bicycle to work if your car broke down? ^{would}
- 9 What would you do if I ~~would~~ ask you to make dinner? ^{asked}
- 10 He ~~won't~~ eat at that restaurant if they ~~would~~ tell him he had to wear formal clothes. ^{wouldn't} ^{told}

Clauses after wish

Use were or the simple past tense after wish to express a regret about something that's not true now.

I wish my laptop were top-of-the-line. (But it's not top-of-the-line.)

I wish I had a Brew Rite digital coffeemaker. (But I don't have one.)

Remember: Use the past perfect after wish to express a regret about something that was not true in the past.

Sean wishes he hadn't sold his car. (But he did sell it.)

Sean wished he hadn't sold his car. (But he did.)

Use the conditional (would + a base form) after wish to express a desire in the present that something will occur in the future or on an ongoing basis.

I wish it would rain. (a desire for a future occurrence)

I wish it would rain more often. (a desire for something to occur on an ongoing basis)

Use would and a base form after wished to express a wish one had in the past for a future occurrence.

Yesterday I wished it would rain, but it didn't. (a past wish for a future occurrence)

- B** Complete each statement or question with the correct form of the verb.

- 1 I wish my favorite author ^{would write} a new book. I've read all her old books so many times. _{write}
- 2 Pat wished she ^{had spent} more time test-driving cars before she bought that SUV. _{spend}

- 3 Most people wish they^{were}_{be}..... rich.
- 4 I wish it^{had been}_{be}..... possible for me to get a better camera when I bought this one.
- 5 They wished they^{had known}_{know}..... sooner that their computer was a lemon.
- 6 When I was a child, my parents wished I ...^{would become}_{become}... a doctor.
- 7 Do you wish you^{had}_{have}..... a more comfortable car for the trip tomorrow?
- 8 Marie and her friend are going to Germany tomorrow. Does she wish her friend^{had studied}_{study}..... German?
- 9 I wish you^{would go}_{go}..... to bed earlier when you have to get up for work.

Unless in conditional sentences

You can use **unless** instead of **if + not**.

Unless they buy a freezer, they'll have to go shopping every day. (= If they don't buy a freezer, . . .)

She wouldn't go for a long drive unless she had a phone with her. (= ...if she didn't have a phone with her.)

Martin doesn't buy electronics unless they're state-of-the-art. (= . . . if they're not state-of-the-art.)

- C** On a separate sheet of paper, rewrite the sentences, changing **if + not** statements to **unless** and making any necessary changes. Follow the example. See page T140 for answers.

If you don't buy the Brew Rite coffeemaker, you'll have to spend a lot more money on another brand.

Unless you buy the Brew Rite coffeemaker, you'll have to spend a lot more money on another brand.

- 1 If you aren't in a hurry, you should walk.
- 2 If you don't care about special features, you shouldn't consider getting the top-of-the-line model.
- 3 She won't go running in the park if her friends don't go with her.
- 4 Claire won't buy a car if it doesn't have a high-tech sound system.

UNIT 8 Lesson 2

The unreal conditional: variety of forms

Unreal conditional sentences can have a variety of active and passive forms in either clause.

If she **had worn** a seat belt, she **wouldn't have been hurt**.

If the car **had been badly damaged**, he **would have bought** a new one.

If the automobile **hadn't been invented**, we **would still be using** horses.

If horses **were still being used**, our high-speed highway system **would never have been created**.

If Marie Claire **were getting married** today, she **wouldn't marry** Joe.

If Ellie **had married** Tom, she **would have children** today.

On a separate sheet of paper, complete the unreal conditional sentences in your own way, using active and passive forms. Refer to the presentation above for some possibilities. Answers will vary, but may include the following:

- 1 If I **were elected ruler** of a country, . . . I **would raise taxes**.
- 2 The car **would have been invented** earlier if . . . people **had had** more free time.
- 3 If I **were looking for** a high-tech smart phone, . . . I **would buy** one online.
- 4 If this laptop **had been available** when I was looking for one, . . . I **would have bought** it.
- 5 . . . , I **wouldn't be studying** English now. If I **didn't want to travel**
- 6 If I **were going to take** a commercial space flight today, . . . I **would be very excited**.

Unless in conditional sentences

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Have students study the presentation and the examples.
- Point out that *unless* has the same meaning as *if . . . not*.
- To check comprehension, write the following on the board:
 1. If you don't hurry, you'll be late.
 2. Unless __, you'll be late.
 3. He won't buy it if it's not on sale.
 4. He won't buy it unless __.
- Ask students to complete items 2 and 4. (Possible responses: 2. you hurry; 4. it's on sale.)

C On a separate sheet of paper, . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Review the example with the class.
- Point out the comma in the example. Remind students to include a comma after the *if* clause or *unless* clause when they come at the beginning of the sentence.
- Have students compare answers with a partner. Then review with the class.

Answers for Exercise C

1. Unless you are in a hurry, you should walk.
2. Unless you care about special features, you shouldn't consider getting the top-of-the-line model.
3. She won't go running in the park unless her friends go with her.
4. Claire won't buy a car unless it has a high-tech sound system.

UNIT 8 Lesson 2

The unreal conditional: variety of forms

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Have students study the rule and examples.
- To check comprehension of active and passive forms, write the following on the board:
 1. If they had advertised the job, he would have applied for it.
 2. If he had applied for the job, they would have hired him.
- Ask pairs to rewrite the sentences, changing the verbs in the underlined clauses into the passive.
- Review with the class. (1. If the job had been advertised, he would have applied for it. 2. If he had applied for the job, he would have been hired.)
- To check comprehension of continuous verb forms, write the following on the board:
 1. If the car hadn't broken down, we would have been __.
 2. If we had been __, we would have heard the news.

- With students, complete the sentences with continuous verb forms and add any other necessary information. (Possible answers: 1. eating out OR swimming at the beach OR playing golf; 2. watching TV OR listening to the radio OR paying attention.)
- To check comprehension of past conditions with present results, write the following on the board:
 1. If she had taken part, she would have won.
 2. If he had gotten a degree, he would have a better job now.
- Ask Which example expresses the present result of a past condition? (2)
- You may want to have students give their own examples of past conditions with present results.

On a separate sheet of paper, . . .

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- Have students share answers with a partner.
- Then review with the class by having several students write their sentences on the board.

UNIT 9 Lesson 1

Count and non-count nouns: . . .

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Have students study the first rule and examples.
- Ask the class to give examples of other count nouns. Have students give the singular form using *a* or *an* and then the plural form; for example, *a book—books, an umbrella—umbrellas, a season—seasons*, etc.
- Have students study the second rule and examples.
- Point out that abstract ideas are also non-count nouns; for example, *progress, help, importance, health, education*.
- Point out that fields of study, some foods, and materials are also non-count nouns; for example, *law, biology, chocolate, juice, wood, cotton, plastic*.
- Write the following on the board:
 1. *paper*
 2. *bread*
 3. *water*
 4. *furniture*
- Ask students to say or write unit expressions for each item. (Possible answers: 1. a piece of; 2. a loaf of, a piece of; 3. a glass of, a pitcher of, a bottle of; 4. a piece of.)
- Have students study the third rule and examples.
- Write the following on the board:
 1. I don't like coffee.
 2. I had a coffee.
 3. I saw a chicken.
 4. I ate chicken.
 5. Turn on the light.
 6. There's very little light in this room.
- Ask students to work in pairs. Have them discuss how the meaning of the underlined words is different in each pair of sentences. Ask students to say if an item is count or non-count.
- Review with the class. (1. Non-count; 2. count; 3. count; 4. non-count; 5. count; 6. non-count.)

Complete each sentence . . .

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- Point out that students might need to include an article or the plural form of the noun.
- Have students compare answers with a partner. Then review with the class.

Option: (+5 minutes) If you feel your students need more practice, have them write sentences with the words in the presentation, as well as any words you may have written on the board during the presentation.

UNIT 9 Lesson 2

Gerunds and infinitives: review . . .

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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- Have students read the spelling rules for gerunds and the examples.
- To check comprehension, write the following on the board:
 1. *write*
 2. *play*
 3. *allow*
 4. *vote*
 5. *put*
 6. *stop*
 7. *admit*
 8. *mix*
- Ask pairs to turn the base forms into gerunds and refer to the presentation if necessary.
- Review with the class. (1. Writing; 2. playing; 3. allowing; 4. voting; 5. putting; 6. stopping; 7. admitting; 8. mixing.)

UNIT 9 Lesson 1

Count and non-count nouns: review and extension

Count nouns name things that can be counted individually. They have singular and plural forms.

a president / presidents a liberal / liberals a candidate / candidates
a government / governments an election / elections a monarchy / monarchies

Non-count nouns name things that are not counted individually. They don't have singular or plural forms and they are not preceded by a or an. To express a specific quantity of a non-count noun, use unit expressions.

a piece of news a cup of tea 2 kilos of rice a time of peace an act of justice

Many nouns can be used as count or non-count nouns, but the meaning is different.

She studied **government** at the university. (= an academic subject)
That country has had four **governments** in ten years. (= a group of people who rule the country)
Democracy is the best form of government. (= a type of government)
After the revolution, the country became a **democracy**. (= a country with a democratic system)
I love **chicken**. (the food, in general)
I bought a **chicken**. (one actual bird)
She has blond **hair**. (in general = all of her hair)
She got a **hair** in her eye. (= one individual strand of hair)

Complete each sentence with the correct form of each noun.

- The government has made ^{progress} / _{progress} with the economic situation.
- They've given a lot of ^{importance} / _{importance} to making the banks stable.
- Unfortunately, ^{radicals} / _{radical} changed the law.
- ^{Peace} / _{peace} can only come if people stop making war.
- ^{Moderates} / _{moderate} don't favor extreme change.
- He's ^{a reactionary} / _{reactionary} who would like to outlaw freedom of speech.
- If I could give you one piece of ^{advice} / _{advice}, it would be to vote.
- If more people don't find ^{work} / _{work}, people will elect a different president.
- Some ^{governments} / _{government} are more liberal than others.
- It's impossible to end all ^{poverty} / _{poverty}

UNIT 9 Lesson 2

Gerunds and infinitives: review of form and usage

Form

Gerunds: A gerund is a noun formed from a verb. All gerunds end in -ing. To form a gerund, add -ing to the base form of a verb.

discuss → discussing

If the base form ends in a silent -e, drop the -e and add -ing.

vote → voting

In verbs of one syllable, if the last three letters are a consonant-vowel-consonant* (CVC) sequence, double the last consonant and then add -ing to the base form.

C V C

s i t → sitting

BUT: If the base form of the verb ends in -w, -x, or -y, don't double the final consonant.

blow → blowing fix → fixing say → saying

* Vowels = a, e, i, o, u

* Consonants = b, c, d, f, g, h, j,
k, l, m, n, p, q, r,
s, t, v, w, x, y, z

If a base form has more than one syllable and ends in a consonant-vowel-consonant sequence, double the last consonant only if the spoken stress is on the last syllable.

• • • •
 permit → permitting BUT order → ordering

Infinitives: An infinitive is also a verbal noun. It is formed with to + the base form of a verb.

elect → to elect persuade → to persuade

Usage

Gerunds can be subjects, objects, and subject complements within sentences.

Discussing politics is my favorite activity. (subject)

I love reading about government. (direct object of verb love)

I read a book about voting. (object of preposition about)

My favorite pastime is watching TV news. (subject complement after be)

Infinitives function as subjects, direct objects, and subject complements.

To hang out all day discussing politics would be my favorite weekend activity. (subject)

I love to guess who's going to win elections. (direct object of verb love)

My greatest dream for the future is to work in the government. (subject complement after be)

A Using the sentences in the grammar presentation above as a model, write pairs of sentences on a separate sheet of paper, using the gerunds and infinitives in the two ways shown. See page T142 for answers.

- | | |
|---|----------------------------------|
| 1 voting | 4 to permit |
| a (as the subject of a sentence) | a (as the subject of a sentence) |
| b (as a direct object) | b (as a direct object) |
| 2 smoking | 5 to lower |
| a (as a direct object) | a (as a direct object) |
| b (as an object of the preposition <u>to</u>) | b (as the subject of a sentence) |
| 3 censoring | |
| a (as the object of the preposition <u>of</u>) | |
| b (as a subject complement) | |

Gerunds and infinitives: review of usage after certain verbs

Certain verbs are followed by gerunds:

avoid, can't stand, discuss, dislike, enjoy, feel like, (don't) mind, practice, quit, sick of, suggest

Other verbs are followed by infinitives:

agree, choose, decide, expect, hope, learn, need, plan, seem, want, wish, would like

Other verbs can be followed by either a gerund or an infinitive:

begin, continue, hate, like, love, prefer

For a review of gerunds and infinitives, see the Reference Charts on page 126.

B Complete the paragraph with gerunds or infinitives. When either a gerund or an infinitive would be correct, fill in the blank with both forms.

I hope^{to make}..... some positive changes in my life, and I would like^{to start}..... right away. I have
^{1 make}.....
 observed that a lot of people enjoy^{complaining}..... about the political situation, but they don't like
^{3 complain}.....
^{to do / doing}..... anything about it. They love^{to watch / watching}..... the news and^{to say / saying}..... they care about all
^{4 do}.....
^{5 watch}.....
 the poor people who don't have enough to eat, but they don't feel like^{doing}..... anything to change the
^{7 do}.....
 situation. They worry about poverty, but they don't mind^{wasting}..... money on stupid things they don't need
^{8 waste}.....
^{to have}..... Well, I'm sick of^{reading}..... about how people are suffering, and I've agreed
^{9 have}.....
^{to join}..... a political action group. I simply hate^{to not do / not doing}..... anything!
^{11 join}.....
^{12 not do}.....

- Have students read the rule about how infinitives are formed.
- To check comprehension, call on volunteers to name some infinitives. (Possible answers: To write, to play, to allow, etc.)
- Have students study the rule about uses of gerunds and the examples.
- Clarify any questions students might have about the grammatical functions; for example, subjects precede verbs in statements; direct objects follow verbs; objects of prepositions follow prepositions; subject complements follow *be*.
- Write the following on the board:
 1. *You should avoid talking to strangers.*
 2. *Skiing is his passion.*
 3. *I'm not interested in discussing politics.*
 4. *Her favorite pastime is sailing.*
- To check comprehension, ask students to underline the gerunds and identify their function. Ask students to compare answers with a partner.
- Review with the class. (1. *Talking*: direct object; 2. *skiing*: subject; 3. *discussing*: object of preposition *in*; 4. *sailing*: subject complement.)
- Have students study the rule about uses of infinitives and the examples.
- Write the following on the board:
 1. *I hope to see her this weekend.*
 2. *My plan is to go on vacation in July.*
 3. *To be informed is important.*
- Ask pairs to underline the infinitives and identify their function.
- Review with the class. (1. *To see*: direct object; 2. *to go*: subject complement; 3. *to be*: subject.)

A Using the sentences in the grammar . . .

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- Encourage students to refer to the presentation if they need help.
- To review, you can have students compare answers and do peer correction. Students should exchange papers and focus on checking for the correct usage of gerunds and infinitives.

Answers for Exercise A

Answers will vary, but may include the following:

1. a Voting is a right people have in democratic countries.
b He felt like voting for the radical candidate.
2. a She quit smoking last month.
b I look forward to smoking a cigarette.
3. a She is in favor of censoring books.
b His occupation is censoring movies.
4. a To permit eighteen-year-olds to vote wouldn't be a wise decision.
b They don't want to permit that kind of behavior.
5. a They need to lower the driving age.
b To lower the amount of fat in your diet is an excellent idea.

Gerunds and infinitives: review . . .

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Have students read the first rule and the list of verbs.
- If students do not know the meaning of a verb, you may want to give an example with an explanation.
- Form pairs or small groups. Ask students to take turns making sentences using the verbs and gerunds.
- Have students read the second rule and the list of verbs.
- Answer any questions about meaning.
- Ask students to find new partners and take turns making sentences with infinitives.
- Have students read the third rule and the list of verbs.
- You may want to give examples: *Yesterday I began crying for no reason. Yesterday I began to cry for no reason.*
- Ask students to find new partners. Encourage them to make two sentences, one with a gerund and the other with an infinitive; for example, *I felt really sick, but I continued working. Even though I was sick, I continued to work.*

B Complete the paragraph . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Point out that students can refer to the list in the presentation or an expanded list in the Reference Charts on page 126.
- Have students compare answers with a partner. Then review with the class.

UNIT 10 Lesson 1

Prepositions of place: more usage

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Have students read the examples with *in*. Provide more examples: *The Galápagos Islands are in the Pacific Ocean. There are many active volcanoes in Ethiopia.* Then ask students to create their own examples.
- Have students read the examples with *on*. Provide more examples: *Cairo is on the Nile River. I spent my vacation on an island in the Caribbean.* Then ask students to create their own examples.
- Have students read the examples with *of*. Provide more examples: *Chile is west of Argentina. Mongolia is north of China.* Then ask students to create their own examples.

A Write the correct prepositions of place . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Complete the first item with the class. Remind students that an island is *in* a body of water, not *on* it.
- Have students compare answers with a partner and then review with the class.

Option: (+5 minutes) To provide more practice, have students choose a place they know well and use the prepositions to describe that place. Students can work in pairs or small groups. Encourage the class to focus on prepositions and to give each other feedback.

Proper nouns: capitalization

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Have students study the list of names that need capitalization. Say each category aloud and ask for more examples. Make necessary corrections.
- Have students study the information about proper nouns and the examples.
- Ask the class for any examples they know of proper nouns with more than one word; for example, *the Eiffel Tower, Times Square, the Great Wall, Ipanema Beach*, etc.
- Have students study the last explanation and the examples.
- Write the following on the board:
 1. *the story of my life*
 2. *six legends to remember*
 3. *adventures in the mountains*
 4. *tales of the jungle*

- Tell students to imagine the phrases on the board are titles of books. Ask students to say which words should be capitalized. (1. The Story of My Life; 2. Six Legends to Remember; 3. Adventures in the Mountains; 4. Tales of the Jungle.)

B On a separate sheet of paper, . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Review the example with the class.
- Have students compare answers with a partner. Encourage them to refer to the presentation if necessary.
- Review with the class.

Answers for Exercise B

1. My cousins are studying French.
2. The Leaning Tower of Pisa is in northern Italy.
3. It's on the southern coast of Australia.
4. I visit the City Museum of Art every Saturday.
5. My uncle Jack works for the United Nations.
6. The Channel Tunnel between England and France was completed in 1994.
7. She graduated from the University of Washington.
8. We liked the movie about the Great Wall of China.
9. My son is in the College of Sciences.
10. His father speaks Korean and Japanese fluently.
11. Their grandson was born last March.

Prepositions of place: more usage

It's in	Cheju Province. the Rocky Mountains. the Central Valley. the Sahara Desert. the Atlantic Ocean. the state of Jalisco.	It's on	the Nicoya Peninsula. Easter Island. the Hudson River. Coronado Bay. the coast. Lake Placid. the Gulf of Aqaba.	It's in the central part It's southwest It's about 50 kilometers north	of Madrid.
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A Write the correct prepositions of place, using in, on, or of.

- Pisco ison..... the Pacific coast of Peru.
- Tianjin, in China, isin..... Hebei Province.
- Desaguadero ison..... Lake Titicaca in Bolivia.
- The island of Bahrain isin..... the Persian Gulf.
- Cabimas ison..... Lake Maracaibo in Venezuela.
- Sapporo ison..... Hokkaido Island in Japan.
- Riobamba ison..... the Pastaza River in Ecuador.
- Taiwan's Jade Mountain National Park is eastof..... the city of Alishan.
- Fengkang isin..... the southern partof..... Taiwan.
- The city of Budapest, Hungary, ison..... the Danube River.
- Denmark is northof..... Germany.
- The capital of Chile, Santiago, is locatedin..... the Central Valley.

Proper nouns: capitalization

Capitalize names of:

places	Bolivia, the United Kingdom, Kyoto
languages / nationalities	French, Korean, Arabic
buildings and public places	the Paramount Theater, the Tower of London, the Golden Gate Bridge
organizations	the U.N., the World Bank, the European Union
names and titles	Mary, Mary Smith, Dr. Mary Smith
days / months / holidays	Monday, January, the Moon Festival
religions	Islam, Buddhism, Christianity
historic times or events	the Cold War, the Middle Ages, the Edo Period

When a proper noun has more than one word, each word is capitalized, except for articles (the) and prepositions (of).

Panama City	the Gulf of Aqaba	Mount Fuji
the University of Buenos Aires	Niagara Falls	the Bay of Biscayne

Capitalize all the words of a title, except for articles and prepositions that have fewer than four letters.

If an article or a preposition is the first word of a title, capitalize it.

<i>The Story of English</i>	<i>Looking Back on My Life</i>
<i>The Financial Times</i>	<i>I Know Why the Caged Bird Sings</i>

B On a separate sheet of paper, rewrite each sentence with correct capitalization. Follow the example.

i'm reading *one hundred years of solitude*.

I'm reading One Hundred Years of Solitude.

See page T143 for answers.

- my cousins are studying french.
- the leaning tower of pisa is in northern italy.
- it's on the southern coast of australia.
- i visit the city museum of art every saturday.
- my uncle jack works for the united nations.
- the channel tunnel between england and france was completed in 1994.
- she graduated from the university of washington.
- we liked the movie about the great wall of china.
- my son is in the college of sciences.
- his father speaks korean and japanese fluently.
- their grandson was born last march.

Proper nouns: use of the

When a proper noun includes the word of, use the.

with the

the Republic of Korea

the Gulf of Mexico

the Kingdom of Thailand

without the

Korea

Mexico City

Thailand

When a proper noun uses a political word such as republic, empire, or kingdom, use the.

the United Kingdom

the British Empire

the Malagasy Republic

When a proper noun is plural, use the.

the Philippines

the United States

the Netherlands

the Andes Mountains

When a proper noun includes a geographical word such as ocean, desert, or river, use the. BUT do not use the with these geographical words: lake, bay, mountain, island, or park.

with the

the Atlantic Ocean

the Atacama Desert

the Persian Gulf

the Yangtze River

the Iberian Peninsula

without the

Crystal Lake

Hudson Bay

Yellow Mountain

Hainan Island

Ueno Park

When words like east or southwest are used as the name of a geographical area, use the. Do not use the when they are used as adjectives.

with the

the Middle East

the Far East

the West

without the

Western Europe

East Timor

Northern Ireland

When a proper noun includes a word that is a kind of organization or educational group, use the.

Do not use the with a university or college (unless the name uses of).

with the

the International Language Institute

the United Nations

the World Health Organization

the University of Adelaide

without the

Columbia College

Chubu University

Do not use the with acronyms.

U.C.L.A. (the University of California, Los Angeles)

NATO (the North Atlantic Treaty Organization)

OPEC (the Organization of Petroleum Exporting Countries)

C Correct the errors in the sentences. Explain your answers.

1 When she went to ^{the}Malaysia, she brought her husband with her.

2 A lot of people from ^{the}United States teach English here.

3 ~~The~~ Haiti is the closest neighbor to ^{the}Dominican Republic.

4 When we arrived in ~~the~~ Berlin, I was very excited.

5 ~~The~~ Jordan is a country in ^{the}Middle East.

6 I introduced our visitors to ^{the}University of Riyadh.

7 I lived in ^{the}People's Republic of China for about two years.

8 Mr. Yan is a student at ^{the}College of Arts and Sciences.

9 She is the director of ^{the}English Language Institute.

10 She's the most famous actress in ^{the}Netherlands.

11 He's interested in cultures in ^{the}Far East.

12 ~~The~~ Poland was one of the first countries in ~~the~~ Eastern Europe to change to democracy.

Proper nouns: use of *the*

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Have students study the explanations and the examples.
- Point out the last use of *the* in the presentation and explain that an acronym is a word made up from the first letters of the names of something.
- Write the following on the board:
 1. *the Indian Ocean*
 2. *the World Meteorological Organization*
 3. *South Korea*
 4. *the Czech Republic*
 5. *the Pyrenees*
 6. *the Bay of Biscay*
 7. *NASA*
- Ask students to number the rules in the presentation from 1 to 7. Then have them match the examples with the explanations. (1. 4; 2. 6; 3. 5; 4. 2; 5. 3; 6. 1; 7. 7)

Option: (+5 minutes) To provide more practice, form groups of three or four. Bring in newspapers in English. (If no newspapers in English are available, and there's an Internet connection, students can visit the CNN or BBC websites.) Student A scans the text to find three names of countries, organizations, or geographical areas. Then he / she writes them on a slip of paper with no capitalization. If the names include *the*, they can be written with or without *the*. Then he / she gives the slip of paper to Students B and C, who capitalize the names and add *the* wherever necessary. Student A corrects his / her partners' work. Then students change roles.

C Correct the errors . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Complete the first item with the class.
- Have students compare answers with a partner. Then review with the class.

UNIT 10 Lesson 2

Infinitives with enough

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Have students study the presentation and the examples.
- To check comprehension, write the following on the board:
 1. strong a. stay home
 2. tall b. reach the shelf
 3. sick c. drive on his / her own
 4. old d. lift that suitcase
- Ask students to work in pairs and match a numbered adjective with a lettered phrase to write statements using *enough* + an infinitive.
- Ask several pairs to read their answers. Make necessary corrections. (Possible answers: 1. He's not strong enough to lift that suitcase. 2. She's tall enough to reach that shelf. 3. I'm sick enough to stay home. 4. She's not old enough to drive on her own.)
- Draw attention to the *Be careful!* note.
- To check comprehension, write the following on the board:
 1. She's very young. She cannot vote. (young)
 2. He's 21 years old. He can vote. (old)
- Have students combine the sentences using the words in parentheses and *too* or *enough*, as needed. (1. She's too young to vote. 2. He's old enough to vote.)
- Review with the class.

A On a separate sheet of paper, . . .

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- Complete the first item with the class. You may want to write students' ideas on the board; for example, *He's tall enough to be a model. He's tall enough to reach the shelf.*
- Have students compare answers with a partner.
- To review with the class, call on volunteers to read their sentences aloud.

Option: (+3 minutes) To provide more practice, ask students to describe people in their family, friends, or other people they know using *too* or *enough* plus an infinitive; for example, *My sister is beautiful enough to be a model. My brother is too lazy to get a job.*

Answers for Exercise A

Answers will vary, but may include the following:

1. He's tall enough to reach the shelf.
2. He isn't strong enough to lift that box by himself.
3. She's thirsty enough to drink three glasses of water.
4. She isn't hungry enough to eat now.
5. The movie was interesting enough to keep me awake.
6. The movie wasn't exciting enough to see again.

B On a separate sheet of paper, . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- You may want to have students write the sentences in pairs.
- To review, ask each pair / student to read a sentence. Encourage the class to make necessary corrections.
- You may want to write the correct sentences on the board.

Infinitives with enough

You can use an infinitive after an adjective + enough to give an explanation.

She's old enough to vote. He's not busy enough to complain.

Be careful! Too comes before an adjective, but enough comes after an adjective.

It's too far to walk.

It isn't close enough to walk. NOT It isn't enough close to walk.

A On a separate sheet of paper, complete each statement in your own way, using an infinitive. See page T145 for answers.

1 He's tall enough . . .

4 She isn't hungry enough . . .

2 He isn't strong enough . . .

5 The movie was interesting enough . . .

3 She's thirsty enough . . .

6 The movie wasn't exciting enough . . .

B On a separate sheet of paper, write ten sentences, using your choice of adjectives from the box. Write five using too and an infinitive and five using enough and an infinitive.

early	heavy	important	old	young	long
expensive	high	loud	sick	scary	short

Answers will vary, but may include the following:

My sister is too young to vote.

They're too sick to come with us.

This smart phone is too expensive to buy.

It's too early to eat lunch.

The meeting is too important to miss.

The volume is not loud enough to hear.

She's not old enough to watch that movie.

That costume is not scary enough to wear on Halloween.

The table is not long enough to seat so many people.

The fence is not high enough to block the view.

Writing Booster

The Writing Booster is optional. It is intended to orient students to the conventions of written English. Each unit's Writing Booster is focused both on a skill and its application to the Writing exercise from the Unit Review page.

UNIT 1 Formal e-mail etiquette

Social e-mails between friends are informal and have almost no rules. Friends use “emoticons” and abbreviations and don't mind seeing spelling or grammar errors.

Emoticons

- ☺ = I'm smiling.
- ☹ = I'm not happy.

Abbreviations

- LOL = “Laughing out loud”
- LMK = “Let me know”
- BTW = “By the way”
- IMHO = “In my humble opinion”

However, e-mail is also commonly used in business communication between people who have a more formal relationship. When writing a more formal e-mail, it is not acceptable to use the same informal style you would use when communicating with a friend.

For formal e-mails . . .

Do:

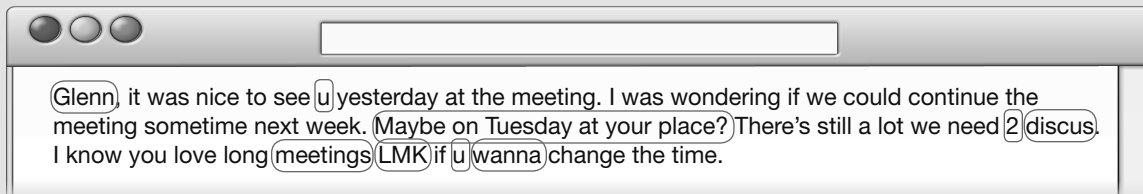
- Use title and last name and a colon in the salutation, unless you are already on a first-name basis:
Dear Mr. Samuelson:
Dear Dr. Kent:
If you are on a first-name basis, it's appropriate to address the person with his or her first name:
Dear Marian:
- Write in complete sentences, not fragments or run-on sentences.
- Check and correct your spelling.
- Use capital and lowercase letters correctly.
- Use correct punctuation.

- Use a complimentary close as in a formal letter, such as:
Sincerely, Cordially, Thank you, Thanks so much,
- End with your name, even though it's already in the e-mail message bar.

Don't:

- Use emoticons.
- Use abbreviations such as “LOL” or “u” for “you.”
- Use all lowercase or uppercase letters.
- Date the e-mail the way you would a written letter. (The date is already in the headings bar.)

- A Circle all the formal e-mail etiquette errors in the e-mail to a business associate. Then explain your reasons. See page T146 for answers.



- B Guidance for the Writing Exercise (on page 12) Use the do's and don'ts for formal e-mails to check the two e-mail messages you wrote.

UNIT 2 Comparisons and contrasts

COMPARISONS: Use this language to compare two things:

To introduce similarities

- **be alike**
Herbal medicine and homeopathy are alike in some ways.
- **be similar to**
Homeopathy is similar to conventional medicine in some ways.

To provide details

- **both**
Both herbal medicine and homeopathy are based on plants. / Herbal medicine and homeopathy are both based on plants.
- **and . . . too**
Herbal medicine is based on plants, and homeopathy is too.

Writing Booster

Note about the Writing Booster

These teaching notes and suggested teaching times are provided if you choose to use the Writing Booster in class.

UNIT 1

Formal e-mail etiquette

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Have students read the presentation about e-mails.
- To check comprehension, ask *What is acceptable when communicating with a friend, but unacceptable when writing a business e-mail?* (Making spelling errors, making grammar errors, using emoticons, using abbreviations, writing in informal style.)
- Have students read the *Do's* and *Don'ts* for formal e-mails.
- To check comprehension, write the following on the board:
 1. salutation
 2. sentences
 3. spelling
 4. capital and lowercase letters
 5. punctuation
 6. complimentary close
 7. ending your message
 8. emoticons and abbreviations
 9. dating your e-mail
- Ask students to close their books. Call on volunteers to choose a topic from the board and explain a rule for writing formal e-mails; for example, *If you are on a first-name basis, you can use a person's first name in the salutation.*

FYI: Point out that e-mail can be used as a count noun or a non-count noun; for example, *I sent her an e-mail.* (count) *E-mail is fast and convenient.* (non-count)

A Circle all the formal e-mail . . .

- Have students compare answers with a partner.
- Encourage students to use the information in the box to explain the errors.

Answers for Exercise A

Use “Dear” and “first name” and a colon: “Dear Glenn:”

Don't use abbreviations: “you”

Don't write sentence fragments.

Don't use informal language: “in your office”

Don't use numbers to replace words: “to”

Don't make spelling errors: “discuss”

Use a period at the end of sentences. “I know you love long meetings.”

Don't use abbreviations or informal language: “Let me know if you want to change the time.”

Use a complimentary close and end with your name.

B Guidance for the Writing Exercise (on page 12)

- After students have written their e-mail messages, have them use the *Do's* and *Don'ts* as a checklist to edit their writing.
- Encourage students to make any necessary corrections.

UNIT 2

Comparisons and contrasts

Suggested teaching time:	20–30 minutes	Your actual teaching time:	
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- Have students study the presentation about comparisons.
- To check comprehension, have pairs write a sentence expressing the similarities between two people, cars, restaurants, etc. For example:

My sister and I are alike in some ways. We both like to sing.

My sister likes swimming, and I like it, too.
- To review, call on pairs to share their sentences with the class.

- Have students study the presentation about contrasts.
- To check comprehension, have the same pairs write new sentences expressing the differences between the two items they previously discussed. Encourage them to provide details. For example:
*I'm also different from my sister in a number of ways.
 I like singing in public, but my sister doesn't.
 I like to wear dresses and skirts. In contrast, my sister wears jeans and sneakers.*
- To review, call on pairs to share their sentences with the class.

FYI: You may want to point out that although it is often heard, it is not correct to say *different than* instead of *different from* since *different* is not a comparative form.

A On a separate sheet of paper, . . .

- Complete the first item with the class.
- Have students compare answers with a partner. Then review with the class.

Answers for Exercise A

1. There's nothing scarier than having a toothache while traveling. Likewise, feeling short of breath while on the road can be a frightening experience.
2. Both painkillers and antihistamines can be bought without a prescription.
3. A broken tooth requires a visit to the dentist, and a lost filling does, too.
4. You may have to wait for the results of an X-ray. Similarly, the results of a blood test may not be ready for several days.
5. An X-ray doesn't take much time to do, and a blood test doesn't either.

B On a separate sheet of paper, . . .

- Complete the first item with the class.
- Have several students write their answers on the board.

Option: (+10 minutes) For further practice of the language of comparisons and contrasts, write the following chart on the board (without the questions):

Food	Getting around	Vacations
<i>How do you like your coffee? Do you like international food?</i>	<i>Do you take the train to work? Do you enjoy driving?</i>	<i>What do you like to do when you are on vacation? What is your favorite destination?</i>

With the class, brainstorm simple interview questions for each topic and write them on the chart. Have pairs of students take turns asking and answering the questions in the chart as well as asking other follow-up questions. Then have students report their findings, using the language of comparisons and contrasts from the presentation on pages 146 and 147. For example:

*Hans doesn't take sugar in his coffee, and Joanna doesn't either.
 Unlike me, Sheila loves Mexican food.
 Samuel enjoys visiting crowded cities. However, Sandra loves going to quiet, isolated places.*

Answers for Exercise B

Answers will vary, but may include the following:

1. If you feel pain in your back, you can try taking a painkiller. On the other hand, if you have pain in your chest, you should see a doctor.
2. While homeopathy is fairly common in Europe, it is not as popular in the United States.
3. Unlike other types of treatments, spiritual healing uses the mind or religious faith to treat illnesses.
4. Conventional medicine and acupuncture have been used for thousands of years, whereas homeopathy was only introduced in the late eighteenth century.
5. Many people choose conventional medicine first when they need medical help. However, about 80% of the world's population uses some form of herbal therapy for their regular health care.

C Guidance for the Writing Exercise (on page 24)

- Draw the following chart on the board:

	Treatment 1: _____	Treatment 2: _____
Similarities	1. 2. 3.	1. 2. 3.
Differences	1. 2. 3.	1. 2. 3.

- Have students copy the chart to write notes about the similarities and differences between the two treatments they chose. Ask them to use the ideas in their charts to write their sentences.
- Walk around the room and provide help as needed.

- **and . . . (not) either**
Herbal medicine doesn't use medications, **and** homeopathy doesn't either.
- **also**
Many of the medications in conventional medicine **also** come from plants.
- **as well**
Many of the medications in conventional medicine come from plants **as well**.
- **Likewise,**
Herbs offer an alternative to conventional medications. **Likewise**, homeopathy offers a different approach.
- **Similarly,**
Similarly, homeopathy offers a different approach.

CONTRASTS: Use this language to contrast two things: To introduce differences

- **be different from**
Conventional medicine **is different from** acupuncture in a number of ways.

To provide details

- **but**
Herbal medicine treats illness with herbs, **but** acupuncture mainly treats illness with needles.
- **while / whereas**
Herbal medicine treats illness with herbs **while** (or **whereas**) acupuncture treats illness with needles. OR **While** (or **Whereas**) herbal medicine treats illness with herbs, acupuncture treats illness with needles.
- **unlike**
Spiritual healing involves taking responsibility for one's own healing, **unlike** conventional medicine. OR **Unlike** conventional medicine, spiritual healing involves taking responsibility for one's own healing.
- **However,**
Conventional doctors routinely treat heart disease with bypass surgery. **However**, acupuncturists take a different approach.
- **In contrast,**
Herbal doctors treat illnesses with teas made from plants. **In contrast**, conventional doctors use medicines and surgery.
- **On the other hand,**
Conventional medicine is based on modern scientific research. **On the other hand**, herbal therapy is based on centuries of common knowledge.

- A** On a separate sheet of paper, make comparisons, using the cues in parentheses. See page T147 for answers.
- 1 There's nothing scarier than having a toothache while traveling. Feeling short of breath while on the road can be a frightening experience. (likewise)
 - 2 Many painkillers can be bought without a prescription. Many antihistamines can be bought without a prescription. (both)
 - 3 A broken tooth requires a visit to the dentist. A lost filling requires a visit to the dentist. (and . . . too)
 - 4 You may have to wait for the results of an X-ray. The results of a blood test may not be ready for several days. (similarly)
 - 5 An X-ray doesn't take much time to do. A blood test doesn't take much time to do. (and . . . not / either)
- B** On a separate sheet of paper, make contrasts, using the cues in parentheses. See page T147 for answers.
- 1 If you feel pain in your back, you can try taking a painkiller. If you have pain in your chest, you should see a doctor. (on the other hand)
 - 2 Homeopathy is fairly common in Europe. It is not as popular in the United States. (while)
 - 3 Spiritual healing uses the mind or religious faith to treat illnesses. Other types of treatments do not. (unlike)
 - 4 Conventional medicine and acupuncture have been used for thousands of years. Homeopathy was only introduced in the late eighteenth century. (whereas)
 - 5 Many people choose conventional medicine first when they need medical help. About 80% of the world's population uses some form of herbal therapy for their regular health care. (however)
- C** **Guidance for the Writing Exercise (on page 24)** Write three statements that show similarities in the two medical treatments you chose to write about and three statements that contrast them. Use the language of comparison and contrast in each statement. Use these statements in your writing.

UNIT 3 Supporting an opinion with personal examples

Use these expressions to state your opinions. Follow the punctuation style in the examples.

- **In my opinion,**
In my opinion, there's nothing wrong with being a procrastinator. People just have different personalities.
- **To me,**
To me, it's better to be well organized. Being a procrastinator keeps a person from getting things done.
- **From my point of view,**
From my point of view, if you aren't well organized, you're going to have a lot of problems in life.
- **I believe**
I believe that people who are procrastinators have other strengths, such as creativity.
- **I find**
I find being well organized helps a person get more done.

Use personal examples to make your opinions clear and interesting to readers.

- **For example,**
I'm usually on time in everything I do. For example, I always pay my bills on time.
- **For instance,**
My brother is usually on time in everything he does, but sometimes he isn't. For instance, last week he completely forgot to get our mother a birthday gift.
- **... , such as ...**
There are a few things I tend to put off, such as paying bills and studying for tests.
- **Whenever**
Some people have a hard time paying their bills on time. Whenever my husband receives a bill, he puts it on the shelf and forgets about it.
- **Every time**
Every time I forget to pay a bill, I feel terrible.
- **When I was ...**
I had to learn how to be well organized. When I was a child, my parents did everything for me.

Note: All of these expressions for stating your opinion can be used either at the beginning of a sentence or at the end. Use a comma before the expression when you use it at the end of a sentence.

There's nothing wrong with being a procrastinator, **in my opinion.**
Being well-organized helps a person get more done, **I find.**

Be careful!

Do not use for example or for instance to combine sentences. Don't write: I'm usually on time for everything I do, for example, I always pay my bills on time.

Remember:

Use a comma before such as when it introduces a dependent clause.

A On a separate sheet of paper, write a sentence expressing your personal opinion in response to each of the questions. See page T148 for answers.

- 1 Do you think children should study the arts in school?
- 2 Do you think extroverts are better people than introverts?
- 3 Do you think it's OK to wear casual clothes in an office?

B On a separate sheet of paper, provide a personal example for each of the statements. See page T148 for answers.

- | | |
|---|--|
| 1 I'm (I'm not) a very well-organized person. | 3 I always (I don't always) pay my bills on time. |
| 2 Some (None) of the people I know procrastinate. | 4 I've always (I've never) had a hard time doing things on time. |

C **Guidance for the Writing Exercise (on page 36)** State your opinion on the topic. Then list at least five personal examples to support your view. Use the examples in your writing.

UNIT 3

Supporting an opinion . . .

Suggested teaching time:	20–30 minutes	Your actual teaching time:	
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- Have students read the expressions and the examples.
 - Ask *Which expressions are followed by a comma?* (In my opinion, / To me, / From my point of view.) *Which expressions are followed by a clause?* (I believe / I find.) Point out that *that* can be omitted after both *I believe* and *I find*.
 - To provide practice, call on several students to express their opinions about procrastinating; for example, *In my opinion, putting things off is not a problem as long as you get them done in the end. / I believe you can't do a good job if you're not well organized.*
 - Draw students' attention to the Note. Explain that a comma is used for all of the expressions when the expression is at the end of the sentence.
 - Have students read the personal examples.
 - To check comprehension, write the following on the board:
I leave things for the last minute. For example, . . .
For instance, . . .
Whenever . . .
Every time . . .
When I . . .
 - Have pairs complete the sentences on the board with actions; for example, *paying bills, exercising, writing a report, buying gifts, fixing the car, finishing my homework*, etc. Encourage students to be creative.
 - To review, call on a few volunteers to share their sentences with the class.
 - Draw attention to the *Be careful!* and the *Remember* note. Tell students to use a period before *For example* and *For instance* and a comma before *such as*.
- FYI:** It is also permissible to use a semicolon before *for example* and *for instance*. In that case, *for* is not capitalized. However, because many learners tend to overuse semicolons and use them incorrectly, it is recommended that they separate two sentences with a period.

A On a separate sheet of paper, . . .

- Have students answer the questions individually. You may want to encourage them to support their views with an example.
- Have students compare answers with a partner.
- To review with the class, have several students share their answer to each question.

Answers for Exercise A

Answers will vary, but may include the following:

1. From my point of view, children should study the arts in school because it gives them the chance to express themselves freely.

2. In my opinion, extroverts aren't better people than introverts, but they are probably friendlier and more fun to be with.
3. I believe it's OK to wear casual clothes in an office as long as you look clean and neat.

B On a separate sheet of paper, . . .

- Complete the first item with the class. Encourage several students to give examples. You may want to write them on the board; for example, *Every time I start working on a new project, I write a to-do list. For example, I always plan my vacations months ahead.*
- To review with the class, have several students share their examples.

Option: (+5 minutes) For further practice, have students write a sentence describing an aspect of their personality and have them support it with an example. Form pairs and have students share their sentences. To review, call on students to describe their partner, using the information they previously shared. Encourage the use of examples.

Answers for Exercise B

Answers will vary, but may include the following:

1. For example, I always make to-do lists on my calendar.
2. Whenever they have a lot of things to do, they do the easiest things first.
3. When I get a bill, I put it on a shelf, and I often forget about it.
4. I've never had a hard time doing things on time, such as paying bills or calling people on their birthdays.

C Guidance for the Writing Exercise (on page 36)

- Ask students to write a sentence stating their opinion on the topic they chose.
- Encourage them to use different expressions to introduce examples from the presentation on pages 147 and 148.
- Walk around the room and provide help as needed.
- Encourage students to use all or some of their examples in their writing.

UNIT 4

Summarizing

Suggested teaching time:	15–20 minutes	Your actual teaching time:	
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- Have students read the presentation about how to write a good summary.
- Direct attention to item 1. With the class, choose a story all students know, such as a fairy tale. One by one, ask the basic *Who?*, *What?*, *When?*, *Where?*, *Why?*, and *How?* questions about the story. Call on volunteers to answer them.
- Direct students' attention to item 2. Call on volunteers to identify the main ideas of the story they discussed in the previous activity. Then ask them to share a few details.
- Finally, direct students' attention to the basic information questions in the note on the right.

A Practice answering basic information . . .

- Have students work in pairs. Have pairs choose a movie they have both seen.
- Ask students to read the questions and then write their own question about the movie.
- Elicit answers to as many questions in the exercise as possible.
- To review with the class, have pairs use the questions as a guide to tell the class about the movie they discussed.

B Practice focusing on main ideas. . . .

- Have students read the article for meaning. Ask them to read it again and underline the main ideas.
- Then have students read it a third time to confirm the main ideas they underlined and then cross out any sentences that are really just details.
- Finally, have students read the summary on the right.
- Ask students to work in pairs. Have them compare the main ideas they underlined with the information in the summary.

C Guidance for the Writing Exercise (on page 48)

- Have students answer as many questions as they can. You may want to ask them to answer the questions in note form instead of in complete sentences.
- Move around the room and provide help as needed.
- Have students use their answers to write the summary within their reviews.

UNIT 4 Summarizing

A good summary provides only the main ideas of a much longer reading, movie, or event. It should not include lots of details. Here are two effective ways to write a summary:

- 1 Answer basic information questions:** For a longer reading, one approach to writing a summary is to think about the answers to the basic questions of: Who?, What?, When?, Where?, Why?, and How?
- 2 Focus on main ideas instead of details:** For a shorter reading, identify the main ideas. Sentences that are main ideas provide enough information to tell the story. After you have identified the sentences that express the main ideas, rewrite them in your own words.

Some basic information questions:

Who is the book about?

The book I read is about Benito Juárez.

Who was Juárez?

Juárez was the president of Mexico from 1861 to 1872.

Why was he important?

He restored the Republic and modernized the country.

A Practice answering basic information questions. Think of a movie you really like. On a separate sheet of paper, write any answers you can to the questions.

- 1 Who is the movie about?
- 2 When does the movie take place?
- 3 Where does the movie take place?
- 4 In three to five sentences, what is the movie about?
- 5 What actors are in the movie? Who is the director?
- 6 (Add your own information question.)

B Practice focusing on main ideas. In the article, underline any sentences you think are main ideas. Cross out any sentences you think are details.

Thirty years ago, most people in the United States, Canada, and Europe didn't think about what to wear to work in an office. Men always wore suits and ties. Women wore suits or conservative skirt outfits. But in the 1990s, that started to change.

It began with "casual Fridays." During the summer, some companies invited their employees to "dress down," or wear more casual clothes to work on Fridays. The policy quickly became popular with employees. After this, it didn't take long for employees to start dressing more casually every day of the week.

Many employees welcomed the new dress policy and the more comfortable work environment that came with it. Etiquette had definitely changed, and suits and ties were rarely seen in many offices. Some employees went as far as wearing jeans, T-shirts, and sneakers to the office.

Then some people began to change their minds about casual dress at work. Many managers felt that casual dress had led to casual attitudes toward work. Now the etiquette for dress in many companies is beginning to change back again.

After you have completed Exercise B, read this summary of the article. How does it compare with the sentences you underlined in the article?

Thirty years ago, most people in the United States, Canada, and Europe didn't think about what to wear to work in an office. But in the 1990s, that started to change. During the summer, some companies invited their employees to "dress down," or wear more casual clothes to work on Fridays. Then some people began to change their minds about casual dress at work. Now the etiquette for dress in many companies is beginning to change back again.

C **Guidance for the Writing Exercise (on page 48)** Answer each question if you can. If you cannot answer a question, answer the next one. Then use your answers to write the summary within your review.

- 1 What is the title of the reading material you chose?
- 2 Who is the writer?
- 3 Who is it about?
- 4 What is it about?
- 5 Where does it take place?
- 6 When does it take place?
- 7 Why was it written?
- 8 Why is it important?
- 9 Did you like it? Why or why not?
- 10 Would you recommend it to others? Why or why not?

UNIT 5 Organizing detail statements by order of importance

One way to organize supporting details within a paragraph is by **order of importance**, usually beginning with the most important and ending with the least important. Or, if you wish, it is possible to reverse the order, beginning with the least important and building to the most important.

Imagine you are writing an essay about how to prepare for a trip. Use words and expressions that indicate the relative importance of details to the reader.

First, [OR First and most important,] make sure your passport is up-to-date. Nothing can be worse than arriving at the airport and not being able to get on the plane.

Second, [OR Next, OR Following that,] check the weather for your destination. This will ensure that you bring the right clothes. It's terrible to arrive somewhere and find out that the weather is unusually cold for this time of year. The last thing you want to do is to have to go shopping!

Last, [OR Finally,] write a list of important phone numbers and e-mail addresses of people you have to contact. It can be hard to get that information if you are out of your own country.

- A** On a separate sheet of paper, rewrite the paragraph, inserting words to indicate the relative importance of each item.

Here are some things not to forget when preparing for an emergency. Call your relatives who live in other places, telling them where you are so they don't worry. Have a discussion with all family members about the importance of listening to emergency broadcasts. Keep a supply of blankets and warm jackets in case of power outages or flooding. Be sure to follow all emergency instructions carefully: Your life and the life of your family could depend on it.

- B** **Guidance for the Writing Exercise (on page 60)**
Look at the list of supplies and resources. Number them in order of their importance for the emergency you chose. Write notes about why each one is important. Use your notes to help you write about how to prepare for your emergency.

See page T150 for answers.

Following are two ways to construct the paragraph:

- 1 Write a topic sentence stating the main idea of the paragraph and then begin describing the details in order of importance.**

The severity of an earthquake is determined by several factors. First and most important, the magnitude of the quake can make a huge difference. Really strong earthquakes cause lots of damage, even to well-constructed buildings, no matter where or when they occur. Earthquakes with a Richter reading of 9 or over are uniformly catastrophic. The second most important factor is location, . . . etc.

- 2 Write a topic sentence that states the details in the order of importance.**
The severity of an earthquake is determined by four factors, in order of importance: magnitude, location, quality of construction, and timing. The magnitude of an earthquake is by far the most significant factor in its destructive power . . . etc.

Type of emergency: _____

Supplies and resources	Notes
non-perishable food	
bottled water	
batteries	
smart phones	
GPS devices	
medications	
phone numbers	

UNIT 6 Dividing an essay into topics

Look at the picture in the Oral Review on page 73. The picture tells the story of the lives of Michael and Carlota. It is divided into three topics, each with a date and a topic heading. The headings help the viewer see at a glance how the story will be organized.

Similarly, if a piece of writing contains more than one section or topic, it is sometimes helpful to include **topic headings** each time a new section begins. Each topic heading signals the topic of the paragraph or section in the way a table of contents in a book tells a reader what the sections will be about.

UNIT 5

Organizing detail statements . . .

Suggested teaching time:	15–20 minutes	Your actual teaching time:	
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- Have students read the presentation about organizing details by order of importance.
- Point out that we can order details by beginning with the most important one first. Ask *What expressions can we use to introduce the most important detail?* (First, First and most important.) *What expressions can we use to introduce details that come next in importance?* (Second, Next, Following that.) *What expressions can we use to introduce details that are less important than the ones already mentioned?* (Last, Finally.)
- Point out that it is also possible to start with the least important detail and build to the most important.
- Have students read the ways to construct a paragraph in the note on the right.
- Ask *What is a topic sentence?* (A sentence that gives information about the main ideas or details contained in a paragraph.) *What are two ways to construct a paragraph that includes supporting details?* (We can state the main idea in the topic sentence and then explain the details in the sentences that follow. OR We can state the details in order of importance in the topic sentence and then give more information about them.)

A On a separate sheet of paper, . . .

- To help students prepare for the exercise, ask them to recall the expressions they have learned that help organize the importance of details. Write them on the board:

<i>First</i>	<i>Second</i>	<i>Last</i>
<i>First and most important</i>	<i>Next</i>	<i>Finally</i>
	<i>Following that</i>	
- Ask students to read the paragraph for meaning.
- Have them read it again and insert words from the board into the paragraph.
- Then have students compare answers with a partner. Finally, review with the class.

Option: (+5 minutes) Form small groups. Have students take turns telling their partners about something they know how to do. It can be a simple activity, such as driving a car or making a sandwich. Encourage them to use the words they practiced in this unit; for example, *Driving a car with an automatic transmission is not difficult. First, check that the car is in “park” and start the engine. Next, put your foot on the brake pedal and move the gear shift to “drive.” Finally, put your foot on the accelerator and press gently.*

Answers for Exercise A

Answers will vary, but may include the following:
Here are some things not to forget when preparing for an emergency. First, / First and most important, call your relatives who live in other places, telling them where you are so they don't worry. Second, / Next, / Following that, have a discussion with all family members about the importance of listening to emergency broadcasts. Next, / Following that, keep a supply of blankets and warm jackets in case of power outages or flooding. Last, / Finally, be sure to follow all emergency instructions carefully: your life and the life of your family could depend on it.

B Guidance for the Writing Exercise (on page 60)

- Have students complete the chart individually.
- Place students who have chosen the same or a similar type of emergency in small groups. Ask them to compare their charts and explain their choices.
- Encourage students to use the information in their charts as a guide when writing about how to prepare for an emergency.

UNIT 6

Dividing an essay into topics

Suggested teaching time:	20–30 minutes	Your actual teaching time:	
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- Ask students to look at the pictures in the Oral Review on page 73. Ask *What story do these pictures tell about?* (The lives of Michael and Carlota.)
- Have students read the presentation.
- Have students look at the pictures again. Call on a volunteer to read the headings aloud. (1980. Their parents' plans and dreams for them. / 1990. Their wishes and dreams for themselves. / Now. Their actual choices and regrets.)
- Ask *Why are these headings useful?* (Because they help organize the information in the story.)
- Then ask *In a piece of writing, why are headings useful?* (Because they indicate the topic of each paragraph and they help the reader understand the text.)

A Read the following short biography . . .

- Have students read the biography for meaning.
- Review the example with the class. Ask *Why is Early life an appropriate heading for this paragraph?* (Because it is about Van Gogh's early days—where and when he was born, his childhood, and what he did as he grew up.)
- Have partners discuss the main ideas in each paragraph before writing their own topic headings. Students can write the headings individually or in pairs.
- Review with the class.

B Guidance for the Writing Exercise (on page 72)

- Review the headings in the box.
- Brainstorm other headings with the class. Write them on the board: *My home, My favorite pastimes, My friends, School days, Changes.*
- Ask students to choose suitable headings for their autobiographies and then write notes for each heading they chose. Move around the room and provide help as needed.
- Encourage students to refer to their notes as they write their autobiographies.

UNIT 7

Descriptive details

Suggested teaching time:	15–20 minutes	Your actual teaching time:	
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- Have students read the presentation and study the examples.
- Ask pairs to write an additional example for each of the four senses.
- To review, call on volunteers to read their examples aloud.
- Draw students' attention to the patterns in the box.
- Write the following on the board:
 1. *The clouds / sky / sun look(s) like ____.*
 2. *The buildings / shops / flowers are as ____ as ____.*
 3. *The people / beaches / streets are so ____ that ____.*
- Have pairs complete each sentence with their own ideas.
- To review, call on volunteers to share their sentences with the class.

A On a separate sheet of paper, . . .

- Complete the first item with the class; have several students share their ideas and write them on the board; for example, *Her kitchen always smells like a freshly-baked apple pie.*
- Have students write their sentences individually or in pairs.
- Review with the class by having students share their sentences.

Option: (+5 minutes) For further practice, have pairs choose one of the pictures on page 74 and write a description of what is happening in the picture. Encourage them to use their imaginations and include descriptive details and some of the patterns they learned in this section. To review, call on volunteers to read their descriptions aloud.

B Guidance for the Writing Exercise (on page 84)

- Remind students to use the patterns they previously learned to express some of the details.
- Encourage students to write as many sentences as they can, and then choose the ones they want to include in their writing. Walk around the room and provide help as needed.

- A** Read the short biography of famous Dutch painter Vincent Van Gogh. Write your own topic headings to divide the biography into sections. Answers will vary, but may include the following:

Early Life

Vincent Van Gogh was born in a small village in Holland on March 30, 1853. He was an introverted child, and he didn't have many friends. But his younger brother, Theo, was one of them. As he grew up, Vincent became interested in drawing—and he was very good at it.

Becoming a Painter / Life in Paris

In 1886, Vincent Van Gogh moved to Paris to live with Theo, who collected and sold paintings. In Paris, he met other artists and was influenced by their work. He also became interested in Japanese art and collected woodblock prints.

Hard Times / Life in Arles

In 1888, he moved to Arles, a town in southern France. The artist Paul Gauguin moved there, too, and they became good friends. But they didn't have much money. Van Gogh often became sad and could not paint.

A Sad Ending

After a while, Van Gogh recovered and began to paint again. He sent some paintings to Paris, but he could not sell them. Then, in 1890, early on a Sunday evening, Van Gogh went out to the countryside with his paints. He took out a gun and shot himself in the chest. In his short, sad life, Van Gogh painted 200 paintings. He sold only one of them.

- B** **Guidance for the Writing Exercise (on page 72)** Use headings like these to organize your autobiography by topic. Under each heading, write notes of facts that belong in that section. Then refer to those notes as you write your autobiography.

Some headings:

My parents My birth My childhood
My studies (other)

UNIT 7 Descriptive details

To describe an event, be sure to provide descriptive details that express these four senses:

- sight** The fireworks are like beautiful red and yellow flowers in the sky.
There is a huge parade with thousands of people, and everyone is smiling.
- sound** As you walk down the street, you can hear music and people singing.
The fireworks are as loud as thunder, and you have to cover your ears.
- smell** You can smell the meat grilling on the street.
Everything smells delicious, and you can't wait to eat!
- taste** The pastries are as sweet as honey, and you can't stop eating them.
The dish has the sour taste of lemon.

Try using these patterns in some of your details.

like

This traditional dessert looks **like** a beautiful white cloud.

as . . . as

When it is in season, this local fruit is **as sweet as** sugar.

so . . . that

The decorations in the street are **so colorful that** you feel like a child seeing them for the first time.

- A** On a separate sheet of paper, write a sentence that expresses one of the four senses for each of the topics. Try to use like, as . . . as, and so . . . that in some of your sentences.

- 1 Describe a smell in someone's kitchen.
- 2 Describe a sound in your classroom.
- 3 Describe the taste of your favorite food.
- 4 Describe the taste of something you liked as a child.
- 5 Describe something you see early in the morning.
- 6 Describe something you hear at a park.
- 7 Describe something you see at a park.

- B** **Guidance for the Writing Exercise (on page 84)** Write the names of the two holidays you chose. Then, under the name of each holiday, make a list of sights, sounds, smells, and tastes associated with it. Use these details in your writing.

UNIT 8 Summary statements

When a piece of writing contains several paragraphs, the ideas are often summarized in a paragraph at the end. Including a final **summary statement** reminds the reader of the main ideas that were presented. Read the short essay to the right. Notice the summary statement at the end.

After a problem or a breakdown, many drivers say, "If I had only had a spare tire, I would have been able to fix it and be on my way in a few minutes." Here are the things responsible drivers should never forget. First, a flashlight with working batteries can help you repair your car in the dark. Second, a spare tire can save you hours of waiting for help. You can't change that tire without a jack. If your car breaks down at night, flares can warn oncoming traffic that you are stopped. And if your battery dies, jumper cables can help you start the car again.

No matter how high-tech a car you have, breakdowns can happen at a moment's notice. However, we can plan ahead and be equipped with some simple technology to prevent a problem from becoming worse.

A Read the paragraphs and underline the main ideas. Then write your own summary statement.

There are a number of excellent presentation graphics technologies available today. Two well-known ones are Microsoft Office's PowerPoint™ and Macintosh's Keynote™. No matter which technology you use, here are some do's and don'ts that will make your presentation more successful.

First, the do's: Keep your slides concise. Keep the amount of text to a minimum because it's hard for the audience to focus on your main points if there's too much text. Use large letters (from 18 to 48 points) and simple, easy-to-read fonts. Use bullets to separate items in a list. Use just a few colors and keep that color scheme consistent throughout the presentation. If you project your slides in a bright room, light-colored text on dark backgrounds will be easiest to read.

What should a presenter avoid? Don't use all capital letters. They are hard to read. Never use dark letters on a dark background. The presentation will be hard to see. Don't use sound effects that are unrelated to the meaning of your presentation and avoid distracting transitions.

When presenting from a PowerPoint or Keynote presentation, look at your computer screen or handheld notes, not the screen the audience is looking at—to do that you would have to turn away from your audience and you would lose contact with the people you are presenting to.

Your summary statement:

There are a number of do's and don'ts you should consider when preparing a PowerPoint or Keynote presentation. Bearing them in mind will help you make your presentation more successful.

B **Guidance for the Writing Exercise (on page 96)** After you have completed writing about the advantages, disadvantages, and historical impact of your invention or discovery, circle the main ideas in each paragraph. Use the main ideas to write a summary statement for your final paragraph.

UNIT 9 Contrasting ideas

The following language helps organize information by contrasting it. It signals to the reader that a contrasting idea will follow.

in contrast
on the one hand / on the other hand
however
nevertheless
even though

A technique to help organize contrasting ideas is to make two lists: **pros** (arguments in favor) and **cons** (arguments against).

To the right are handwritten notes a student made to prepare an essay that presents arguments for and against the mandatory use of a motorcycle helmet. The actual essay can be organized in two ways:

- 1 the pros and cons are presented together in contrasting sentences in each paragraph, or
- 2 as two paragraphs with the ideas in favor in one paragraph and the ideas against in another.

Pros	Cons
— injuries will be less serious in case of accidents	— it limits a person's freedom
— lives will be saved	— people should drive carefully to prevent most accidents
— medical costs will be lower in case of accidents	— if people think they are protected and safe from injury when they use a helmet, they might not drive carefully
— people don't have good judgment, so the government has to make decisions for them	— the government shouldn't interfere in the decisions of adults
— looks cool	— messes up your hair

UNIT 8

Summary statements

Suggested teaching time:	15–20 minutes	Your actual teaching time:	
--------------------------	---------------	----------------------------	--

- Ask students to read the presentation.
- To check comprehension, ask *Why is it a good idea to include a summary statement at the end of an essay?* (Because it reminds the reader of the main ideas that were presented.)
- Have students read the short essay on the right.
- To check comprehension, ask *What is the essay about?* (How to plan ahead and prepare for a problem with your car.)
- Have students read the summary statement again. Help them become aware that the main idea of the essay is expressed in the summary statement.

A Read the following paragraphs . . .

- Ask students to read the text for meaning.
- Have students read the text again and underline the main ideas.
- Then ask students to compare the sentences they underlined with a partner.
- Review the main ideas with the class.
- Have students write their summary statements individually or in pairs. Then review with the class.

B Guidance for the Writing Exercise (on page 96)

- Ask students to identify the main ideas in their paragraphs. Encourage them to underline one or two sentences in each paragraph.
- Have students use the information they underlined to write their summary statements in a final paragraph.

- Clarify any questions students may have about the words.
- Then ask *How can we organize an essay that contrasts ideas?* (We can write the pros in one paragraph and the cons in another paragraph. OR We can write the pros and cons in the same paragraph, using contrasting sentences.)

Option: (+5 minutes) To provide practice of the language used for contrasting ideas, have pairs choose contrasting items from each list (pros and cons) and write sentences using some of the words in the box or their own ideas. For example:

On the one hand, the government should not interfere in the decisions of adults. But on the other hand, if they don't, people who don't have good judgment may make the wrong decision.

Some people think that wearing a helmet messes up their hair. In contrast, other people think that a helmet looks cool.

UNIT 9

Contrasting ideas

Suggested teaching time:	20–30 minutes	Your actual teaching time:	
--------------------------	---------------	----------------------------	--

- Have students read the presentation.
- Have them read aloud the list of *Pros* and *Cons* to the right of the presentation.
- To check comprehension, ask *What words can we use to tell the reader that a contrasting idea will follow?* Write them on the board as students say them.
 - in contrast*
 - on the one hand / on the other hand*
 - however*
 - nevertheless*
 - even though*

A The essay is organized . . .

- Have students read each paragraph for meaning.
- Encourage students to write a summary of about 50 words. You can have students write it individually or in pairs.
- To review with the class, call on volunteers to read their summaries aloud.

B Guidance for the Writing Exercise (on page 108)

- Encourage students to write 4–5 items on each list. Walk around the room and provide help as needed.
- Before students write about the issue they chose, ask them to decide if they will present the pros and cons together using contrasting sentences, or write the pros in one paragraph and the cons in the other.

B Guidance for the Writing Exercise (on page 120)

- Point out the examples of the simple maps on the right.
- Have students draw their own maps individually and divide them into sections as they would organize their writing. Encourage students to include as many details as possible such as key cities / towns, lakes, mountains, parks, etc.
- To help students prepare for writing, form pairs and have students take turns describing to their partners the places they chose as they point to the map they have drawn.
- Remind students to use the language of spatial relations.
- Encourage students to use their maps as they write, organizing their ideas by spatial relations.

UNIT 10

Organizing by spatial relations

Suggested teaching time:	20–30 minutes	Your actual teaching time:	
--------------------------	---------------	----------------------------	--

- Have students read the presentation and the examples.
- Summarize the ideas in the box by writing the following on the board:
 1. Choose a point: [a city, state, province, etc.]
 2. Describe its location. [It is on the west coast, on the Pacific Ocean.]
 3. Describe other things in relation to that point: [To the southeast of ____ is the city of ____.]
- Use an example from your country to give a description using the patterns on the board.
- Have pairs write their own examples for each item.
- To review, call on volunteers to give descriptions of places using the information they wrote.

A On a separate sheet of paper, . . .

- Ask students to find the places on the maps in Unit 10.
- Complete the first item with the class. Write students' ideas on the board.
- Have students write their sentences individually and then compare them with a partner.
- Review with the class.

Answers for Exercise A

Answers will vary, but may include the following:

1. In the middle of the country is the city of Cobán.
2. To the north of Anchorage is Denali National Park.
3. Along the coast are the cities of Sydney and Canberra.
4. To the north of Guatemala is Mexico.
5. In the center of the country is the city of Alice Springs.
6. East of Glacier Bay National Park is the city of Juneau.

- A The essay is organized into two paragraphs. Read the essay and write the main idea of each paragraph.

Should motorcycle drivers be required to wear helmets?

Main idea: Some arguments for requiring helmet laws.

Many cities and countries have laws requiring motorcycle drivers to wear a helmet. In some ways, these laws are good and effective. For example, it is well known that motorcycle driving is very dangerous. If a motorcycle collides with another vehicle, the driver of the motorcycle has no protection and is often injured or killed. Most fatal injuries are caused by the driver's head hitting the pavement. On the one hand, such injuries are often not survivable. But on the other hand, if a driver is wearing a helmet, the chance of fatal head injury is reduced. Unfortunately, even though drivers know that helmet use could save their lives, many think an accident won't happen to them. However, if there is a law requiring drivers to wear helmets, a lack of judgment won't matter. Drivers will have no choice but to wear the helmet.

Main idea: Some arguments against compulsory helmet-use laws.

Nevertheless, there are arguments against compulsory helmet-use laws. Some people feel that wearing a helmet causes drivers to have a false sense of security. In other words, drivers may feel that when they are wearing a helmet, they don't have to drive carefully. With a helmet, they feel they have a justification for reckless driving. In contrast, other people object to helmet laws because they feel that the government shouldn't interfere with the decisions of adults. They argue that if they get hurt, it's their own responsibility, and if they die, it doesn't hurt anyone but themselves. People who have this opinion often complain about government intrusion in personal freedom.

- B **Guidance for the Writing Exercise (on page 108)** Write the issue you chose and make a list of pros and cons. Use your notes to organize and write your essay.

UNIT 10 Organizing by spatial relations

To describe a place, organize details according to spatial relations. Choose a starting point (for example, the capital city or the largest city). Describe its location.

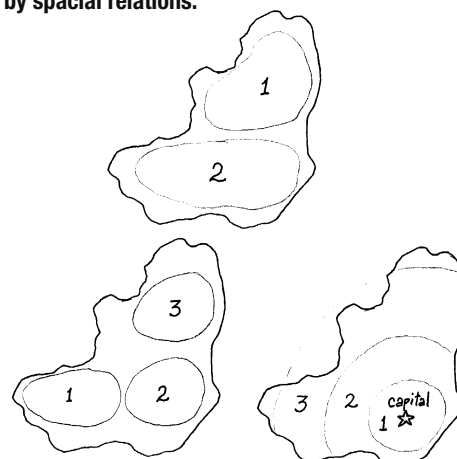
Lima is the capital of Peru. It is located on the west coast, on the Pacific Ocean.

The largest city in China is Shanghai. It is located in the southeast, along the East China Sea.

Describe where things are located in relation to that point. Choose a logical order to follow, such as north to south or west to east, so it is easy for the reader to understand.

- **To the [north] of**
To the north of São Paulo is the city of Campinas.
- **In the [south] of**
In the south of the island is the city of Kaosiung.
- **[East] of**
East of Tokyo is the city of Chiba.
- **Next to**
Next to Washington, D.C., is the city of Baltimore.
- **In the middle / center of**
In the center of the country is the city of Madrid.
- **Along the [coast / river]**
Along the coast, and west of the capital, are the cities of Valparaíso and Viña del Mar.
- **At the start of**
At the start of the Pan-American Highway is the city of Fairbanks, Alaska.
- **At the end of**
At the end of the Volga River is the Caspian Sea.

Here are three possible ways to organize details by spatial relations.



- A On a separate sheet of paper, write a description for each of these places, using the language above. (Use the map on the page shown.)

See page T153 for answers

- | | |
|-----------------------------------|----------------------------|
| 1 Cobán (page 112) | 4 Mexico (page 112) |
| 2 Denali National Park (page 121) | 5 Alice Springs (page 113) |
| 3 Sydney (page 113) | 6 Juneau (page 121) |

- B **Guidance for the Writing Exercise (on page 120)** Draw a simple map of the place you chose. Write numbers on your map for at least two important places, beginning with 1 for the location you will start from, 2 for the next location, and so on. Then use your map to help you write your descriptions, using the language of spatial relations.

Top Notch Pop Lyrics

► 2:17–2:18 I'll Get Back to You [Unit 3]

Your camera isn't working right.
It needs a few repairs.
You make me ship it overnight.
Nothing else compares.
You had to lengthen your new skirt,
and now you want to get
someone to wash your fancy shirts
and dry them when they're wet.
Come a little closer—
let me whisper in your ear.
Is my message getting across
to you loud and clear?

(CHORUS)

**You're always making plans.
I'll tell you what I'll do:
let me think it over and
I'll get back to you.**

You want to get your suit dry-cleaned.
You want to get someone
to shorten your new pair of jeans
and call you when they're done.
I guess I'll have them print a sign
and hang it on your shelf,
with four small words in one big line:
"Just do it yourself."
Let me tell you what this song
is really all about.
I'm getting tired of waiting while you
figure it out.
I've heard all your demands,
but I have a life, too.
Let me think it over and
I'll get back to you.
I'm really reliable,
incredibly fast,
extremely helpful
from first to last.
Let me see what I can do.
Day after day,
everybody knows
I always do what I say.

(CHORUS)

► 2:31–2:32 A True Life Story [Unit 4]

The story of our lives
is a real page-turner,
and we both know
what it's all about.
It's a fast read,
but I'm a slow learner,
and I want to see
how it all turns out.

(CHORUS)

**It's a true life story.
I can't put it down.
If you want to know who's in it,
just look around.**

The story of our lives
is a real cliffhanger.
It's hard to follow,

but boy, does it pack a thrill—
a rollercoaster ride
of love and anger,
and if you don't write it,
baby, then I will.

(CHORUS)

You can't judge a book by its cover.
I wonder what you're going to discover.
When you read between the lines,
you never know what you might find.
It's not a poem or a romance novel.
It's not a memoir or a self-help book.
If that's what you like, baby, please
don't bother.
If you want the truth, take another look.

(CHORUS)

► 3:17–3:18 Lucky to Be Alive [Unit 5]

(CHORUS)

**Thank you for helping me to survive.
I'm really lucky to be alive.**

When I was caught in a freezing snowstorm,
you taught me how to stay warm.
When I was running from a landslide
with no place to hide,
you protected me from injury.
Even the world's biggest tsunami
has got nothing on me,
because you can go faster.
You keep me safe from disaster.
You're like some kind of hero—
you're the best friend that I know.

(CHORUS)

When the big flood came with the
pouring rain,
they were saying that a natural
disaster loomed.
You just opened your umbrella.
You were the only fellow who kept calm
and prepared.
You found us shelter.
I never felt like anybody cared
the way that you did when you said,
"I will always be there—
you can bet your life on it."
And when the cyclone turned the day
into night,
you held a flashlight and showed me the safe
way home.
You called for help on your cell phone.
You said you'd never leave me.
You said, "Believe me,
in times of trouble you will never be alone."
They said it wasn't such a bad situation.
It was beyond imagination.
I'm just glad to be alive—
and that is no exaggeration.

(CHORUS)

► 3:31–3:32 I Should Have Married Her [Unit 6]

She was born with talents
in both literature and art.
It must have been her love of books
that first captured my heart.
We both had experience
with unhappiness before.
I thought we would be together
for rich or for poor.

(CHORUS)

**I should have married her.
She was the love of my life,
but now she's someone else's wife.
I thought we would be happy.
I thought our love was so strong.
I must have got it all wrong.**

It's hard to make a living
when you're living in the past.
I wish we could have worked it out,
but some things just don't last.
I wonder what she's doing
or if she thinks of me.
One day she just changed her mind.
The rest is history.

(CHORUS)

It's too late for regrets.
She's gone forever now.
We make our plans,
but people change,
and life goes on somehow.

(CHORUS)

► 4:34—4:35 **Reinvent the Wheel**

[Unit 8]

You've got your digi-camera with
the Powershot,
Four mega pixels and a memory slot.
You've got your e-mail and your Internet.
You send me pictures of your digi-pet.
I got the digi-dog and the digi-cat,
the "digi" this and the "digi" that.
I hate to be the one to break the news,
but you're giving me the "digi" blues,

(CHORUS)

**And you don't know
the way I really feel.**

**Why'd you have to go and
reinvent the wheel?**

You've got your cordless phone and
your microwave,
and your Reflex Plus for the perfect shave.
It's super special, top of the line,
with the latest new, cutting-edge design.
You've got your SLR and your LCD,
your PS2 and your USB.
I've seen the future and it's pretty grim:
They've used up all the acronyms.

(CHORUS)

I keep waiting for a breakthrough innovation:
Something to help our poor communication.
Hey, where'd you get all of that high-tech taste?
Your faith in progress is such a waste.
Your life may be state of the art,
but you don't understand the human heart.

(CHORUS)

► 5:20—5:21 **We Can Agree to Disagree**

[Unit 9]

I believe that dogs should be
allowed to wander free.
That may be true, but don't you think
that people have rights, too?
I believe that time has come
for true dog liberty.
I see what you mean, but I don't
share your point of view.

(CHORUS)

**We can agree to disagree
about what's wrong and right.**

**It wouldn't be cool for you and me
to fight when we don't see eye to eye.**

I think my cat deserves to eat
a treat, no matter what.
Well, on the one hand, yes,
but on the other hand, well, no.
Don't you feel that every meal
should be shared with a pet?
That's one way to look at it,
but I don't think so.

(CHORUS)

You can be a radical.
You can be conservative.
My dog doesn't care, and he won't ask you
to leave.
You can be a moderate.
You can be a liberal.
You can believe what you want to believe.

I urge you to think it over
before you decide.
That your dog is very nice,
I couldn't agree more.
I believe that you and I
should be the best of friends.
That's exactly what I think.
Why weren't we friends before?

(CHORUS)

► 5:45—5:46 **It's a Beautiful World**

[Unit 10]

The path is located
half an hour west of here.
I heard it's a must-see,
and that it goes pretty near
to a breathtaking beach
a little farther up the coast.
That's the one that everybody
seems to like the most.

(CHORUS)

It's a beautiful world.

Be careful as you go.

The road is dark and dangerous.

Be sure to take it slow.

**Yes, it's a beautiful world,
from the mountains to the seas.
Through life's lonesome valleys,
won't you come with me?**

Are you planning on going
to see the waterfall?
I've been thinking about it,
and I want to do it all!
Would you happen to know
anything about Rocky Cave?
How do you get there?
Can you show me the way?

(CHORUS)

I can't wait.

I don't want to miss it.

There isn't a place worth seeing
that I don't want to visit.

(CHORUS)

Conversation Activator Video Script

Unit 1, Lesson 1

Scene 1

M1: Good afternoon. Hot day, isn't it?

M2: It really is. By the way, I'm Aaron Black.

M1: I'm Ed Selden. Nice to meet you.

M2: Nice to meet you, too.

M1: How do you prefer to be addressed, Mr. Black?

M2: Please call me Aaron.

M1: And please call me Ed.

Scene 2

F: Good morning. Awful coffee, isn't it?

M: It really is. By the way, I'm Ed Selden.

F: I'm Katherine Green. Nice to meet you.

M: Nice to meet you.

F: Would it be rude to call you Ed?

M: Not at all. Please do. And how do you prefer to be addressed?

F: Please call me Katie.

M: OK, Katie. So what do you do?

F: I'm a teacher.

M: Really? How nice. What do you teach?

F: I teach chemistry. And what about you?

M: Me? I'm a dentist.

F: That's interesting. Where's your office?

M: It's in the Miller Building.

F: Oh, that's on First Street, isn't it?

M: Yes, it is.

Unit 1, Lesson 2

Scene 1

M1: So how was your day?

M2: Incredibly busy. By noon I had gone to the dentist, attended a sales meeting, and completed my monthly report.

M1: That's a lot to do before twelve!

M2: That was nothing! Then I went to the airport to pick up my boss. By four, I had already prepared the presentation for tomorrow.

M1: What did you do about eating?

M2: Well, I didn't have lunch or even a snack.

M1: Wow! I'll bet you're tired and hungry now!

Scene 2

F1: So how was your week?

F2: Well, it was pretty busy. I gave Tom a little party on Friday. By Tuesday morning I had sent out all the e-vites, bought the decorations, cleaned the house, and shopped for the beverages.

F1: That's a lot to do before Tuesday!

F2: That was nothing! I also had a lot of work at the office this week. But by Thursday, I had made all the desserts and set the table so I didn't have to do that on Friday.

F1: What did you do about the rest of the food?

F2: Well, I knew I didn't have a lot of time, so I ordered some stuff from a great restaurant in the neighborhood. Then Thursday I stayed up late, and by midnight I had made three nice salads and baked some bread.

F1: Wow! That sounds great. How was the party?

F2: Actually, it was awesome. Everyone loved the food and had a great time.

Unit 2, Lesson 1

Scene 1

M: I'm sorry, but I don't think I can go sightseeing with you this afternoon.

F: Really? Is there anything wrong?

M: Well, actually, I don't feel very well. I've been vomiting since this morning, and I feel really nauseous.

(continued)

F: That's too bad. That must be awful.
Would you like me to pick up
something from the pharmacy?

M: That's really nice of you, but I'm sure
I'll be fine.

F: Then call me later and let me know
how you feel. OK?

M: OK. Thanks.

Scene 2

F: I'm sorry, but I don't think I can meet
you at the restaurant at 6:00.

M: Really? Is there anything wrong?

F: Well, actually, I don't feel very well.
I feel a little weak, and I've been
sneezing for hours.

M: That's a shame. Would you like me
to drive you to a clinic?

F: That's really nice of you, but I'm sure
I'll be OK. Actually, I have some pain
in my shoulder, too.

M: Oh no. Would you like me to pick up
something from the pharmacy?

F: Thanks. I'd really appreciate it.

M: No problem. Write down what you
want and I'll go to the pharmacy
right away. Then call me later and
let me know how you feel. Is there
anything else I can do?

F: No, but thank you very much.

M: Well, feel better!

Unit 2, Lesson 2

Scene 1

F: Hello. Doctor Morton's office. Can I
help you?

M: Hello. This is Dan Smith. I need to
make an appointment for an EKG. I
wonder if I might be able to come in
early next week.

F: Let's see if I can fit you in. How
about Friday?

M: Could I come in after 3?

F: Let me check. Would you be able to
be here at 3:30?

M: That would be perfect.

F: We'll see you then.

M: Excellent! I really appreciate it.

Scene 2

M: Hello. Doctor Morton's office. Can I
help you?

F: Good morning. I need to make an
appointment for an examination. I
wonder if I might be able to come in
the week of the fourth.

M: The week of the fourth? Let's see if I
can fit you in. How about the sixth?

F: The sixth? Hmm . . . Oh, I'm sorry, I
can't. I have classes all day on the
sixth. What about the seventh?

M: Let me check . . . Would you be able
to be here at noon?

F: At noon on the seventh? Just a
minute. I'm sorry. I'm in classes
until one that day. How about in the
afternoon?

M: I have something at 2. Is that OK?

F: Perfect! Thank you.

M: Great. Could I have your name?

F: It's Stacey Keefe. That's K-E-E-F-E.

M: OK. We'll see you then.

F: That's great. I really appreciate it.

Unit 3, Lesson 1

Scene 1

M1: Do you think I could borrow your
laptop for about an hour? Mine's
not working, and I have to finish a
report.

M2: Gee, I'm sorry, but I'm working on
a report, too. I have to finish it by
three o'clock.

M1: That's OK. I'll think of something.

M2: Hey, I have an idea. Maybe you could get David to lend you his laptop. He'll be at a meeting all afternoon.

M1: Good idea. I'll go ask him.

Scene 2

F: Do you think you could pick up some lunch for me? I'm starving. But I'm really busy and I can't leave my desk right now.

M: Gee, I'm sorry, but I'm not coming back. I have an appointment.

F: No sweat. I'll think of something.

M: Hey, I have an idea. Maybe you could get Peter to pick up something for you.

F: Actually, I already asked him, but he's really busy, too.

M: Oops. Hey, why don't you ask Tina? She usually goes to lunch around now.

F: That's a great idea. I will.

M: Next time, I'll pick up lunch for you. My treat!

F: Sounds great. Deal!

Unit 3, Lesson 2

Scene 1

M: Could I have this picture framed by Monday?

F: Monday? That might be difficult.

M: I'm sorry, but it's pretty urgent. This is a gift for my wife, and it's her birthday on Monday.

F: Well, I'll see what I can do. But it won't be ready until the afternoon.

M: That's perfect! You're a lifesaver. Thanks!

Scene 2

F: Excuse me. Could I have these shoes repaired by the weekend?

M: This weekend? That might be difficult.

F: I'm sorry, but it's pretty urgent. I'm going on vacation for two weeks. My flight is on Saturday.

M: Well, I'll see what I can do. But they won't be ready until Saturday morning.

F: But my flight is at ten in the morning. I'm sorry . . . I know this is last minute, but I really need these shoes. Do you think you could repair them earlier?

M: Well, you could pay a little more for faster service.

F: How much?

M: Three fifty.

F: No problem.

M: OK, then. They'll be ready on Friday after 5.

F: Great! What time do you close on Friday?

M: At 6.

F: I really appreciate it! Thanks a million!

M: You're welcome.

F: Well, I won't keep you any longer. See you Friday!

Unit 4, Lesson 1

Scene 1

F: Have you read anything interesting lately?

M: Actually, I'm reading a travel book called *A Small Island*.

F: I've never heard of that one. Is it any good?

M: Oh, I think it's a hilarious book. And it's a fast read. I highly recommend it.

F: Well, do you think I could borrow it when you're done? I love fast reads.

M: Sure! I doubt I'll finish it before Friday though.

F: That's OK. I can wait.

(continued)

Scene 2

- M:** Have you read anything interesting lately?
- F:** Actually, I'm reading a science fiction book called *War of the Worlds*.
- M:** I've never heard of that one. Is it any good?
- F:** Oh, I think it's a pretty scary book. And it's a real page-turner. I highly recommend it.
- M:** What's it about?
- F:** Well, the U.K. is attacked by beings from another planet.
- M:** Sounds cool. Do you think I could borrow it when you're done? I love real page-turners.
- F:** Sure! I doubt that I'll finish it before the end of the month though.
- M:** That's fine. I can wait.
- F:** So how about you? Have you read anything interesting?
- M:** I'm reading a self-help book called *Younger You*.
- F:** *Younger You*? What's it about?
- M:** It's about doing things to stay young.
- F:** Really? Sounds interesting.

Unit 4, Lesson 2

Scene 1

- F1:** Is that last week's *People* magazine?
- F2:** Yes, it is.
- F1:** Could you tell me where you bought it? I can't find it anywhere.
- F2:** At the pharmacy next door. But I think it's sold out.
- F1:** Too bad. There's an article in there about the singer Adele. I'm dying to read it.
- F2:** I can understand why. It was great. Listen. Take *my* copy. I'm done with it.
- F1:** Are you sure?
- F2:** Of course.

Scene 2

- M1:** Is that today's *Times*?
- M2:** Yes, it is.
- M1:** Could you tell me where you bought it? I can't find it anywhere.
- M2:** At the newsstand downstairs. But I think it's sold out.
- M1:** Too bad. There's an article in the sports section about the World Cup. I'm dying to read it.
- M2:** I can understand why. It was amazing. Actually, there are two articles about the World Cup. I'm reading the other one now.
- M1:** Could you tell me what it's about?
- M2:** Of course. It's about who the best players are.
- M1:** I'm curious if the article talks about that new player from France, Charles Dubois?
- M2:** No. I don't see anything about him.
- M1:** Really? I'm surprised that he isn't in there.
- M2:** Me, too. Listen. Take my copy. I'm done with it.
- M1:** Really? Aren't you still reading the article?
- M2:** I can finish it online.
- M1:** OK. That would be great! Thanks.

Unit 5, Lesson 1

Scene 1

- F:** I'm on the phone with your sister. Would you like to say hello?
- M:** I would, but I don't have time.
- F:** Anything you'd like me to tell her?
- M:** Yes. Please tell her to call me at the office.
- F:** OK.

Scene 2

- M:** I'm on the phone with Ed and Claire. Would you like to say hello?

F: I would, but I'm late for a doctor's appointment.
M: Anything you'd like me to tell them?
F: Yes. Please tell them to meet me at Mario's for dinner at 7.
M: Will do.
F: And what are you doing for dinner?
M: Nothing, actually.
F: Well, would you like to join us?
M: Yes, I would. But could you do me a favor?
F: Sure.
M: I won't have my car. Can you come here at 6:30 and give me a ride to the restaurant?
F: Sure. No problem. See you at 6:30.

Unit 5, Lesson 2

Scene 1

F1: What's going on in the news today?
F2: Well, the Daily Post says there was an earthquake in Iran.
F1: Really?
F2: Yes. It says there were 20,000 killed.
F1: Oh, no!
F2: And it says there are over one hundred thousand homeless.
F1: What a shame!

Scene 2

M: What's going on in the news today?
F: Well, the Asia Times says there's a bird influenza epidemic in Tajikistan.
M: Really?
F: Yes. It says it has caused record deaths.
M: What a disaster!
F: It says children and the elderly should get vaccinations. . . . And that's not all.
M: What do you mean?
F: The *Weekly Mail* says there's a famine in Ethiopia. It's caused by the drought.

M: Oh, no!
F: It says, "Thousands die of hunger."
M: That's horrendous.
F: You can say that again.

Unit 6, Lesson 1

Scene 1

F1: So what are you doing these days?
F2: Well, I'm getting married.
F1: No kidding! I thought you had other plans.
F2: That's right. I was going to go to drama school, but I changed my mind.
F1: How come?
F2: Well, it's hard to make a living as an actor.

Scene 2

F: So what are you doing these days?
M: Well, my wife and I are going to have a baby.
F: No kidding! I thought you had other plans.
M: That's right. We were going to take a trip around the world, but our parents talked us out of it.
F: How come?
M: Well, they said it was time to start a family. And actually, we decided they were right.
F: So when is the baby going to be born?
M: In September.
F: Your wife is a teacher, isn't she?
M: Yes, she is.
F: Is she going to keep working after the baby is born?
M: Yes. I'm going to stay home. I'm studying, and I can do that at home.
F: That's great. Best of luck!

(continued)

Unit 6, Lesson 2

Scene 1

- F1:** I shouldn't have studied law.
F2: Why do you think that?
F1: Well, I don't really like law. I think I would have enjoyed being a doctor.
F2: Could be. But you never know. You might not have liked medicine.
F1: That's true.

Scene 2

- M1:** I should have become an artist.
M2: Why do you think that?
M1: Well, I might have been a really good one.
M2: Could be. But you never know. You might not have been happy.
M1: True. So, why didn't you become a teacher?
M2: Well, teachers don't make a lot of money. I used to want to make a lot of money, but I've changed my mind about that.
M1: It's not too late. Why don't you study teaching now?
M2: You must have spoken to my wife. She says the same thing.
M1: No, I didn't. Do you have other regrets about your life?
M2: Not really. You know, I could have married Jackie Miller! Then I would really have regrets!
M1: Jackie? You're right.

Unit 7, Lesson 1

Scene 1

- F:** I heard there's going to be a holiday next weekend.
M: That's right. National Day.
F: What kind of holiday is it?
M: It's a historical holiday that takes place in March. People set off fireworks and march in parades.

- F:** Well, have a really nice National Day!
M: Thanks! You too!

Scene 2

- M:** I heard there's going to be a holiday next Thursday.
F: That's right. Thanksgiving.
M: What kind of holiday is it?
F: It's a historical holiday that takes place in November. People spend time with their family and eat a big meal together.
M: Nice. What else do people do?
F: Well, a lot of people watch football on TV, too.
M: Oh yeah? Do people give gifts or wear costumes on Thanksgiving?
F: On Thanksgiving? No, they don't. But they usually wish each other well.
M: Sounds like a nice holiday. Well, have a happy Thanksgiving!
F: Thank you! Same to you! . . . Hey, you should come to *my* house on Thursday. We'll have lots of food.
M: Really? Thanks! That sounds great.

Unit 7, Lesson 2

Scene 1

- M:** Do you mind if I ask you about something?
F: No problem. What's up?
M: I'm not sure about the customs here. If someone invites you to a party, should you wear formal clothes?
F: No. Formal clothes aren't necessary. But the clothes you wear shouldn't be too informal.
M: Would it be appropriate to bring a gift?
F: Sure. But you don't *have* to bring anything.
M: Thanks. That's really helpful.

Scene 2

- F:** Do you mind if I ask you about something?
- M:** No. What's up?
- F:** I'm not sure about the customs here. If someone invites you out for dinner, should you offer to pay the bill at the end of the meal?
- M:** You can. But don't be surprised if the other person says no. Usually the person who invites expects to pay the bill.
- F:** Really? That's interesting. Would it be impolite to offer to pay the tip?
- M:** Actually, no. But tipping isn't customary here.
- F:** Oh you're right! I forgot. Is it OK if I invite the person out to dinner at a later time?
- M:** Of course.
- F:** Thanks! That's really helpful.

Unit 8, Lesson 1

Scene 1

- M1:** I just got a new refrigerator.
- M2:** No kidding! What kind?
- M1:** A Freeze King. It's huge, and it's first-rate. I thought I'd treat myself.
- M2:** Well, congratulations! If I had the room for such a big fridge, I'd get one for my house.

Scene 2

- F:** I just got a new underwater camera.
- M:** No kidding! What kind?
- F:** An SF Marine 2000. It's state-of-the-art. I've wanted this camera for two years. I thought I'd treat myself.
- M:** Well, congratulations. If I did underwater photography, I'd want one of those, too. I saw an ad for it in Photo Magazine. What a great camera. The SF's are all state of the art, but the 2000 is revolutionary.

- F:** I know. It sends images wirelessly from under water. Is that incredible or what?
- M:** It is. I have an SF Land model. It's pretty innovative, too. It's so small it fits in my shirt pocket.
- F:** Does it have all the features of the full-size SFs?
- M:** It does! I love it. I hear they're coming out with an even smaller model. If I had the money, I'd treat myself to that, too.

Unit 8, Lesson 2

Scene 1

- F1:** Sorry I didn't return your call yesterday.
- F2:** What happened?
- F1:** I'm ashamed to say I just got so busy, I didn't notice the time.
- F2:** Don't worry. That can happen to anyone.
- F1:** Well, if I had made a note and stuck it to my computer screen, I would have remembered.
- F2:** No harm done. We can talk now. I have time.

Scene 2

- M:** Sorry I missed your birthday party.
- F:** What happened?
- M:** I'm ashamed to say I just didn't write it down, and then I accidentally deleted the e-mail invitation. I'm sorry.
- F:** Don't worry. That can happen to anyone.
- M:** Well, if I had written it down, I would have been there.
- F:** No harm done. But it was a great party. Too bad you weren't there.
- M:** Tell me about it. Who was there?
- F:** My husband, of course, and some friends from the office—Len and Brad. Do you know Laura Bass?

(continued)

M: Yes, I do. Was she there?
F: Yes. And she brought me a beautiful cake.
M: I'm so sorry I wasn't there.
F: No worries. I'll invite you again next year.
M: And I'll write it down!

Unit 9, Lesson 1

Scene 1, Part 1

F1: Do you mind if I ask you a political question?
F2: No problem. What would you like to know?
F1: Well, what do you think about the president?
F2: Actually, I think she's great.

Scene 1, Part 2 (if you don't want to answer)

F1: Do you mind if I ask you a political question?
F2: No offense, but I feel a little uncomfortable talking about that. I hope you don't mind.
F1: Absolutely not. It's a good thing I asked.

Scene 2

F: Do you mind if I ask you a political question?
M: No problem. What would you like to know?
F: Well, are you a liberal?
M: No, I'm not. I'm a moderate.
F: So what do you think about our banking policies?
M: I'm not sure. What about you?
F: I haven't made up my mind. Can I ask you another question?
M: Sure. Shoot.
F: Who are you voting for in the election next week?

M: No offense, but I feel a little uncomfortable talking about that. It's a little personal. I hope you don't mind.
F: Absolutely not.

Unit 9, Lesson 2

Scene 1

M1: How do you feel about compulsory military service?
M2: I'm against it. I don't think military service should be compulsory. What about you?
M1: Actually, I'm afraid I don't agree. I think if it weren't compulsory, no one would serve in the military.
M2: Do you think so? I'm not sure I agree.

Scene 2

F: How do you feel about lowering the driving age?
M: I'm in favor. I think young people need transportation, and the buses are awful. What about you?
F: No offense, but I just can't agree. Young people are terrible drivers. They speed. They text while they're driving. It's just too dangerous. Drivers should be at least 18 years old.
M: Well, then, what do you think about raising the voting age?
F: Actually, I'm against that. I don't think voting and driving are the same thing.
M: That's exactly what I think. I couldn't agree with you more. If we have compulsory military service at 18, people should be able to vote at 18.
F: I couldn't have said it better myself.

Unit 10, Lesson 1

Scene 1

- F:** Where exactly are the Adirondack Mountains located?
- M:** About five hours north of New York City. Are you planning to go there?
- F:** I've been thinking about it.
- M:** You don't want to miss it. If you go in October, the colors are amazing.

Scene 2

- M:** Where exactly is Niagara Falls located?
- F:** It's south of Toronto. Toronto's in eastern Canada, and Niagara Falls is on the border of Canada and the U.S. Are you planning to go there?
- M:** I've been thinking about it.
- F:** Well, the waterfalls are amazing. But I think the place is overrated. There are too many tourists there.
- M:** What about Lake George? Is it worth seeing?
- F:** Definitely. You don't want to miss Lake George. It's gorgeous.
- M:** Is a trip there and to Niagara Falls doable in a few days?
- F:** Sure.
- M:** So can I get reservations for a hotel in Lake George and drive to Niagara Falls for the day?
- F:** Not really. Niagara Falls is about five hours northwest of Lake George by car. But you can stay at the lake first and then drive to the Falls the next day.
- M:** Great idea.

Unit 10, Lesson 2

Scene 1

- M:** Excuse me. Can you tell me the way to the waterfall?

- F:** Sure. It's about a fifteen-minute walk that way. You'll see the path at the top of the cliff.
- M:** Thanks. Is it safe to walk on the path there?
- F:** Sure, but be careful. It can be a little slippery.
- M:** Thanks.
- F:** And you should use some insect repellent for the mosquitos. It's too hot to wear a sweater.
- M:** Thanks for the warning.

Scene 2

- F:** Excuse me. Can you tell me the way to Smith's Cave?
- M:** Yes, I can. It's that way. You'll see a sign for the path.
- F:** Thanks. Is it safe to go inside the cave?
- M:** Sure. There are snakes. But don't worry. They're not dangerous.
- F:** Thanks.
- M:** And be sure to bring a flashlight. It can be pretty dark in the cave.
- F:** Thanks. Are there any bears around here?
- M:** Bears? No. You don't have to worry about that. Just keep an eye out for the snakes.
- F:** Is the path very rocky or steep?
- M:** No. But sometimes it can be too foggy for you to see very well there.
- F:** Thanks for the warning. Tell me. Is Smith's Cave worth seeing?
- M:** Actually, I think it's a waste of time. If you want to see a really great cave, take a drive north to Patterson and visit Rocky Cave. It's a must-see!
- F:** Thanks! I'll do that.